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FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION**

GRADUATION PAPER

**A STUDY ON THE USE OF WARM-UP
ACTIVITIES TO MOTIVATE GRADE 10
STUDENTS IN ENGLISH LESSONS AT
NGOC TAO HIGH SCHOOL**

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YEAR OF ENROLMENT: QH.2009**

Graduation paper

Hanoi, May 2013

**ĐẠI HỌC QUỐC GIA HÀ NỘI
TRƯỜNG ĐẠI HỌC NGOẠI NGỮ
KHOA SƯ PHẠM TIẾNG ANH**

KHOÁ LUẬN TỐT NGHIỆP

**NGHIÊN CỨU VỀ VIỆC SỬ DỤNG CÁC HOẠT ĐỘNG
KHỞI ĐỘNG ĐẦU GIỜ ĐỂ TẠO ĐỘNG LỰC HỌC
CHO HỌC SINH LỚP 10 TRONG CÁC GIỜ TIẾNG
ANH TẠI TRƯỜNG THPT NGỌC TẢO**

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ABSTRACT

It is not difficult for one to find out articles and videos talking about warm-up activity and its advantages. However, it is seemed that none of them fully cover warm-up's advantages as well as find out clearly the relation between warm-up and motivation. This study was carried out to find out the ways to get students' attention at the beginning of the class by means of exciting activities as well as to adapt these activities in teaching process. In other words, it means concentrating on the roles of warm-up activities as perceived by Grade 10 students, the kinds of warm-up activities which effectively motivate students.

To fulfill the objectives, the combination of both qualitative and quantitative methodology was utilized. About 100 Grade 10 students were chosen to answer a number of questionnaires and 5 teachers are invited to take part in interviews. The collected data then were cautiously analyzed.

The result of this research was, in summary, quite positive on finding out the roles of warm-up activities as perceived by Grade 10 students which are creating happy atmosphere, increasing the involvement of students, making the task more exciting, waking students up and releasing stress. The outstanding kinds of warm-up activities which effectively motivate students are also showed, including activities related to the topic, activities without physical movement but still require intelligence and activities that review the previous topic. The situation of using warm-up activities and the desire of students at Ngoc Tao high school about the way their teachers design warm-up activities are also reflected through this study.

Though the limitations have been unavoidable, the study is expected to be beneficial to teachers, students and researchers of the related studies.

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LIST OF ABBREVIATIONS

WA: Warm up activity

WAs: Warm up activities

CHAPTER 1: INTRODUCTION

1.1 Rationale of the study

Recently, the use of WAs has been a topic commonly mentioned in methodologies which are suggested for English classes; since they are considered as an essential ingredient for an effective period in language learning classroom and play an indispensable part in leading to the success of a lesson. Nonetheless, they often receive less attention than they should. Teachers spend a lot of time preparing

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explanations to introduce and practice the target language, and seem do not prepare carefully for the first five - minute activity of each lesson. This can causes the boredom in classroom for it can not involve students and attract them to the next contents of the lesson.

In the light of communicative language teaching where the primary function of language is interaction and communication, and the main aim is to be able to train students who are communicatively competent, the traditional teaching style no longer takes its dominant place in classroom. In other words, in communicative language classroom, students expect to be involved in more activities to develop fluency in language use. The traditional reading-writing teaching form is no longer appropriate with students. In stead, they need some practical activities which motivate and inspire them as much as possible. Among all of those activities, WAs should be the first factor to care about at the beginning of each lesson. The core reason is that to be “the first activity of the lesson, the warm up sets the tone for the next ninety minutes” (Chris Cotter, *The Importance of Warming Up Students*). This means whether students are motivated to enjoy the rest of the lesson or not, to some extent, depends on the warmers. Thus, the teachers must be aware of designing and applying these activities to achieve at least the following aims: to introduce a theme, to relax students after a hard day's work, to wake students up after a hard night, to wait for late arrivals, to provide a break in the lesson, to provide humor, to provide oral fluency practice and to finish the lesson on a light note. The information about this field can be found at <http://www.developingteachers.com>. From this point of view, using warm up activities to motivate students is essential.

Understanding the importance of WAs and the fact that the use of WAs is not as effective as expectation, some researchers invest in studying this issue. A typical example is Rosalba V. with the research “The Role of Warming Up Activities in Adolescent Students' Involvement during the English Class”. In this research, Rosalba indicated some benefits of using warm up activities and pointed out the ability to

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promote students' involvement at the very beginning of the class by applying warm ups. Nevertheless, this research just focused on students Grade 7 and did not suggest the solutions to apply warm up activities in order to satisfy the demand and encourage the appetite of learning of students. This gap in the research of Rosalba; therefore, is an inspiration for other researchers to study and expand the issue.

Turning back to the problem of using WAs in some high schools in Hanoi, a fact that can be recognized is that in the center of Hanoi, students have more opportunities to learn in a communicative English classroom with a variety of activities than in the suburb area. For instance, at Ngoc Tao high school, where researcher used to study for three years, although students in this suburb of Hanoi are approached to the new method of teaching and learning English, the use of WAs is quite limited. Moreover, it seemed that both teachers and students have not fully understood about the roles as well as the rules of using warm up in certain classroom environment.

Considering all the ideas above and with the hope to get a profound insight into the roles of WAs perceived by Grade 10 students and to suggest some solutions to apply effectively warm up activities in English lessons, researcher has decided to choose the topic “A study on the use of warm-up activities to motivate Grade 10 students in English lessons at Ngoc Tao high school”

1.2. Aims of the study

The research is undertaken to find out the ways to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to adapt these activities successfully in teaching process.

The specific objectives of the study are:

- To point out the roles of WAs as perceived by Grade 10 students.
- To identify the kinds of WAs which effectively motivate students

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The aim of the study is also specified in the research questions below

1.3 The research questions

The research questions that the study addressed are:

- What are the roles of WAs as perceived by Grade 10 students at Ngoc Tao High School?
- Which types of WAs are motivating as perceived by Grade 10 students at Ngoc Tao High School?
- In what ways are WAs used for Grade 10 students at Ngoc Tao High School?

1.4. Significance of the research

This study is conducted with the hope that its findings will be beneficial for teachers of English and for the teaching English process as well. The results of this study may help teachers aware of the indispensable importance and necessity of using WAs at the beginning of each lesson. Moreover, the results may enable teachers to determine which kinds of WAs should be used and how they are adapted to achieve the goal of each lesson. Lastly, this study would be a reliable source of information for researchers who wish to carry out studies on similar issues in the future. All the voices of students and teachers are expressed in this study to find the best way in warm up students in English lesson and inspiring students in learning process.

1.5. Scope of the study

Due to limitation of time, knowledge and materials, the researcher only focuses on main roles of WA activities perceived by grade 10 students, some kinds of WA activities that students like most and the way warm up activities are used for Grade 10

students at Ngoc Tao high school. Moreover, the questionnaire was conducted by 100 Grade 10 students at Ngoc Tao high school and 5 teachers were interviewed.

