

Role of Warm-up Activity in Language Classroom: a Tertiary Scenario

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ABSTRACT

This research tries to find out the effectiveness of using warm up activity in language classroom. It gives an introduction emphasizing on warm up activity has a number of benefits. Starting a class with a warm up activity may promote interest among students, set a friendly environment, increase students' participation, attract their attention etc. In theoretical part, it covers details information about what is warm up, what are the principles of warm up activity and some examples of warm up activity. Most importantly, it tries to bring out the usefulness of warm up activity in the section why is warm up important by describing points: establish a relationship, motivation and warm up, attention and warm up, background knowledge and warm up, and lesson objective and warm up. A survey has conducted among some universities for this paper to find out whether warm up activity plays an important role in language classroom and whether it is useful for teachers and students in language teaching and learning. The result of the survey showed that it is helpful to use a warm up activity in language classroom. This paper concluded with some suggestions.

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CHAPTER 1- Introduction

1.1 Introduction

Many students complain that they feel bored doing same thing again and again from the beginning to end of a class. As they do not feel interested in class, they cannot progress much in learning a language. Unfortunately, many teachers do not pay attention whether or not students feel interested and motivated to work with the activities they provide in classes. It is needed to find out how to keep students' interest in learning (Jun, 2000). Using warm up activities can be one way to bring variation in class activity and to make the students curious, focus their attention, provide them purpose and motivation (Eragamreddy, 2013).

1.2 Problem Statement

Many teachers do not think warm up is useful that is needed for learning to be fun. They basically use it in the first class of a new course to give the students a chance to be familiar with each other. They ignore the other benefits of using a warm up activity in classroom. For example: it can motivate the students to participate in class activities, activate the students' background knowledge, help the teachers introduce a new topic in interesting way or help get the students' attention. However, teachers use common techniques such as questioning, reviewing materials from the previous class, chatting with students as warm up activity whereas they can use jokes, songs, funny videos, games, stories or pictures to make the class more interesting.

1.3 Purpose of the Study

The researcher is interested to know whether and how often warm up activity is used in tertiary level classes. Also, the study attempts to find out how effectively warm up is used in the above-mentioned classes.

1.4 Research Questions

1. How necessary warm up activities are in tertiary level classroom?
2. How does it prove to be beneficial for both teachers and students?

CHAPTER 2- Literature Review

2.1 Introduction

It will not be a successful class if the students do not feel interested at the very beginning of a class. So, a teacher should try to start a lesson in a way which keeps his\her students engaged. An interesting way of starting a lesson could be using activities called warm-up activities or ice-breakers (Robertson & Acklam, 2000). Different types of warm-up activities such as songs, games and discussion questions can be used to get students' attention in class (Treko, 2013). Ruiz and Ramírez (2008) state that to improve students' learning and to get the best from them, it is a must to start a class with a good warm-up session (p.174).

2.2 What is Warm-up?

A warm-up stage is a preparatory stage which helps the students feel relaxed and also sets a positive mood for learning (Rushidi, 2013). According to Robertson & Acklam (2000) "warm up is a short activity for the beginning of lesson" (p.30). Kay (1995) claims that warm ups are different types of activities which help the students begin to think in English, review previously introduced materials and become interested in the lesson (as cited in Velandia, 2008, p. 11). Lassche (2005) defines that for language learning lesson a warm-up stage is the "initial orientation" (p. 83). So, a warm up activity is used to start a class with an interesting task to help the students be comfortable in classroom setting and to help them start thinking in English.

2.3 Background Knowledge and Warm-up

Brown (2006) defines, “prior knowledge is generalized mental representations of our experience that are available to help us understand new experiences” (p.2). In the introductory session of a lesson, it is essential to activate students’ existing knowledge and relate them to the new information they are going to learn (Joshi, 2006). García and Martín (2004) mention that one of the objectives of using warm up activity is to activate students’ background knowledge (p.17). Teachers need to understand what students already know about the topic they are going to teach and they need to connect the topic with the students’ present understanding. Teachers should start teaching from the point about which students have knowledge or they are familiar with (Cheung, 2001). Rumelhart (1980) states, “we comprehend something only when we can relate it to something we already know-only when we can relate the new experience to an existing knowledge structure” (as cited in Carrell, 1983, p.82). Cheung (1998) describes two types of background knowledge; subject knowledge and encountered knowledge. Subject knowledge is students’ prior knowledge acquired from educational institutes and whatever students learn through interaction with the world is encountered knowledge. If students are presented with new materials or topics or tasks by relating their subject knowledge and encountered knowledge, it will be easier for them to be connected to the new knowledge and they will be more eager to learn (p.58). García and Martín (2004) mention that “from a deductive methodological viewpoint”, we can assume warm-up as a ship that takes the learners for a journey from known to unknown as an attempt to activate their potential and passive vocabulary (p. 17). A warm-up activity helps the students trigger their existing knowledge and also drive their mind towards the main activity. This is the way students can build a connection between the old and new information (Nemati & Habibi, 2012).

2.4 Lesson Objective and Warm-up

If students get the idea about what knowledge and skills they will acquire from the starting of the class, their achievement level will be high (Joshi, 2006). According to Prabhu (1987), “perceived purpose and clear outcome was satisfying to learners because there was a clear criterion of success and a sense of achievement from success” (as cited in Lassche, 2005, p.86). Learning is a goal oriented activity where a teachers’ job is to engage their students to find out the importance of learning materials and make that journey enjoyable (Cheung, 2001). A brief warm up activity can build a relationship between the students and the learning materials (Hasan & Akhand, 2013). If learners find that a task is related to their learning needs, they will perform the task with higher effort. But their performance level will be minimum when the task will be irrelevant with their needs (Murphy, 2002). A teacher trainee mentions that students should not only do activities just to have fun but also should learn something from each activity that is needed (as cited in Farrell, 2008, p.8). Oxford and Shearin (1994) claim that when the learning objectives are clear and precise to the students, achievement rate is exceptional (as cited in Lassche, 2005, p.86). It is true that a task will not automatically provide a clear goal for the learners. Teachers have to discuss the lesson aims and objectives with students so that they get a clear, achievable, and relevant goals for performing the task (Spratt & Leung, 2000). In addition, Nunan (1999) suggests, “making instructional goals explicit to the learner” (as cited in Lassche, 2005, p. 86). In initial warm-up stage the lesson objective can be disclosed as students learn better as soon as they become aware about the learning goal (Lassche, 2005).

2.5 Principles of Warm-up Activity

Velandia (2008) proposes some principles to design a warm-up activity. He suggests that a warm-up activity should take place at the beginning of the class. It will help the teachers catch the students' attention. It has to be interesting so that students get motivated from the very beginning. It is usually a short activity as it is a preparatory stage of other stages of a lesson. Warm up activity has to be related with the lesson topic so that in other stages students can get involved in different activities easily to develop their language skill (p. 13). Following is the diagram that displays some of the principles of warm up activity taken from Velandia (2008).