1.6. Organization of the study

There are five chapters in the study.

Chapter 1 provides the rationale, the aims, the research questions, the significance and the scope of the study.

Chapter 2 presents some main terminologies in the research.

Chapter 3 presents the methodology used in the study. It includes the description of the participants, the data collection instrument, the data collection procedures and the data analysis procedures.

Chapter 4 describes the results of the study and discussions based on them.

Chapter 5 is the last one in the paper. Firstly, a summary of findings is presented. Secondly, some limitations of the study and suggestions for future research are also given.

CHAPTER 2: LITERATURE REVIEW

This part sheds light on the background and relevant contents of the study. In the first place, it is necessary to give definition of the key concepts namely “warm-up activities”, and “motivation”. When analyzing “warm-up activities”, the researcher focuses on specific aspects of warm-up activities, including some types of WAs, the place of WA in the English lesson, benefits of using WAs, and aspects to be considered in a WA. After that, it seems almost impossible to ignore the relation between motivation and warm-up activities. Finally, the last content of the literature review concentrates on the related studies.

2.1. Key concepts

2.1.1. Warm-up activities

2.1.1.1. Definition of warm-up activities

Oxford dictionary defined WA as something that you do to prepare yourself for an activity, especially gentle exercises before a physical activity. Other related terms of WAs are stirring activities or ice-breakers.

Allwright (1984) considers that WAs are designed to attract students' attention, to help them put aside distracting thoughts, and to get them ready to focus individually and as groups on whatever activities that follow. He also expresses that the key issue in generating interest is to widen the student's appetite.

According to Kay (1995), WA is “an effective way to help the students begin to think in English and to review previously introduced material. ”.

Basing on all the ideas above, the definition which can be drawn out is that warm-up activities are the activities that are set at the beginning of each lesson to attract students' attention, help students begin to think in English and to review the previous topic.

2.1.1.2. Some common types of warm up activities

❖ There is a variety of WAs, including:

A, Bingo: A few studies have shown that bingo players are happier than the general population. A Bingo brings about numerous benefits, especially psychological benefits that bingo can establish well. Furthermore, playing bingo produces more brain activity and relieves stress. This requires students to think deeper and quicker to complete their task. Therefore, teacher can apply this game to warm-up students before guiding them the main content of the lesson.

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B, Hangman: According to information which is found at the website http://en.wikipedia.org/wiki/Hangman_%28game%29, hangman is a paper and pencil guessing game for two or more players. It can be said that Hangman boasts a number of educational benefits. It encourages students to take some time out for word games. Moreover, playing word games not only increases students vocabulary, but it primes them to recognize word patterns and spelling quirks that cannot always be taught before they come up in context. Best of all, it allows them to put all information to use in a situation where they feel comfortable and have lot of fun. In addition, teachers can encourage students' logic skills as well as their spelling and vocabulary by guiding the game play.

C, Flashcard: A **flashcard** is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. One writes a question on a card and an answer overleaf. Flashcards are widely used as a learning drill to aid memorization by way of spaced repetition.

One important feature that teacher should be careful when using flashcard is that they should aim to appeal to all the different learner types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence. To do this, teacher should prepare bright and colorful flash cards and make a real impact on visual learners.

D, Songs: Each teacher may have his or her own way in using songs for warming up students. In addition, warm-up using songs really take effect when teacher want students to practise listening. Normally, there are four main kinds of activities using songs as following (*see appendix 5 for more details*)

- Type 1: Listen to a song and circle the correct words
- Type 2: Listen to a song and fill in the blank
- Type 3: Listen to a song and correct errors
- Type 4: Listen to a song to guess the topic

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E, Puzzle: On <http://en.wikipedia.org/wiki/Puzzle>, A **puzzle** is a problem or enigma that tests the ingenuity of the solver. In the writing “what is a puzzle”, Scott Kim cited the definition of The Random House dictionary which defines a puzzle as "a toy or other contrivance designed to amuse presenting difficulties to be solved by ingenuity or patient effort." Therefore, the two main skills for solving puzzles are ingenuity and patience.

F, Stories :Stories, especially short and funny stories, can be used in any lesson. There are two main types of warm-up activities designed from story material. (*See appendix 5 for more details*)

- Type 1: Listen to a story and retell/ correct errors.
- Type 2: Narrate stories

G, Contest: Random House Webster's College Dictionary defines contest as: (1) a competition between rivals, as for a prize; (2) struggle for victory or superiority.. Discussing more about the using contest in classroom, in the article “Classroom Contests Are Great Tools That Teachers Should Use!!” on http://www.priceless-teaching-strategies.com/classroom_contests.html, the writer comments that “Incorporating classroom contests (and of course the contests giveaways) in your classroom programs are a fabulous way of building student motivation and managing your classroom effectively”

In fact, in warm-up part, teacher often divide the class into some groups. These groups will take part in the teacher’s activity to determine which group is the winner. This form of warmer can be called “contest”. In a contest, the members of groups will try their best to defeat their opponents to win the game, so the warm-up activities become more competitive and more interesting.

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H, Reading: According what Diane Henry Leipzig writes in the article “what is reading” on website <http://www.readingrockets.org/article/352/>, Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation.

Normally, Reading is making meaning from print which requires that we:

- Identify the words in print – a process called word recognition
- Construct an understanding from them – a process called comprehension
- Coordinate identifying words and making meaning so that reading is automatic and accurate – an achievement called fluency

I, Role play: urban dictionary defines role play as a verb with the meaning: act and speak as if you are the character you're portraying. The [Oxford English Dictionary](#) offers a definition of role-playing as "the changing of one's behavior to fulfill a social role". In class, the teacher can also give students tasks to act on the stage like enjoying a role play game

Beside all of the kinds of warm-up activities as listed above, there are still many other types as well as other adaptations of these kinds which can be used in classroom such as “word pyramids”, “letter square”, “word chain”, “clapping the board”, “nought and cross”, and so on. Games without materials are easier to be prepared but games with materials are very interesting so they should be kept carefully in envelopes so that teachers do not take much time to prepare. Nowadays, most English magazines, newspaper have games inside. The teacher’s collection of games are therefore much wider and more various.

2.1.1.3. The place of Warm-up activities in the English lesson

Normally, at high school, instead of applying skill-based and task-based lesson, teachers usually design a lesson plan following main stages: WA, presentation,

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practice, application and assessment, as Kay (1995) indicated. Thus, warm-up can be regarded as lead-in part and the last four stages are considered as the main parts.