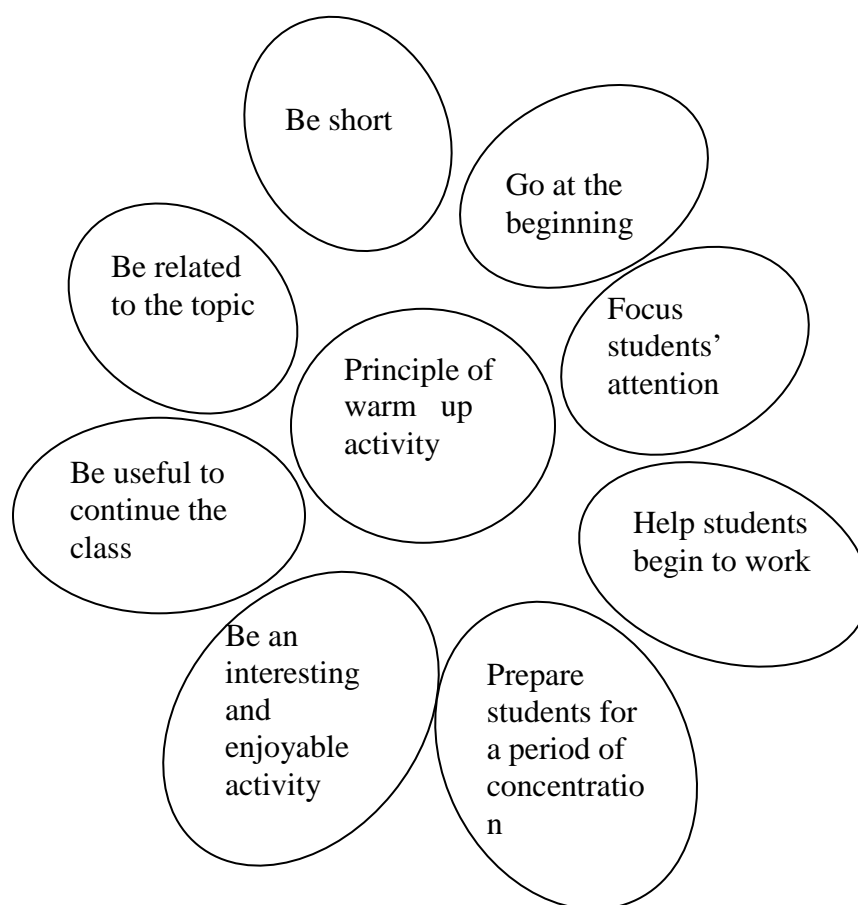


Diagram: features of warm-up activity

Robertson and Acklam (2000) also have described the main features of a warm-up activity. They include that a warm-up activity needs to be interesting to motivate the students for practicing English. It will not be the main part of the lesson as a warm-up activity is a short activity. Warm up can be used to give the students a chance to revise previously studied language. Robertson and Acklam (2000) have disagreed with Velandia (2008) that warm up activity has to be related with the lesson topic. They mention that it is not necessary that warm-up activity be connected to the lesson as the main purpose of using warm-up activity is making the students ready to work in English. (p. 8)

2.6 Examples of Warm-up

Following are some example warm up activities;

What are they talking about?

Teacher writes a sentence on the board that is a bit conversational. For example: Find it at last! But it is too late now, I can't afford to, after what you have done, You fool! We'll never get it back now! Students try to guess what the person is talking about. There is no right or wrong answer. Students are encouraged to say anything (Robertson & Acklam, 2000).

Back to back

When a piece of music is played, all students walk around the room and observe others clothes, hairstyles etc. When the music stops everyone makes pair with the nearest person and they stand back to back. Then, they make statements about each other's appearance without seeing each

other. For example, student A: I think, your eyes are brown, Student B: that's not right, my eyes are black. In this way, when the music again starts, all pairs separate and when the music stops they make different pairs (Kilppen, 1985).

Question time

It is a warm up activity which is used to give learners some idea about the lesson topic. Here, the teacher asks some questions to activate learners' prior knowledge and elicit information. For example, teacher asks some questions such as do you often go to restaurant?, Do you like cooking?, what will make you unhappy when you will eat in a restaurant?. After eliciting information teacher tells them to listen a passage where a person is angry about a restaurant (Jun. 2000).

Jigsaw reading

Teacher cuts a short text into four pieces. Then, he divides the class into groups of four members. Each member gets one piece of the text. They are asked to read it first and then discuss with their group members without seeing each other's text to find out which piece will come first, which will be the second one and so on (Treko, 2013).

Proverb matching

It is a warm up activity in which every student gets a half proverb card and has to find out his/her partner for the other half. They together have to come up with a story or situation which illustrates their proverb and others can guess the proverb (Kilppen, 1985).

2.7 Why is Warm-up Important?

The warm-up section is important as it serves the following purposes;

2.7.1 Establish a Relationship

Learning process is facilitated through building a positive relationship with the students. A fun or interesting class largely depends on the teachers as their personality and teaching method motivate the students to raise a positive attitude towards learning (Krishnan & Hoon, 2002). Teachers' attitude is an important factor to develop cooperation between students and teacher. If teaching style is cooperative, learning condition becomes good (Klippen, 1985). Klippen (1985) mentions that the teacher sets an atmosphere within a class without being aware of it by choosing certain types of exercises and topics (p. 6). The teacher can help the students share their ideas and opinions in less tensed situation by developing rapport with them (Lassche, 2005). Building up a sense of rapport and mutual trust among the teacher and the students is the pre-condition to create a positive atmosphere in classroom (Richards & Bohlke, 2011). According to Hale and Whitlam (1995), "rapport is the ability to build trust and confidence with others, often when there is little time available" (as cited in Lassche, 2005, p. 84). Warm-up exercises and jigsaw tasks can be adopted by teacher to create a good atmosphere in class (Kilppen, 1985). Warm-up activities like joke, game, puzzle establish a positive learning environment and make the students comfortable to participate in the classroom (Joshi, 2006). Krishnan and Hoon (2002) state that in the language classroom learners need to support and motivate each other to promote success in learning (p.35). Warm-up or icebreaker activities help create a comfortable environment and establish peer trust among students which allow them to engage in negotiation with each other for other activities easily (Hansen & Liu, 2005). Language teachers should be aware of the

usefulness of warm-up activities especially for the first lesson of any new class where students get an opportunity to know each other and the teacher gets a chance to understand the general level of the class. These kinds of activities help create a bonding among the whole class (Senior, 1997).

2.7.2 Motivation and Warm-up

By spending five or ten minutes for warm up activities, learners can be motivated from the beginning of a class (García & Martín, 2004). Motivation for learning is influenced by the learners' interest in the class activities (Wiśniewska, 2012). Nseendi (1984) suggests that students will be motivated to learn when the activities and exercises for language learning are interesting to them (as cited in Cheung, 2001, p.59). So, the warm up activity used to motivate students should be interesting (Ruiz & Ramírez, 2008). Crookes and Schmidt (1991) define that motivation is learners' interest and enthusiasm for the learning materials and tasks used in class and it indicates their levels of attention, concentration and enjoyment (as cited in Peacock, 2014, p.145). In the preparation stage, a warm up exercise can act as an important factor to arouse students' interest to motivate them (Jun, 2000). Wiśniewska (2012) also mentions that interest builds motivation and exploration to learn, to develop broad knowledge and to attain skills and experience (p.212). Beginning a class with a warm up activity is a good way to grow curiosity and interest among the learners and motivate them to give their attention in further activities to know more (Zhu, 2010).

2.7.3 Attention and Warm-up

Bowers (1984) suggests that unattended material stays in memory for short time and does not get processed in long term memory due to lack of attention and noticing (as cited in Schmidt, 1990, p.141). Opening activity mainly used to focus the students' attention on the lesson (Richards & Bohlke, 2011). Dornyei (2001) states that teachers can play a vital role to create a positive learning attitude among students. To make them interested and involved in class, teachers need to stimulate their curiosity and attract their attention (as cited in Velandia, 2008, p.11). People learn about things when they give attention and do not learn much when they have lack of attention (Lam, 2009). Walqui (2006) states that by focusing students' attention on the main ideas, teacher first prepares the students for engaging them in interactive tasks to practice (p.169). According to Allwright (1984), warm up activities are used to get students' attention so that to they put aside their distracting thoughts and become ready to focus individually and as groups on class activities (as cited in Velandia, 2008, p.11). So, by using warm up activity learners' attention can be taken and they can be invited to start thinking of lesson topic (Saraceni, 2007). Warm-up activities help the students stop being distracted and focus their attention on the lesson. These kinds of activities lead the students to effective language learning from the beginning (Velandia, 2008).

2.8 Drawbacks to Warm-up

Good learners try to organize their knowledge when their teacher can help in this organization by using suitable warm up activities (Nemati & Habibi, 2012). It's necessary that the activity used for learners has to be linked to their cognitive target (Ruiz & Ramírez, 2008). Krashen (1982)

mentions in his “comprehensible input” that students will acquire a language when it will be understandable and meaningful to them. The input or activity uses for learners has to be $i+1$ level where i represents the students’ existing knowledge and 1 is just one advance step from the students’ current level of competence (as cited in Tricomi, 1986, p.60). Many warm up activities fail to serve learners as the organization of the language of warm up activities seems different from the language organization of learners’ minds. This mismatch hinders the effective language learning (Nemati & Habibi, 2012).

Furthermore, very shy students can find warm up activities as threat. Especially, when a student feels strained as he\she has to perform exercises alone in front of the whole class (Klippel, 1985). Krashen (1982) also states that no matter how appropriate the input is, there will be an impediment in comprehension if a students’ “affective filter” or emotional responses such as nervousness, anxiety, stress, tension etc is high (as cited in Tricomi, 1986, p.60).

CHAPTER 3- Methodology

3.1 Introduction

This chapter discusses the method used by the researcher to collect and analysis data from different universities.

3.2 Methods of Data Collection

The methods used for this paper include:

- Students' questionnaire survey
- Teachers' questionnaire survey
- Researcher's own evaluation using a checklist.

For data collection, questionnaire is one of the most useful methods. This method has a number of advantages. It is easier to interpret the survey result when questionnaire method is followed. The respondents can fill up the questionnaire within little time. As the answers are relatively objective, the researcher finds it easy to analyze and discuss (Best & Kahn, 1986).

3.3 Designing Instruments

To design teachers and students' questionnaires, same items\statements are used with some changes in language to fit the respondents. The researcher has organized the questions in a way so that the respondents feel easy and comfortable to answer and express their opinions. The items\statements are basically about the respondents' positive and negative attitude towards

warm up and its role in language classroom. The respondents have to choose and tick an appropriate option from five options for each item\statement. For analysis, the researcher has converted the responses into mathematical figures as follows:

Entirely disagree = 1, Disagree =2, Not sure = 3, Agree = 4, Entirely agree = 5

The checklist is used by the researcher when he\she has observed some classes to assess the use of warm up activity and its importance in language classroom. The checklist is in the form of questions, not statements.

3.4 Sampling of the Study

For the study, the researcher has chosen 5 private universities of Dhaka city as a sample unit to collect data. The number of the subjects\respondents was 10 teachers and 247 students. The respondents were cooperative and helpful in filling up the questionnaire.

Samples designated for the survey are shown below:

Table 1: Samples for the survey

Type	Number
1. Students' questionnaire	247
2. Teachers' questionnaire	10

Institution wise numbers of student and teacher respondents are given bellow:

Table 2: Detailed Sampling Plan

Institution	Teachers No.	Students	
		Class	No.
1. North South University (NSU)	2	Eng: 105	17
		Eng: 103	26
2. International University of Bangladesh (IUB)	2	Eng: 102	24
		Eng: 101	36
3. East West University (EWU)	2	Eng: 100	22
		Eng: 100	25
4. American International University of Bangladesh (AIUB)	2	Eng: writing	19
		Eng: writing	26
5. Uttara University	2	Eng: 101	25
		Eng: 102	27

3.5 Data Collection Procedure

The data were collected from the teachers and students of five universities. For collecting data, the researcher had to contact with the chairpersons of English Department of those universities and tell them the purpose of the research to get permission. The researcher also had to take permission from the teachers whose classes she observed for conducting teachers' and students' survey.

3.6 Data Analysis

For this study, mean score is used to analyze the collected data. The mean is the sum of all scores of all subjects\respondents in a group divided by the number of subjects\respondents, $[X = \sum X/n]$ (Seliger and Shohamy, 1989). The mean of each of the items\statements, therefore, is the average score for each item\statement and it is the summation of all the scores divided by the number of subjects\respondents. The average performances of a group on given task are determined by the mean and it helps the researcher to get information by shortening large amounts of data. The mean provides the researcher how a group performed as a whole (Seliger and Shohamy, 1989).

3.7 Limitation of the Study

It was not possible for the researcher to cover a good number of Universities of Dhaka city for the survey due to lack of time and money. Moreover, the sample size was small as the researcher covered only five universities. But, the small sample was examined carefully and closely to analyze whether warm up activity is used in our context and whether they are useful for the teachers and students in language classroom. The researcher tried her best to make the study as objective and valid as possible. Furthermore, some of the students were not cooperative and they

refused to fill up the survey questionnaire as it was not the part of their study. Besides, most of the students were not familiar with the term 'warm up". So, the researcher had to explain what is warm up activity so that the students could fill up the survey questionnaire.