WA is the first stage of each lesson to open the class session and set the atmosphere and expectation of the lesson. This part acquires quite a short time but has a great influence on the rest of one lesson. If the lesson starts with a cheerful and happy atmosphere, it can attract and inspire students to participate in the rest of the lesson. That is the reason why people regard the first impression as extremely important and influential elements. Sharing the same idea, in the book “How to make people like you in 90 seconds or less”, the author Niclolas Boothman also indicates the powerful effect of the first impression which can affect the way people evaluate others. Similarly, warm-up sets the first look at one lesson. This activity is put at the beginning of each period, happens before the main content of one lesson and holds the golden key to open the door to the next part of that lesson.

Basing on the analysis above, warm-up is not the main teaching content, but it is an essential and indispensable stage in a lesson.

2.1.1.4. Benefits of using warm-up activities

2.1.1.4.1 A tool to wake up students

Warm up itself means making a quick preparation about both physical and mental features. This requires more energy burnt into the activity; thus, it can wake students up to ask them to join the task. Moreover, warm ups get students to begin to think and focus on English.

2.1.1.4.2 A provision of topic transition

To highlight this powerful role of WAs, it is necessary to repeat the definition of Kay (1995) in which he emphasizes warm up is “an effective way to help the students begin to think in English and to review previously introduced material.” WA can be an effective mean to introduce a theme or to mark the shift when students have finished learning about one topic before starting on a new topic. An activity at the beginning of

the lesson activates pre-existing knowledge on a subject, and may even get students to consider some of the ideas, vocabulary, or even grammar contents important to the lesson.

2.1.1.4.3 A way to break the monotony of learning

It has been shown that lessons that always follow the same format can lead to the increase of boredom and decrease the students' attention. This is an easy trap to fall into if teachers always do the things they themselves like or think the learners will like but do not care the students' real levels and needs.

When discussing the general rhythm and sequence of events in class as well as suggesting the ways of warm up, Dornyei (2001) emphasizes the power of "motivational flow". Performing an activity in a feeling of involvement, and enjoyment in its process means that teachers are creating a "flow" for their lesson. This flow can break the sameness in the lesson for its diversity and flexibility. As a result, it brings about the motivation for students to keep interest in exploring the other next contents.

2.1.1.4.4 A tool to make the tasks more exciting

Dornyei also reckons that people can do the best when they want to do and have a reason to do. It seems to be as bright as a day that human beings invest their effort on what impresses and inspires them. In a sense, in a language learning class, to inspire students in studying, the tasks must be interesting and encouraging. Clearly, only with the normal teaching contents, it is quite hard for teachers to maintain students' excitement in the lesson. Furthermore, with a suitable adaptation, a WA can become a task full of challenging, exciting, attractive and fantastic. Warm-up not only makes the task in this part more interesting but also has a great influence on the excitement of the tasks in the other parts of a lesson; because it gives students a target or a goal to study and makes students curious about the next tasks which are coming in that period.

2.1.1.4.5 An enhancement in the involvement of students

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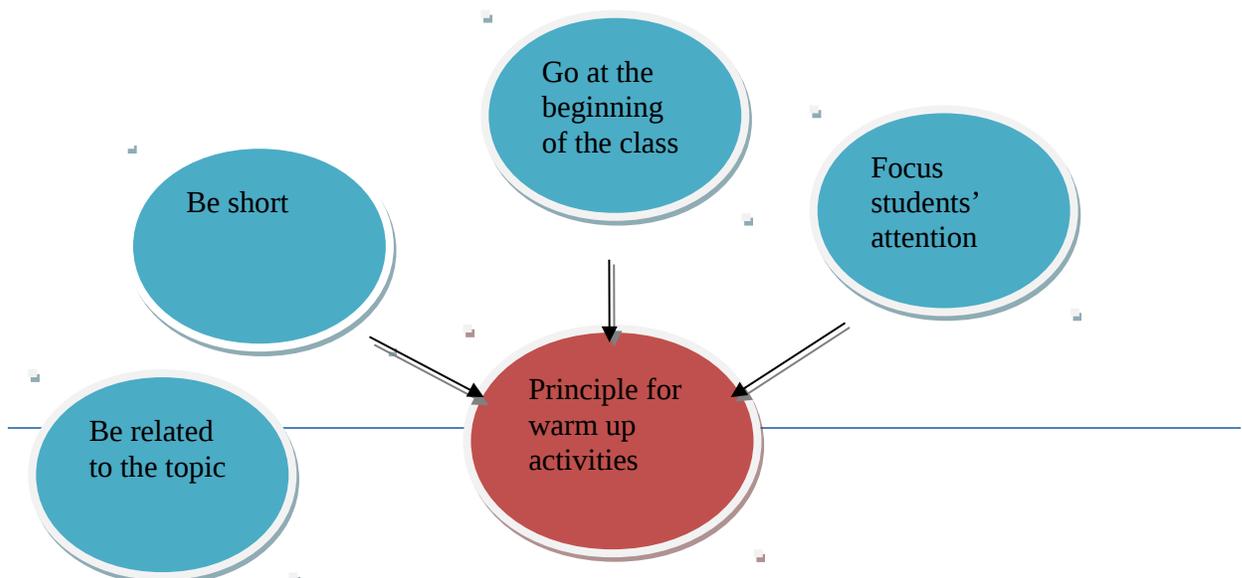
Talking about how to involve students in their learning process, V. de Paz, C. Ferris, A. Alicudia claims that “to achieve this, we need the involvement of students in their own education and they have to take responsibility for their own learning process. This goal was reached by linking the students to the target through a Learning contract by teacher and student.” From this point of view, increasing the involvement of students is essential and teachers should have a go at eliciting the activities as well as make them as encouraging as possible. Moreover, Dornyei (2001) suggests selecting tasks which require mental or bodily involvement of each participant and creating specific rules and personalized assignments for everybody since they can raise the participant of students in each lesson.

2.1.1.4.6 A criterion for teacher to assess students’ characteristics and ability

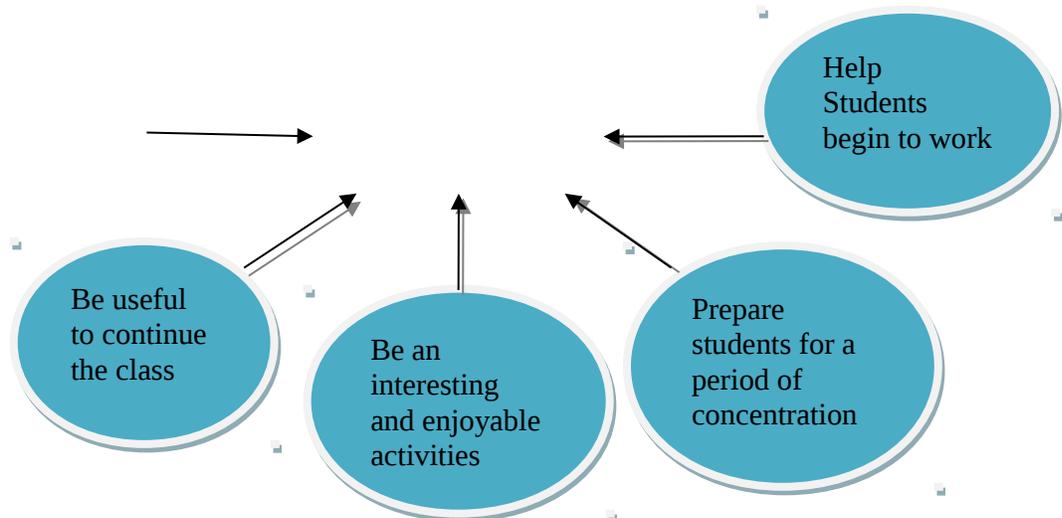
Through the participation of students and their attitude toward the first five minute activity, teacher can have initial assessment about working ability of students, their mood as well as their studying productivity in that lesson. Teacher can observe to see some students work well together while others do not. Some students may be in good mood while others not. During the warm up activity, the teacher can also determine who will form the best groups for subsequent activities.