CHAPTER 4- Findings and Discussion

4.1 Introduction

This chapter is developed to analyze the research data that were collected from the teachers and students of different universities.

4.2 Result Found from Students' Questionnaire Survey

The respondents had to tic the appropriate option from the five options for each statement in the student questionnaire. For analysis the responses were converted into mathematical figures as follows:

Entirely disagree = 1

Disagree = 2

Not sure = 3

Agree = 4

Entirely agree = 5

The results are presented in the table below:

(In each box the number on top indicates the number of scorers and the number at the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.)

Table: 1

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree	Mean score
A. Warm up and its principles							
1.	Warm up is a short activity that is not the main part of a lesson	25 25	61 122	32 96	102 408	27 135	3.18
2.	A warm up is related to the lesson topic and other activities of a lesson	10 10	23 46	50 150	131 524	33 165	3.62
3.	It helps students to begin to think in English, review previous-class lesson and become interested in class	10 10	10 20	12 36	138 552	77 385	4.06
B. Background knowledge and warm up							
4.	For the students' betterment teachers should start teaching from the point students have knowledge and relate them with the new information	9 9	18 36	24 72	131 524	65 325	3.91
5.	The use of warm up activities help activate the students' background knowledge	10 10	19 38	27 81	134 536	57 285	3.85
6.	Learners comprehend things better that	7	20	40	133	47	

	they can relate to the things they already know	7	40	120	532	235	3.78
7.	Warm up activities help the students build a connection between old and new information	3 3	22 44	33 99	133 544	53 265	3.87
C.	Lesson objective and warm up						
8.	Warm up activities help students know the lesson objective	6 6	42 84	60 180	112 448	27 135	3.45
9.	Learners give higher effort to do a task if they find it related to their learning needs	5 5	15 30	36 108	144 576	47 235	3.86
10.	Students need to know the lesson aims and objectives at the beginning so that they get a clear goal to perform a task	5 5	9 18	13 39	144 576	76 380	4.12
D.	Why is warm up important?						
i)	Establish a relationship						
11.	Warm up activities create a positive learning environment for the students to participate in the class comfortably	5 5	12 24	17 51	123 492	90 450	4.14
12.	Warm up activities build rapport and mutual trust among students and teachers	4 4	14 28	25 75	139 556	65 325	4.00
13.	Warm up activities help learners know	7	21	30	142	47	

	each other and establish peer trust	7	42	90	568	235	3.81
ii) Motivation and warm up							
14.	Warm up activities promote motivation among students	5 5	16 32	30 90	144 576	52 260	3.89
15.	Warm up activity helps students to start a class with an interesting and motivating task	3 3	15 30	37 111	128 512	64 320	3.95
16.	Warm up activities arouse students' interest so that they get motivated to learn	11 11	15 30	30 90	130 520	61 305	3.87
iii) Attention and warm up							
17.	Learners' attention is necessary from the beginning for effective language learning	6 6	16 32	18 54	128 512	79 395	4.04
18.	Warm up activities help students concentrate in the class lesson	9 9	21 42	19 57	133 532	65 325	3.87
E. Drawbacks to warm up							
19.	Warm up activity fails to serve students if it is too difficult as compared to their level of competence	7 7	32 64	40 120	100 400	68 340	3.77
20.	Warm up activity can be a threat for introvert students when they get nervous to perform exercises alone in	14 14	42 84	32 96	119 476	40 200	3.52

	front of the whole class						
21.	Teacher should provide warm up activity that is students' i+1 level (i represents the students' existing knowledge and 1 is just one advance step from the students' current level of competence)	2	15	32	153	45	3.91
		2	30	96	612	225	

4.3 Result Found from Teachers' Questionnaire Survey

Same as to the students' questionnaire survey, the respondents had to tick an appropriate option for each statement from the five options. For analysis, the responses were converted into mathematical figures as was done in analyzing the data collected from the students' questionnaire survey –

Entirely disagree = 1

Disagree = 2

Not sure = 3

Agree = 4

Entirely agree = 5

The results of teachers' questionnaire survey are presented in the table below:

(In each box the number on the top indicates the number of scorers and the number at the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.)

Table: 2

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree	Mean score
A. Warm up and its principles							
1.	Warm up is a short activity that is not the main part of a lesson	1 1	3 6	0 0	3 12	3 15	3.40
2.	A warm up is related to the lesson topic and other activities of a lesson	0 0	1 2	1 3	5 20	3 15	4.00
3.	Teachers use warm up to help students begin to think in English, review previous-class lesson and become interested in class	0 0	0 0	1 3	5 20	4 20	4.30
B. Background knowledge and warm up							
4.	Teachers should start teaching from the point students have knowledge and relate them with the new information	0 0	0 0	4 12	3 12	3 15	3.90
5.	Teachers use warm up activities to help activate the students' background knowledge	0 0	0 0	1 3	5 20	5 25	4.80
6.	Learners comprehend things better that	0	0	0	6	4	

	they can relate to the things they already know	0	0	0	24	20	4.40
7.	By using warm up activities teachers can make a connection between old and new information for the student's better understanding	0	0	0	6	4	4.40
		0	0	0	24	20	
C.	Lesson objective and warm up						
8.	Warm up activities help teachers disclose the lesson objective	0	0	1	6	3	4.20
		0	0	3	24	15	
9.	Learners give higher effort to do a task if they find it related to their learning needs	0	1	5	3	1	3.40
		0	2	15	12	5	
10.	Teachers need to discuss the lesson aims and objectives at the beginning so that students get a clear goal to perform a task	0	0	1	5	4	4.30
		0	0	3	20	20	
D.	Why is warm up important?						
i)	Establish a relationship						
11.	Teachers use warm up activities to create a positive learning environment for the students to participate in the class comfortably	0	0	0	4	6	4.60
		0	0	0	16	30	
12.	Teachers use warm up activities to build rapport and mutual trust among students	0	0	3	5	2	3.90

	and teachers	0	0	9	20	10	
13.	Teachers use warm up activities so that learners can know each other and establish peer trust	0	0	1	6	3	4.20
		0	0	3	24	15	
14.	Language teachers are aware of the usefulness of warm up activity to create a bonding among the whole class	0	1	3	4	2	3.70
		0	2	9	16	10	
ii) Motivation and warm up							
15.	Warm up activities promote motivation among students	0	0	0	6	3	
		0	0	0	24	15	3.90
16.	Warm up activity helps start a class with an interesting and motivating task	0	0	2	5	3	
		0	0	6	20	15	4.10
17.	Warm up activities arouse students' interest so that they get motivated to learn	0	0	0	8	2	
		0	0	0	32	10	4.20
iii) Attention and warm up							
18.	Taking learners' attention is necessary from the beginning for effective language learning	0	0	0	6	4	4.40
		0	0	0	24	20	
19.	Warm up activities help get students' attention in the class lesson	0	0	0	6	4	
		0	0	0	24	20	4.40
E. Drawbacks to warm up							
20.	Warm up activity fails to serve students	0	2	0	5	3	

	if it is too difficult as compared to their level of competence	0	4	0	20	15	3.90
21.	Warm up activity can be a threat for introvert students when teachers ask them to perform alone in front of the whole class	1	4	2	3	0	2.70
		1	8	6	12	0	
22.	Teacher should provide warm up activity that is students' i+1 level (i represents the students' existing knowledge and 1 is just one advance step from the students' current level of competence)	0	1	1	7	1	3.80
		0	2	3	28	5	

4.4 Discussion of the Students' Questionnaire Survey Results

This section discusses the results found in table-1

The interpretation key used for discussion of the results is:

Negative attitude = 1.00-2.25

Not satisfactory = 2.26-3.00

Satisfactory = 3.01-3.75

Very satisfactory = 3.76-5.00

Among the three statements under the "Warm up and its principles" area, students' attitude is 'satisfactory' for statements no. 1, 2 and 'very satisfactory' for statements no. 3.

In statement no. 1 (Warm up is a short activity that is not the main part of a lesson), the mean score is 3.18. It is noticeable that in the mean score range for satisfactory attitude (3.01 – 3.75), this score is not that much high.

In statement no. 2 (A warm up is related to the lesson topic and other activities of a lesson), the students' attitude is 'satisfactory' as the mean score is 3.62.

The students' attitude is 'very satisfactory' in statement no. 3 (It helps students to begin to think in English, review previous-class lesson and become interested in class). Here the mean score is 4.06.

For all the four statements from no. 4 to 7 under the point "Background knowledge and warm up" in the area "Warm up and its importance", the students have a 'very satisfactory' attitude.

In statement no. 4 (For the students betterment teachers should start teaching from the point students have knowledge and relate them with the new information), the students' attitude is 'very satisfactory'. Here the mean score is 3.91.

The students have a 'very satisfactory' attitude for statement no. (The use of warm up activities help activate the students' background knowledge) because the mean score is 3.85.

In the statement no. 6 (Learners comprehend things better that they can relate to the things they already know) the mean score is 3.78. Here the students' attitude is 'very satisfactory'.

The mean score is 3.87 for statement no. 7 (Warm up activities help the students build a connection between old and new information) which indicates that the students have a 'very satisfactory' attitude.

Among the three statements from no. 8 to 10 under the point “Lesson objective and warm up” in the area “Why is warm up important” the students’ attitude is ‘satisfactory’ for no. 8 and ‘very satisfactory’ for no. 9 and 10.

In statement no. 8 (Warm up activities help the students know the lesson objective) the mean score is 3.45. Here the students’ have a ‘satisfactory’ attitude.

The students’ attitude is ‘very satisfactory’ in statement no. 9 (Learners give higher effort to do a task if they find it related to their learning needs) because the mean score is 3.86.

In statement no. 10 (Students need to know the lesson aims and objectives at the beginning so that students get a clear goal to perform a task), the mean score is 4.12 which suggests the students’ attitude is ‘very satisfactory’.

For all the three statements from no. 11 to 13 under the point “Establish a relationship” in the area “Why is warm up important?” the students have a ‘very satisfactory’ attitude.

In statement no. 11 (Warm up activities create a positive learning environment for the students to participate in the class comfortably), the mean score is 4.14 which means the students have a ‘very satisfactory’ attitude.

In statement no. 12 (Warm up activities build rapport and mutual trust among students and teachers), the students attitude is ‘very satisfactory’ because mean score is 4.00.

In the statement no. 13 (Warm up activities help learners know each other and establish peer trust), the mean score is 3.81 which suggests students ‘very satisfactory’ attitude.

For all the three statements from no. 14 to 16 under the point “Motivation and warm up” in the area “Why is warm up important?” the students have a ‘very satisfactory’ attitude.

The mean score is 3.89 for statement no. 14 (Warm up activities promote motivation among students) which indicates that the students’ attitude is ‘very satisfactory’.

In statement no. 15 (Warm up activity helps students to start a class with an interesting and motivating task), the students’ attitude is ‘very satisfactory’ as the mean score is 3.95.

The students’ attitude is ‘very satisfactory’ in statement no. 16 (Warm up activities arouse students’ interest so that they get motivated to learn). Here the mean score is 3.87.

For the two statements from no. 17 to 18 under the point “Attention and warm up” in the area “Why is warm up important?” the students have a ‘very satisfactory’ attitude.

In the statement no. 17 (Learners’ attention is necessary from the beginning for effective language learning), the mean score is 4.04 which means the students have a ‘very satisfactory’ attitude.

The mean score is 3.87 for statement no. 18 (Warm up activities help students concentrate in the class lesson) which suggests that the students’ attitude is ‘very satisfactory’.

Among the three statements under the area “Drawbacks to warm up” for no. 20 students’ attitude is ‘satisfactory’ and for no. 19, 21 students’ attitude is ‘very satisfactory’.

In statement no. 19 (Warm up activity fails to serve students if it is too difficult as compared to their level of competence) the mean score is 3.77 which means the students have a 'very satisfactory' attitude.

The students' attitude is 'satisfactory' in statement no. 20 (Warm up activity can be a threat for introvert students when they get nervous to perform exercises alone in front of the whole class). Here the mean score is 3.52.

In statement no. 21 (Teacher should provide warm up activity that is students' i+1 level) the mean score is 3.91. Here the students' attitude is 'very satisfactory'.

4.5 Discussion of the Teachers' Questionnaire Survey Results

This section discusses the results found in table-2. The interpretation method is same used for students' questionnaire survey results.

Among the three statements under the "Warm up and its principles" area, students' attitude is 'satisfactory' for statements no. 1 and 'very satisfactory' for statements no. 2 and 3.

In statement no. 1 (Warm up is a short activity that is not the main part of a lesson) the mean is 3.40 that means the teacher have 'satisfactory' attitude.

The mean score 4.00 indicates that the teachers have a 'very satisfactory' attitude for statement no. 2 (A warm up is related to the lesson topic and other activities of a lesson).

The teachers' attitude is 'very satisfactory' in statement on. 3 (Teachers use warm up to help students begin to think in English, review previous-class lesson and become interested in class) because the mean score is 4.30.

For all the four statements from no. 4 to 7 under the point “Background knowledge and warm up” in the area “Why is warm up important”, the teachers have a ‘very satisfactory’ attitude.

In statement no. 4 (Teachers should start teaching from the point students have knowledge and relate them with the new information) the teachers’ attitude is ‘very satisfactory’. Here the mean score is 3.90.

The teachers’ attitude is ‘very satisfactory’ in statement no. 5 (Teacher use warm up activities to help activate the students’ background knowledge) because the mean is 4.80.