2.1.1.5 Aspects to be considered in a warm-up activity

Some necessary aspects included in a WA follows the principle that a teacher must consider when preparing a WA. The below diagram of Kemmis & McTaggart's (as cited in Nunan, 1989) illustrates clearly these aspects:



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The principles contained in this diagram make us realize that WAs are not only processes to begin the class, but tools that help us catch students' attention. This warm up must also be short because it is like a preparation for the other class stages. That is why it has to be related with the topic and centered in communicative aspects which could involve activities that emphasize the practice of different skills.

In addition, a warm up must be prepared taking into account the students' learning styles. It can be quite easy to notice that students learn best when they can address knowledge in ways that they trust and they will learn best through doing, rather than reflecting.

One more important aspect is that Learning English highly depends on pupils' positive attitude toward the class. Consequently, learning must be stimulating and enjoyable through breaking what might cause monotony in this process and strengthening what makes tasks more interesting, as well as what increases students' involvement. The use of WAs implies features as the ones previously described in order to get students' attention, to make them interested in what is going on, to focus on language items and to increase learners' expectations by consciously arranging the conditions in a way that they put the learner in a more positive or optimistic mood.

2.1.2. Motivation

2.1.2.1 The definition of motivation

Despite the unchallenged position of motivation in learning additional languages, there is, in fact, no agreement on the exact definition of motivation (Oxford & Shearin, 1994). Dörnyei, (1998:117) comments, “Although ‘motivation’ is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the Literature with regard to the exact meaning of the concept”

To see this variety and little agreement of defining the concept “motivation”, a deep look at the theories of motivation is indispensable. Setting light in this issue, Curtis Kelly points out a series of detailed theories of motivation in article “A Review of Traditional and Current Theories of Motivation in ESL”. Firstly, he mentions the theory of Pintrich and Williams. In simple terms, motivation, based on the Latin verb for “move,” is the force that makes one do something.

Nonetheless, the definition of motivation used in second language studies is less uniform. As Crookes and Schmidt (1991) point out, even though almost every text has a chapter on motivation, it is used more as a general catch-all rather than a precise construct.

It is also defined as producing “engagement in and persistence with the learning task” (Crookes & Schmidt, 1991). This is especially true among teachers rather than second language researchers, who “would describe a student as motivated if he or she becomes productively engaged in learning tasks and sustains that engagement, without the need for continual encouragement or direction” (Crookes & Schmidt, 1991:480). Curtin Kelly also quotes Mitchell’s definition: "Motivation becomes those psychological processes that cause arousal, direction, and persistence of voluntary actions that are goal-related"

However, the theories of motivation above have changed drastically in many years. Additionally, these theories are quite complicated. In fact, the concept

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“motivation” can be defined in more simple way. As stated on the website <http://en.wikipedia.org> Motivation is the psychological quality that leads people to achieve a goal. For language learners, mastery of a language may be a goal. For others, communicative competence or even basic communication skills could be a goal. In linguistics, sociolinguistics and second-language acquisition, a number of language learner motivation models have been postulated. On searching from the website <http://oxforddictionaries.com>, motivation is defined as enthusiasm for doing something.

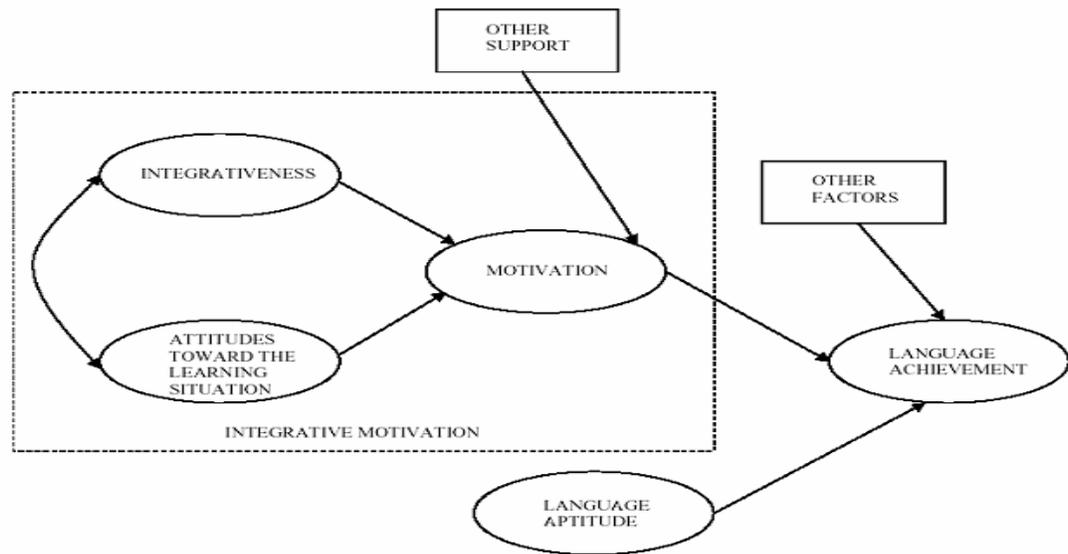
From all the ideas above, motivation, in simple sense, can be understood as the thought and feelings we have which make us want to do something, continue to want to do it and turn our wishes into action.

2.1.2.2 Types of motivation

It must be asserted that Motivation is the concept attracting much attention from the researchers and concerned people. With a variety in the number of definitions as well as the common use in language learning, “motivation” concept requires a clear classification.

- According to the criterion of orientation, there are two types of motivation, which are instrumental motivation and integrative motivation.

Integrative Motivation: Crookes & Schmidt (1991) identified integrative motivation as the learner's orientation with regard to the goal of learning a second language. It means that learner's positive [attitudes](#) towards the [target language](#) group and the desire to integrate into the target language community. Following the diagram below from Gardner (2001) can give a simple representation of integrative motivation



Instrumental Motivation: Hudson (2000) characterized the desire to obtain something practical or concrete from the study of a second language. Instrumental motivation underlies the goal to gain some social or economic reward through language learning achievement.