The mean score is 4.40 in statement no. 6 (Learners comprehend things better that they can relate to the things they already know). Here the teachers have ‘very satisfactory’ attitude.

In statement no. 7 (By using warm up activities teachers can make a connection between old and new information for the student’s better understanding) the mean score is 4.40 which suggest that the teachers’ attitude is ‘very satisfactory’.

Among the three statements from no. 8 to 10 under the point “Lesson objective and warm up” in the area “Why is warm up important” the teachers’ attitude is ‘satisfactory’ for no. 8 and ‘very satisfactory’ for no. 9 and 10.

In statement no. 8 (Warm up activities help teachers disclose the lesson objective) the teachers have ‘very satisfactory’ attitude as the mean score is 4.20.

The teachers’ attitude is ‘satisfactory’ in statement no. 9 (Learners give higher effort to do a task if they find it related to their learning needs). Here the mean score is 3.40.

The mean score in statement no. 10 (Teachers need to discuss the lesson aims and objectives at the beginning so that students get a clear goal to perform a task) is 4.30 which means the teachers' attitude is 'very satisfactory'.

For all the four statements from no. 11 to 14 under the point "Establish a relationship" in the area "Why is warm up important?" the teachers have 'very satisfactory' attitude.

In statement no. 11 (Teachers use warm up activities to create a positive learning environment for the students to participate in the class comfortably), the mean score is 4.60. Here the teachers' attitude is 'very satisfactory'.

The mean score for statement no. 12 (Teachers use warm up activities to build rapport and mutual trust among students and teachers) is 3.90 which suggests that the teachers' attitude is 'very satisfactory'.

The teachers have a 'very satisfactory' attitude in statement no. 13 (Teachers use warm up activities so that learners can know each other and establish peer trust). The mean score is 4.20. In statement no. 14 (Language teachers are aware of the usefulness of warm up activity to create a bonding among the whole class) the teachers' attitude is 'very satisfactory' because the mean score is 3.70.

For all the three statements from 15 to 17 under the point "Motivation and warm up" in the area "Why is warm up important?" the teachers attitude is 'very satisfactory'.

In statement no. 15 (Warm up activities promote motivation among students) the mean is 3.90 which means the teacher have 'very satisfactory' attitude.

The statement no. 16 (Warm up activity helps teachers to start a class with an interesting and motivating task) indicates that the teachers' attitude is 'very satisfactory' as the mean score is 4.10.

The mean score is 4.20 in statement no. 17 (Teachers use warm up activities to arouse students' interest so that they get motivated to learn). Here, the teachers' attitude is 'very satisfactory'.

For the two statements no. 18 and 19 under the point "Attention and warm up" in the area "Why is warm up important?" the teachers have a 'very satisfactory' attitude.

In statement no. 18 (Taking learners' attention is necessary from the beginning for effective language learning) the teachers' attitude is 'very satisfactory' because the mean score is 4.40.

In statement no. 19 (Warm up activities help get students' attention in the class lesson) the mean score is 4.40 which suggests that the teachers' attitude is 'very satisfactory'.

Among the three statements under the area "Drawbacks to warm up" teachers' attitude is 'very satisfactory' for no. 20 and 22. But for statements no. 21 teachers' attitude is 'not satisfactory'.

In statement no. 20 (Warm up activity fails to serve students if it is too difficult as compared to their level of competence) the mean score is 3.90. Here the teachers' attitude is 'very satisfactory'.

The mean score is 2.70 in statement no. 21 (Warm up activity can be a threat for introvert students when teachers ask them to perform alone in front of the whole class) which indicates that the teachers' have 'not satisfactory' attitude.

The teachers have ‘very satisfactory’ attitude in statement on. 22 (Teacher should provide warm up activity that is students’ i+1 level) because the mean score is 3.80.

4.6 Researcher’s Own Evaluation Using the Checklist

This section presents the researchers’ own evaluation of the checklist which she filled up during classroom observation. The results found for each of the items under individual areas have been given in order.

A. Warm-up and its principles

Statement no. 1: the researcher found that some teachers had introduced a warm up activity at the beginning of the class. Reviewing previous class lesson, chatting with the students in informal tone, eliciting information through questioning etc are some examples used as warm up activity. Those activities were short which took five to ten minutes and they were a small part of the lessons.

Statement no. 2: some warm up activities were related to the lesson topics and other activities of the lessons. For example: in a writing class, the lesson topic was “domestic violence” and the teacher started the class by asking some questions related to domestic violence such as do you know what the term “domestic violence” means? Can you share any experience you have seen about domestic violence?. After that, the teacher asked the students to read a text about “domestic violence” and wrote answer of some questions. But some warm up were not related to the lesson topics and other activities. For example: the teacher of a reading class entered the class and asked the students which team they would support and why in the final match of the world

cup football. Though the class was about how the students can get an overall idea of a text without reading every sentence, the warm up was simply an informal chatting.

Statement no. 3: the researcher found that students usually were busy to chat with each other using their native language, before the teachers came in classes. The use of warm up activities helped the teachers to make the students ready to work in English and create interest among them to listen and talk.

B. Background knowledge and warm-up

Statement no. 4: some teachers had seen to start classes with the topics that the students had knowledge. For example: in a writing class, the teacher started the class by asking the students to share what they know about domestic violence.

Statement no. 5: some teachers used warm up activities which helped the students to remember their existing knowledge. For example: the teacher of a writing class asked students some questions about the topic “formal and informal writing” such as what do you know about formal and informal writing?, can you tell me what is the difference between formal and informal writing?, can you give some examples of formal and informal words or phrases? etc. by asking those questions teachers tried to elicit what students know about the topic.

Statement no. 6: the researcher noticed during class observation that some warm up activities helped the students to build a connection between their existing knowledge and the new information they were going to explore. For example: in a writing class the teacher first did a warm up where the students shared only their existing knowledge about domestic violence. After this activity the students asked to read a text about domestic violence to know more. The warm

up questions were related with the given text. So, the students were able to make connection between what they knew and what more they had learned.

C. Lesson objective and warm-up

Statement no. 7: the researcher observed in warm up session that students got the idea about what they were going to do and why. For example: in a speaking class the teacher asked the students where their home town is and what would they say if someone asked them to tell about their home town. The teacher told them that they were going to discuss about their home town so that when needed they could talk about their home town.

Statement no. 8: although most of the teachers agreed that they need to discuss the lesson aims and objectives at the beginning so that students get a clear goal to perform a task, some teachers told the students why they were performing certain task. Others teachers did not bother to talk about the goals or objectives with the students. Even some teachers did warm up session and went to the main tasks without telling the purpose of doing those tasks.

D. Why is warm-up important?

i) Establish a relationship

Statement no. 9: the warm up activities used in observed classes contributed to set a friendly environment for the students. Most of the students were not hesitated to communicate with the teachers and other students and to participate in class discussion. For example: in a speaking class, the teacher asked students discuss a topic “money is the source of all happiness”. Although the students were producing wrong sentences, they were not hesitating to participate. Before the discussion, the whole class did a warm up session where the teacher asked some questions about

the topic. At that time the students were making mistakes but the teacher allowed those mistakes and encouraged them to talk. The teachers' friendly attitude created a positive learning environment for the students.

Statement no. 10: the use of warm up activities helped teachers to develop a connection with the students so that students feel easy with them. For example: in a reading class, the teacher chatted with students about "Ramadan and Eid shopping" as warm up activity. For continuing a good relationship with the students, the teacher used that warm up.

Statement no. 11: the students of the observed classes mentioned that some of their teachers used warm up activities in the first class of a new course to give them a chance to know each other.

The researcher observed that in some classes the students easily engaged to express their opinions with each other in warm up session. Those activities helped students to be comfortable with each other to do further activities. For example: in a writing class, the teacher asked some questions about the lesson topic "domestic violence" as warm up activity. The whole class shared their opinions. After that the students were asked to sit in groups and discuss a text about domestic violence. The students were seemed comfortable to work with each other as the whole class had already discussed about the topic and a mutual understanding was built.

Statement no. 12: the researcher thought that some teachers used warm up activities with the intention that it would help participate the whole class and create a connection among students.

On the other hand, some teachers were seen to follow the traditional way for teaching. They straightly jumped to the main activities and there were not any student-student interactions for developing a relationship among students. For example: in a reading class, the teacher came in class and gave the students a text to read and a worksheet to write answer. The students worked individually and after finishing the task they submitted it to the teacher to correct their answers.

There was not any student-student communication which could help build a connection among students.

ii) Motivation and warm-up

Statement no. 13: though all the teachers of observed classes agreed that warm up activities motivate the students to be engaged in classes, some of them had not seen to use warm up in their classes. However, some teachers used warm up activities which inspired students to share their thoughts and ideas and they seemed motivated to participate in class activities.

Statement no. 14: the warm up activities used in observed classes seemed interesting to the researcher. One teacher used pictures, two teachers used stimulating questions related to lesson topics, two teachers chatted with students in informal tone etc which helped start the classes with interesting tasks.

Statement no. 15: the researcher found that the use of warm up activities made the students interested in some extent to participate in class activities. For example: in a speaking class, the teacher asked some questions about their “home town” as warm up activity and the students seemed interested to participate. After the warm up activity they were asked to sit in pair and share about their home town. The students were seen very interested to share their experiences after the warm up session. Some students were seen more motivated than others and some were not totally interested to participate in any activities though they were little in number. On the other hand, classes without the warm up activities seemed dull, boring and lifeless to the researcher. The researcher had seen most of the students were not interested to do their class task. Some of them were chatting with their friends instead of doing their given task.

iii) Attention and warm-up

Statement no. 16: some teachers used warm up activities at the beginning of the classes to get learners' attention. They asked questions, chatted with the students etc so that the students gave their attention to the teacher and the class lesson. In some classes, the teachers did not try to draw the students' attention. For example: in a writing class, the teacher came in the class and started to give lecture about how students can write a proper summary. She did not notice whether the students listening to her or not. Most of the students were chatting at that time.

Statement no. 17: the researcher found that the use of warm up activity helped the teachers and students get and give concentration in class activities. By using picture in warm up session one teacher was able to get students' attention. Another teacher asked to share students' personal experiences to draw their attention in lesson topic.

E. Drawbacks to warm up

Statement no. 18: the researcher found that all the warm up activities used in observed classes were not difficult than the students level of competence.

Statement no. 19: the teachers have used warm up activities which required the students' existing knowledge. Some teachers asked questions which the students answered by using their existing knowledge. The teachers did not provide any warm up activity that was beyond the students i+1 level.

Statement no. 20: the researcher did not observe any class where any student get nervous to participate alone in warm up session. But there were some students in every class who were very hardly participating in class discussion only when the teachers asked them any questions.

CHAPTER 5- Conclusion and Recommendation

5.1 Conclusion

In conclusion, to start a class with an interesting activity, to help the students set a positive mood for learning and to keep them engaged in class, using warm up activity can be an effective way. The study result has presented that in a language classroom warm up activity can be used for many reasons. One of the reasons of using warm up is to establish a good relationship between students and teachers and to set a positive learning environment for the students to make them comfortable in classroom. Then, warm up can be used to motivate the students so that they become interested to learn. Moreover, teachers can use warm up to get students' attention at the beginning of the class. Also, the use of warm up also can be a good exercise for the students to recall their background knowledge. As well as, teachers can discuss the lesson objectives in the warm up session so that students get a clear goal to give higher effort to learn.

However, this paper has found that different teachers use warm up activity for different purposes. Someone may use warm up to take students' attention, someone may use it to activate students' background knowledge and someone may use it to build a good relationship and motivate the students. It is better to use an activity as warm up that is students' $i+1$ level. If the provided warm up is difficult as compared to students' level of competence, the students will be uninterested to work with that activity. Using an easy activity at the beginning help the students solve the activity easily and motivate them to participate in further activities.

5.2 Recommendations

1. Although warm up activity has lot of benefits, many teachers neglect it to use. Instead of directly starting the class with the main activity, teacher can use warm up activity to make the class interesting. The students do not give attention in class when they find it boring. Warm up activity can bring variety in class and hold the students' attention.

2. Teachers in observed classes reviewed previous class lesson, chatted with the students in informal tone, elicited information through questioning etc as warm up activity. There are different things like jokes, games, puzzles, songs, video clips which can be used as warm up activity. Though the observed classes were technologically rich, teacher did not use them. Teachers can use jokes, games, puzzles, songs or video clips to bring a change in classroom environment.

3. Students can get a chance to communicate and share their ideas with each other in warm up session on those classes where teachers provide them individual work and students do not have any option to interact with each other.

4. It is necessary to tell the students why they are doing certain tasks. A warm up session can be a good time to discuss the lesson objective so that students get a valid reason to perform any activity.

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Appendices

Appendix: I

Questionnaire for the students

A note for the students:

This questionnaire is meant for a study on 'Role of warm up in language classroom: a tertiary scenario' for an undergraduate thesis in English. Your answers will be strictly confidential and used only for the purposes of the research. Your co-operation will be highly appreciated.

Section A: Personal Information

1. Name:

2. Class:

3. Institution:

Section B: Instruction

Each of the items has 5 points scale where **1= Entirely disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Entirely agree**. Tick the appropriate number for your opinion about each statement.