- According to the origin or the source of motivation, there are also two types of motivation, namely intrinsic and extrinsic motivation.

Intrinsic motivation: A student having intrinsic motivation carries out an activity “for its own sake, for the enjoyment it provides, the learning it permits, other feelings of accomplishment it evokes” (Lepper, 1988). One more striking of intrinsic motivation is that it can be long-lasting and sustaining. This is a key element to promote students’ learning and the enhancement of students’ involvement in any learning form as well.

Extrinsic motivation: Extrinsic motivation is defined as the one derived from external incentives such as grade, prizes, encouragement or punishment (Narayana, 2006). From this point of view, to create extrinsic motivation, planning appropriate

rewards, punishment or kinds of encouraging for students' behaviors will become an essential task.

Make a comparison between intrinsic and extrinsic motivation, it can be recognized that the later one is easier to be created. Moreover, intrinsic motivation requires students to invest more effort to overcome and finish the task; whereas, with extrinsic one, students may be willing to invest more efforts when having difficulties.

2.1.2.3. The importance of motivation

Motivation is very important in language learning and it helps make learning successful since motivation can influences 3 basic elements, which are why people decide to do something, how long they want to do it and how hard they are prepared to work to achieve it (Spratt, M., Pulverness, A., Williams, M., 2005).

In fact, Motivation often performs two important characters in second language learning process; it firstly arouses people's interest and secondly helps people keep their enthusiasm. According to Ur, P (1996), "Learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive". Discussing about the same topic, Jane (1999) emphasized that motivation is one of the elements that affect language learning apart from anxiety, inhibition, self- esteem and learner's styles. Clearly, motivation expresses its role as a determined element in the achievement of learning, especially learning a language.

In the context of second language learning, William Littlewood (as cited in Dr. P. Dhanavel, *quotations for motivation in the ESL*) observes: "In second language learning as in every other field of human learning, motivation is the critical force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres. It is a complex phenomenon and includes many components: the individual's drive, need for

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achievement and success, curiosity, desire for stimulation and new experience, and so on. These factors play a role in every kind of learning situation”

Furthermore, motivation plays an indispensable part in encouraging learners to maintain their efforts during the learning process. It is also a deciding factor which leads to the success of language learning process. That is the reason why Dornyei highly appreciated it as the one without which “even the brightest learners are unlikely to persist long enough to attain any really useful language”.

The Longman Dictionary of Language Teaching and Applied Linguistics defines motivation as follows: Motivation is generally considered to be one of the primary causes of success and failure in second language learning (2002: 344). So it would seem from this definition that motivation is something teachers need to take seriously if they are concerned about creating the best possible acquisition of learning environment for students.

2.1.2.4 Features of motivated learners

Before exploring the characteristics of learners who work with a real motivation and high great passion, it is necessary to have a closer look at “student motivation”. According to Lumsden (1997, p.9), student motivation has a certain relation to the reasons or the goals that are hidden under the participations of students in academic activities because “student motivation naturally has to do with students’ desire to participate in the learning process”

To recognize a motivated learner, Ur (1996:275) highlighted the following factors:

- *Positive task orientation*: the learner is willing to tackle tasks and challenges, and has confidence in his or her success.
- *Ego-involvement*: the learner finds it important to succeed in learning in order to maintain and promote his or her own self-image.

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- *Need for achievement*: the learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
- *High aspirations*: the learner is ambitious, goes for demanding challenges, high proficiency and top grades.
- *Goal orientation*: the learner is very aware of the goals of learning or specific learning activities and directs him or her towards achieving them.
- *Perseverance*: the learner consistently invests a high level of effort in learning and is not discouraged by setback or apparent lack of progress.
- *Tolerance of ambiguity*: the learner is not disturb or frustrated by situation solving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.

2.1.2.5 Ways to increase motivation of students in class

It will be extremely difficult to point out the ways for an enhancement in motivation of students without fully understanding about some factors affecting motivation. Normally, the most common ones which have great influence on motivation are students' attitudes, personalities, students' learning styles as well as learning strategies and teacher's roles in class. Among these factors, attitude is so important that it determines the students' performance in class. If they have a thought that they are forced to study, they may be not active, attentive in class and not willing to join class activities.

From the factors above, many different teaching strategies have been introduced to increase the learning motivation for students in class. Some main ways can be listed as following:

- *A real reflection*: to unsure the reality and practicality, teacher should create learning activities based on topics that are relevant to students' lives. In other

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words, the topics must be meaningful and familiar with students, make them real to urge students to study about them

- *Provision of choice*: Providing students with numerous choices is an effective motivator in which it creates more options for students to choose. Moreover, it gives students more opportunities to experience.
- *A balance of challenge*: the tasks must have a balance of the level of difficulty. It means that the tasks should not be too difficult or too easy. The reason is that if the task is too challenging, students will not be able to deal with the task, so they fail in completing the task and be easy to lose their motivation. However, if the task is too easy, students may feel bored because they do not need to invest much effort and the teacher underestimate their ability, Therefore, the teachers need to balance the challenge of the tasks.
- *An establishment of a sense of belonging*: “More hand make for lighter work”, people do best when they are in community with a powerful connection with the world and a closer relation to other people. Giving students a community sense or a sense of belonging can help them work more effectively. Thus, group work or a contest, competition which require students work together can motivate students in learning more actively, happily and enthusiastically.
- *An adoption of a supportive style*: It is obvious that when student’s learning style and their feelings receive a great concern and are satisfied, they will have more inspiration to learn more and more. Moreover, students’ interest and engagement are increased because a supportive teaching style gives them autonomy to do its function in learning.

2.2. The relation between motivation & warm-up activities

It can be said that motivation has long been a major problem for most teachers of English as a Second Language. Furthermore, it is necessary to consider the relation between motivations and WAs since it is the desired goal to enrich the language

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learning. Firstly, it is essential to recall the importance of motivation in education as it affects the later process. The power of motivation is also emphasized in an opinion: “There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation.” (Terrel H., cited in Linda 1999). Clearly, without motivation, a students might not want to learn and will easily withdraw when encountering difficulties. In a broad sense, to increase the desire to study of students, teacher should motivate them immediately at the beginning stage of a lesson. This is what a WA can do.

WA has been recognized to be very important for its role in class. Originally, warm-up is something people do in order to start and continue the work safely and comfortably. Warm-up here does not mean that people must have some body movements before moving to the main parts of lesson but the teachers use their own ways to make students “warm” enough to begin a new lesson. In fact “making students warm enough here” means creating motivation for students to learn better and have more interest in explore the lesson content.

One more striking feature is that WAs share many advantages which are quite similar to motivations. In the light of communicative language teaching, with the diversity of activities from many sources and the creative adaptation, WAs are also designed in order to become more familiar with students’ live and reflect their desire. It, additionally, gives students many choices and chances to experience.. The final goal that both warm-up and motivation want to reach is to drive students to the desire of studying, to help students learn with happy, funny and comfortable feeling. If the teachers care about the factors that can motivate students to apply in design and use the WAs in class, the effectiveness of teaching will be better than ever.

In conclusion, motivation and WAs have an interrelated relationship. They combine with each other to create the real effectiveness in language teaching.

2.3. Related studies

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Investigating the motivation of learner towards learning a language or studying some kinds of games or warm-up activities has been a commonly chosen topic of many researchers, but not many people put these concepts in their relation to study.

- In the world

In December, 2008, the researcher Rosalba Velandia carried out his research at Porfirio Barba Jacob School, Bogota-Colombia, which is “The Role of Warming Up Activities in Adolescent Students' Involvement during the English Class”. In this research, the researcher used journals, students' surveys and field notes to collect data with the purpose to point out the use of warm up activities increases students' attention and helps teachers link the processes of the class. It can be said that this research is, to some extents, successful in showing outstanding features of warm-up activities; however, the relation between it and motivation is not showed clearly.

- In Vietnam

A graduation paper on “ A study on the exploitation of games and activities to warm-up the class at secondary schools in Hanoi” by N.T.T Huong in 1999 at the English Department, College of Foreign Language, VNU, hanoi was one of the pioneers in studying warm-up activities. This study provides an overview at warm-up and some game and activities which can be used to warm-up. However, it has not given a deep look at warm-up and its role in specific.

At the same college, another graduation paper called “Designing warm-up activities for the new Tieng Anh 10 (set 1)” by P.T.T Ha in 2005 pointed out some types of warm-up activities which are designed in regard to some criteria established in the teaching implications.

On the whole, chapter 2 covers the background and relevant contents of the study. In chapter 3, the methodology used in this research would be presented.

CHAPTER 3: METHODOLOGY

To address three research questions and achieve the aims of the study “the use of WAs to motivate Grade 10 students in English lessons at Ngoc Tao high school”, it was conducted among 100 Grade 10 students at Ngoc Tao high school. Details of the participants, the instrument, the procedures of data collection and data analysis are given below.

3.1. Participants

The research was conducted among 100 Grade 10 students at Ngoc Tao high school. Moreover, to ensure the objectivity, validity and reliability of the research, the researchers choose 5 teachers of English at this high school to interview. This can help the researcher collect some further information.

3.2. Data collection instrument

There are three typically used instruments in this research: the questionnaire, the interview and the action.

3.2.1 The questionnaire:

Questionnaire is one of the most efficient research instruments to collect information and the researchers find many advantages of this method.

Firstly, questionnaires are usually paper- and – pencil instruments that the respondents complete. The researchers only deliver questionnaire and keep a “distance” from participating subjects and employing subjects unknown to them. Here participants can write down all their feelings, ideas and opinions on the issue. It is also assured that the researchers will not disclose them to anyone else. Therefore, it can avoid personal bias and help the collected information more reliable.

Secondly, this method is very convenient for the researchers to collect a wide range of information from a large number of individuals, which helps to enhance the generalization of the results. Researchers can meet respondents to deliver questionnaire or send emails to them easily. People, especially students are very

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familiar with the questionnaire. Unlike the interview, at the same time, the researchers can deliver questionnaires to many people and collect them immediately. It can help the researchers save a lot of time and money. Moreover, the questionnaire may be easy for the researchers to synthesize and analyze results and statistics because computer soft wares like Word or Excel can assist them to process statistics and draw graphs and charts to illustrate these figures.

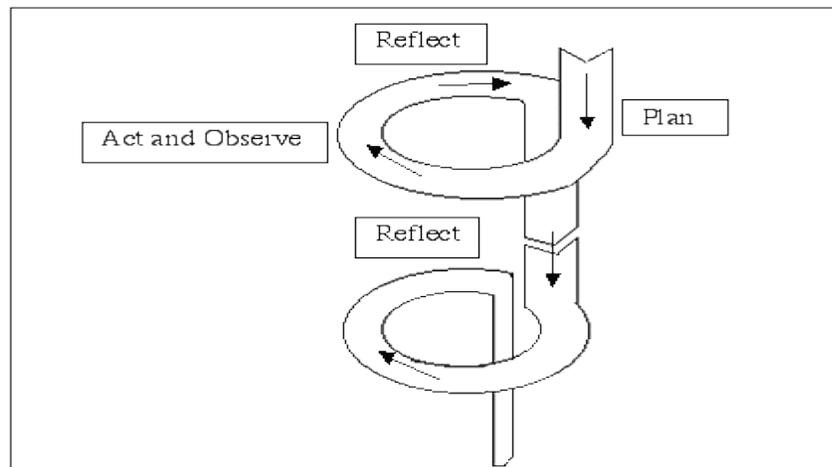
3.2.2 The interview: To ensure and strengthen the collected information of questionnaire, the researcher chose 5 teachers to ask them some small questions directly. The researcher made a face-to-face discussion with participants who can contribute and complement differently good ideas for this research.

3.2.3 The action (in connection with observation): From Wikipedia, **Action research** is a research initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems. It sometimes called participatory action research.

According to Koshy (2010) "Action research is a method used for improving practice. It involves action, evaluation, and critical reflection and – based on the evidence gathered – changes in practice are then implemented."

Action research is also illustrated through the following diagram of Kemmis and McTaggart (2000)

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The action research was carried out at two Grade 10 classes at Ngoc Tao high school – class 10a4 and 10a11. There are nearly 50 students in each classroom. About three fifths of them are good, one fifth is average and the others are low level ones.

Basing on the features of an action research as well as its role “to bring about the change in specific contexts” as Parkin (2009) describes, the researcher determined to follow the action research to ensure the effectiveness, validity and reliability of the research.

- ❖ Firstly, the researcher makes a detailed plan, design some warm up activities connected to the topic of the lessons in the textbook “Tieng Anh 10”
- ❖ Secondly, the researcher puts it in practice, applies these activities in English lessons by using it to teach some Grade 10 classes and observes the process and consequences of the change.
- ❖ Thirdly, the researcher observes the class and then reflects on the processes and consequences.
- ❖ Fourthly, the warm-up activities are redesigned and one more time were acted in class. After observing all the processes, the researcher gives the final reflection as well as reaches the final result.

3.3. Data Collection Procedures

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The procedure of collecting data is divided into three stages.

Stage 1:

The questionnaire was designed and it was piloted by some non-respondents to avoid ambiguity, misunderstanding and redundancy. Some lecturers are also asked to give comments on questions of the interviews for teachers and parents.

Stage 2:

In this stage, copies of the questionnaire were delivered to 100 chosen participants. They were free to ask any questions and the researcher was always ready to answer all the questions. The participants were given 25 minutes to do the questionnaire in class. Five teachers were then interviewed and their answers were noted down.