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree
A. Warm up and its principles						

1.	Warm up is a short activity that is not the main part of a lesson	1	2	3	4	5
2.	A warm up is related to the lesson topic and other activities of a lesson	1	2	3	4	5
3.	It helps students to begin to think in English, review previous-class lesson and become interested in class	1	2	3	4	5
B.	Background knowledge and warm up					
4.	For the students' betterment teachers should start teaching from the point students have knowledge and relate them with the new information	1	2	3	4	5
5.	The use of warm up activities help activate the students' background knowledge	1	2	3	4	5
6.	Learners comprehend things better that they can relate to the things they already know	1	2	3	4	5
7.	Warm up activities help the students build a connection between old and new information	1	2	3	4	5
C.	Lesson objective and warm up					
8.	Warm up activities help students know the lesson objective	1	2	3	4	5

9.	Learners give higher effort to do a task if they find it related to their learning needs	1	2	3	4	5
10.	Students need to know the lesson aims and objectives at the beginning so that they get a clear goal to perform a task	1	2	3	4	5
D. Why is warm up important?						
i)	Establish a relationship					
11.	Warm up activities create a positive learning environment for the students to participate in the class comfortably	1	2	3	4	5
12.	Warm up activities build rapport and mutual trust among students and teachers	1	2	3	4	5
13.	Warm up activities help learners know each other and establish peer trust	1	2	3	4	5
ii)	Motivation and warm up					
14.	Warm up activities promote motivation among students	1	2	3	4	5
15.	Warm up activity helps students to start a class with an interesting and motivating task	1	2	3	4	5
16.	Warm up activities arouse students' interest so that they get motivated to learn	1	2	3	4	5
iii)	Attention and warm up					

17.	Learners' attention is necessary from the beginning for effective language learning	1	2	3	4	5
18.	Warm up activities help students concentrate in the class lesson	1	2	3	4	5
C. Drawbacks to warm up						
19.	Warm up activity fails to serve students if it is too difficult as compared to their level of competence	1	2	3	4	5
20.	Warm up activity can be a threat for introvert students when they get nervous to perform exercises alone in front of the whole class	1	2	3	4	5
21.	Teacher should provide warm up activity that is students' $i+1$ level (i represents the students' existing knowledge and 1 is just one advance step from the students' current level of competence)	1	2	3	4	5

Appendix: II

Questionnaire for the teachers

A note for the teachers:

This questionnaire is meant for a study on ‘Role of warm up activity in language classroom: a tertiary scenario’ for an under grade thesis in English. Your answers will be strictly confidential and used only for the purposes of the research. Your co-operation will be highly appreciated.

Section A: Personal Information

1. Name:
2. Class:
3. Teaching institution:

Section B: Instruction

Each of the items has 5 points scale where **1= Entirely disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Entirely agree**. Tick the appropriate number for your opinion about each statement.

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree
A. Warm up and its principles						
1.	Warm up is a short activity that is not the main part of a lesson	1	2	3	4	5
2.	A warm up is related to the lesson topic and other activities of a lesson	1	2	3	4	5

3.	It helps students to begin to think in English, review previous-class lesson and become interested in class	1	2	3	4	5
B.	Background knowledge and warm up					
4.	Teachers should start teaching from the point students have knowledge and relate them with the new information	1	2	3	4	5
5.	Teachers use warm up activities to help activate the students' background knowledge	1	2	3	4	5
6.	Learners comprehend things better that they can relate to the things they already know	1	2	3	4	5
7.	By using warm up activities teachers can make a connection between old and new information for the student's better understanding	1	2	3	4	5
C.	Lesson objective and warm up					
8.	Warm up activities help teachers disclose the lesson objective	1	2	3	4	5
9.	Learners give higher effort to do a task if they find it related to their learning needs	1	2	3	4	5
10.	Teachers need to discuss the lesson aims and objectives at the beginning so that students get a clear goal to perform a task	1	2	3	4	5

D. Why is warm up important?						
i)	Establish a relationship					
11.	Teachers use warm up activities to create a positive learning environment for the students to participate in the class comfortably	1	2	3	4	5
12.	Teachers use warm up activities to build rapport and mutual trust among students and teachers	1	2	3	4	5
13.	Teachers use warm up activities so that learners can know each other and establish peer trust	1	2	3	4	5
14.	Language teachers are aware of the usefulness of warm up activity to create a bonding among the whole class	1	2	3	4	5
ii)	Motivation and warm up					
15.	Warm up activities promote motivation among students	1	2	3	4	5
16.	Warm up activity helps teachers to start a class with an interesting and motivating task	1	2	3	4	5
17.	Teachers use warm up activities to arouse students' interest so that they get motivated to learn	1	2	3	4	5

iii) Attention and warm up						
18.	Taking learners' attention is necessary from the beginning for effective language learning	1	2	3	4	5
19.	Warm up activities help get students' attention in the class lesson	1	2	3	4	5
C. Drawbacks to warm up						
20.	Warm up activity fails to serve students if it is too difficult as compared to their level of competence	1	2	3	4	5
21.	Warm up activity can be a threat for introvert students when teachers ask them to perform alone in front of the whole class	1	2	3	4	5
22.	Teacher should provide warm up activity that is students' i+1 level (i represents the students' existing knowledge and 1 is just one advance step from the students' current level of competence)	1	2	3	4	5

Appendix: III

Checklist for the Researcher

A. Warm up and its principles

1. Is the warm up activity a short activity that is not the main part of a lesson?
2. Is it related to the lesson topic and other activities of a lesson?
3. Does warm up have used to help students begin to think in English, review previous-class lesson and become interested in class?

B. Background knowledge and warm up

4. Does the teacher have started teaching from the point students have knowledge?
5. Does the use of warm up activity have activated students' background knowledge?
6. Does warm up activity help build a connection between old and new information?

C. Lesson objective and warm up

7. Does warm up activity have used disclose the lesson objective?
8. Does the teacher have discussed the lesson aims and objectives at the beginning so that students get a clear goal to perform a task?

D. Why is warm important?**i) Establish a relationship**

9. Does the use of warm up activity have created a positive learning environment for the students to participate in the class comfortably?
10. Does the use of warm up activity has built rapport and mutual trust among students and teachers?
11. Does warm up activity help learners know each other and establish peer trust?
12. Does the teacher seem aware of the usefulness of warm up activity to create a bonding among the whole class?

ii) Motivation and warm up

13. Does the use of warm up activity motivate the students?
14. Does the class start with an interesting and motivating warm up activity?
15. Do students get interested and motivated to participate in class activities for using warm up activity?

iii) Attention and warm up

16. Does the teacher take learners' attention at the beginning?
17. Does warm up activity help students concentrate in the class lesson?

C. Drawbacks to warm up

18. Is the warm up activity used in class difficult than the students level of competence and fails to serve students?
19. Does the teacher have provided warm up activity that is students' $i+1$ level? (i represents the students' existing knowledge and 1 is just one advance step from the students' current level of competence)
20. Does introvert student have felt a threat and got nervous to perform warm up activity alone in front of the whole class?