Stage 3:

The completed questionnaires were collected and counted. The notes in interviews were used together with the completed questionnaires to serve as the basis for answering the two research questions.

From the problem of these grade 10 classes is that many students are not really involved in warm-up activity, and it is likely seemed that they ignore or show dissatisfaction about this part, the researcher determine to carry out this study simultaneously with action research in which the researcher acted as a teacher and as an observer. The process that the researcher follows includes the stages below:

- ❖ To design lesson plans which conclude WAs for Grade 10 students.
- ❖ To apply these activities in real classroom.
- ❖ To observe the effects of action in the context in which it occurs. This was done by means of class observation, field notes and journals.

- ❖ To reflect on the effects of the use of warm ups as a basis for further planning and subsequent action, through a succession of cycles. To do so, after each class we gathered information to analyze what we had observed in relation to the effects of the warm up and shaped our plan for the next one.

The research involved reflection based on experiences and on the literature. The researcher reflected about what was happening in class, why this happened in that way, how teacher could take advantage of some activities that caused students to be motivated.

3.4. Data analysis procedures

3.4.1 Data analysis method

The gathered data were analyzed both from quantitative and qualitative approaches. Because the study focused on quantitative and qualitative approaches, the researchers used the statistical method to analyze the data that is mainly Coding and Logical Analysis. Coding is an interpretive technique that both usefully organizes the data and provides a means of interpretation of it into certain quantitative method. Besides, Logical Analysis gives an outline of generalized causation, logical reason process. Using charts, diagrams to pictorially represent the data is also a good way to analyze the data.

3.4.2 Data analysis procedures

In terms of the questionnaires, at first they were collected. Then, the numbers of choices from the students' viewpoint were counted and compared with each other. Teachers' opinions were also taken into consideration to answer the two first research questions. As above-mentioned, the result of action research and observation were also exploited to answer for the third research question. Finally, outstanding and most emphasized ideas in interviews and observation were used to answer both research questions.

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In conclusion, chapter 3 covers the methodology used in this research. In Chapter 4, the results of the study would be presented and discussed so as to answer the two research questions as stated in Chapter 1.

CHAPTER 4: FINDINGS AND DISCUSSIONS

In the previous chapter, the methodology applied in this study has been stated with the description and justification of the choice of participants, process of data collection and analysis. In this chapter, all data collected will be analyzed and discussed to reveal the answer to each research question

4.1. An overview about the situation of using WAs at Ngoc Tao high school

4.1.1 Frequency of using WAs

To have the most objective evaluation about the applying WAs in English lesson, the first feature that the researcher cares about is its frequency. The result for this one is clearly demonstrated through the following figure:

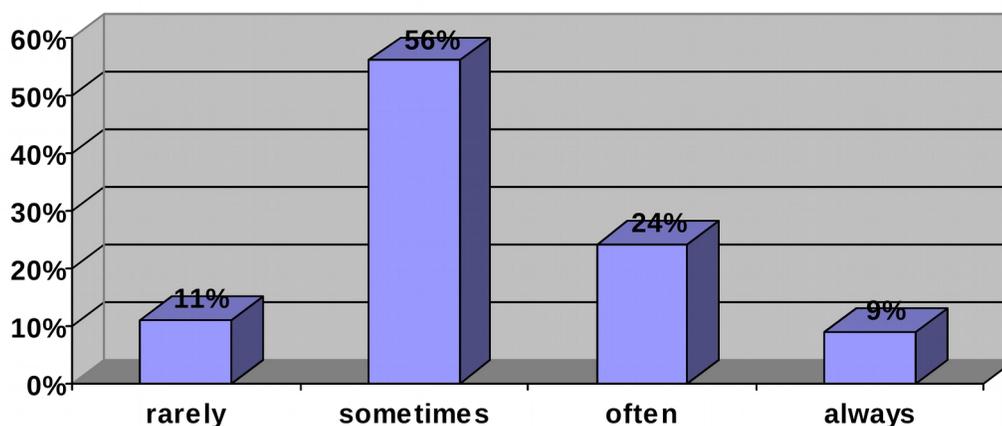


Chart 1: The frequency of using WAs for Grade 10 students at Ngoc Tao high school

From the bar chart above, it can be seen that the majority of students at Ngoc Tao high school sometimes have warm-up in English lesson. In addition, there is only 24% of students expressing that they often have warm-up part before the lesson, the 9% says always and 11% share that the WAs are rarely used in their class.

Normally, there are five parts in an English period – which are warm-up, presentation, practice, application and assessment (as pointed out in 2.1.1.3). However,

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it is seemed that this principle has not always been followed by teachers at this school. That is the reason why the largest number of students shared that they just sometimes have WA in class.

4.1.2. The necessity of using warm-up in the class

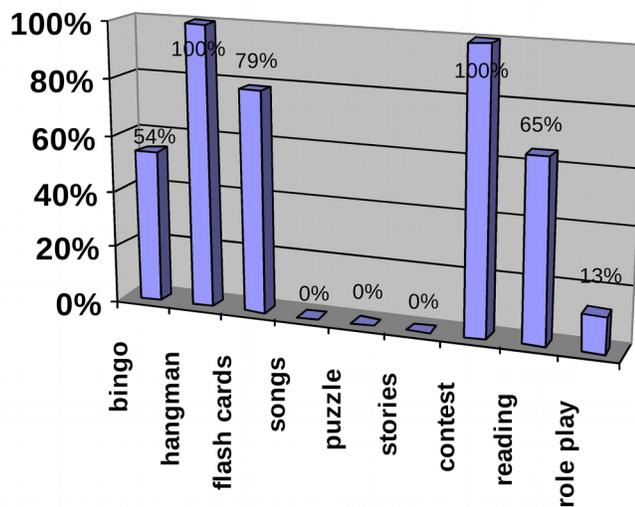
Some teachers are interviewed to receive more opinion about the situation of using WAs at Ngoc Tao high school as well as their attitude toward this issue. All of the interviewed teachers admitted that it was extremely important to use warmers in English class. Teacher P. said that “WAs play an indispensable part in all of my lessons. It is unimaginable how my lesson is going without the contribution of these activities. My students, perhaps, will loose much concentration if there is no warm-up, no game at the beginning of each lesson.” Having the same idea with teacher P, teacher H. also reckoned that “Warm-up is a powerful tool to create the ideal studying environment. Therefore, it is necessary to use these activities in class”. Beside these ideas, teacher V. shared more opinion “I accept that a lesson will lack its excitement without using WAs; however, sometimes because the time is limited and the lesson is too long, so I must cut down this part. I go straight ahead into the main content to ensure that all the tasks are completed. I know its importance, but I will give it up if necessary.”

Clearly, all teachers highly appreciated the roles of warm-up, but they keep giving some reasons for not using it in certain situation. In many cases, because of focusing too much on the latter parts, teachers omitted the initial activity – warm up. Indeed, in any ways, they, perhaps, should not ignore this part. With a long content lesson, teacher can use short, easy and simple WA to attract students’ attention and lead them to the main topic more smoothly. Vice versa, with a lesson having short and simple contents, teacher can design warm-up in more colorful and complicated way to improve students’ level.

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4.1.3. Types of WAs students at Ngoc Tao high school have ever joined

At many school, whether WAs are always used or not, the students have just experienced certain activities. That is the reason why the researcher listed names of some activities and asked students to point out the ones they have ever joined. The data is shown in the following chart:



*Chart 2: Types of WAs students
at Ngoc Tao high school have ever joined*

The bar chart above presents some basic types of WAs that students at Ngoc Tao high school have ever joined. From the chart, it can be easily seen that, **students here have ever chance to participate in six main activities, namely bingo, hangman, flash cards, contest, reading and role play.** The most popular activities that 100% of students have ever joined are hangman and contest. Ranked in the second position, flash card is often used in class. To give more detail, 79% of students are accustomed to this activity. Bingo and reading are explored in class, but it does not mean that every student know about them or used to experience them. **Puzzle, stories and especially songs are extremely familiar activities; however, no student at Ngoc Tao school has ever had chance to enjoy them.**

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When being asked about other types of WAs that students have played in class, some students share their experience about some activities such as clapping the board, shark attack, asking and answering questions related to the topic, lucky number, cross words, watching videos. These are the most popular one that the teachers usually use in the class.

To compare with some types of warm-up that students have ever taken part in, the researcher also interview some teachers about their choice of familiar warm up types . Most of teachers use some basic and familiar types of warm-up such as asking students questions, clapping the board, hangman to save time. Some others also try to create an exciting environment in my class, bring about the happiness for students and inspire them in studying by using a variety of kinds of warmers, adding some more activities for example bingo, nought and cross, flash cards. Recently, some teachers has noticed the power of using contest form to help students do best in any activities.

4.2. Students' preference toward some types of WAs

In accordance with some warm-up students have ever joined, students' preference towards these activities is also indicated. The result collected from this data can be an important source to find out activities in which students feel like participating.

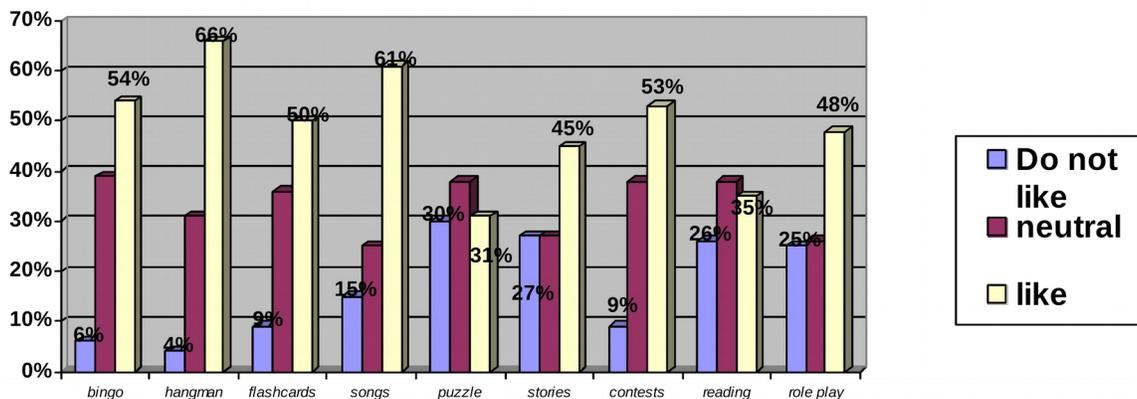


Chart 3: Students' preference toward some types of WAs

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The chart reveals Students' preference toward some types of WAs. In general, nine kinds of activities used in warm-up stage all interest students in a certain level with higher number students who like them than those who dislike.

In nine kinds of the WAs, there are 5 warmers chosen by over 50 percent of the students, namely contest, songs, flash cards, bingo and hang man. At the same time, the activities which comprise the smallest percentage of students are these warmers with 4 % for hangman, 6% for bingo, 9% in both flash cards and 15% in songs.

Conversely, there are 31% of students who are fond of puzzle and 36% of reading. These two activities serve the relatively high number of those who are not keen on them with 30% for puzzle and 26 % for reading.

Role play and stories are WAs with the nearly same figures for both of categories including "do not like" and "neutral". In stories, the number of students who dislike is equal to the number of students has neutral opinion with 27 %. Meanwhile, the number of students who don't choose role play is only 1% more than these who choose neutral category.

In conclusion, although each warmer receives various opinions from students, they engage students in lesson, especially with activities like contest, songs, flash cards, bingo and hang man.

Besides delivering questionnaire and interviewing, the study was carried out simultaneously by action research to be able to observe the feeling and the involvement of students in class. The involvement here includes participation which refers to continuous students' contributions to the class, by answering questions related to particular topics or situations and individual work which mentions to learners' engagement with the activities in an individual way. The researcher designed four WAs applied for four different periods (see appendix 4) and the students expressed their feelings as follow:

Table 1: Students' feeling when taking part in WAs

Feelings	Percentage (%)
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Interested	59
Active	30
Passive	2
As usual	5
Bored	2
Indifferent	2

Obviously, **with the appearance of WAs, the class atmosphere changes positively**. A majority of students feel interested in taking part in this part. Many other students work more actively. A very few ones behave indifferent toward participating or show bored feeling at this. When observing more carefully, the researcher recognized that most students who are bored or indifferent with warm-up are low level ones in class. Therefore, may be they find it difficult to join or they do not have enough knowledge to deal with the task. When the researcher redesigned the activity, trying to make it clearer and more simple together with more exciting and colourful decoration, all students even the low level one are attracted and they show their interest as well.

4.3. Advantages of WAs perceived by students

4.3.1 Advantages

Finding out the advantage of WAs from students' view is one of the most important and outstanding point that this research concentrating on. The data collected is represented in the table below

Table 2: Advantages of WAs perceived by students

Advantages	proportion
A. Waking students up	80%
B. Helping new students get to know each other	28%

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C. Marking the shift when students have finished learning about one topic before starting on a new topic	62%
D. Making the tasks more exciting	83%
E. Increasing the involvement of students	87%
F. Releasing stress	79%
G. Creating happy atmosphere	94%

Firstly, “Creating happy atmosphere” dominated others because 94 percent of participants regard it as the most common advantage for warm up part.

Next, “Increasing the involvement of students” was the second most common benefit chosen by 87% students. It can be said that WAs often are group work which needs the involvement of all students.

Besides, WAs make the tasks more exciting is agreed by 83% students. Further, “Releasing stress” is the next good point of warm up activities chosen by over 70% respondents (79%). It is really necessary for students who often are not interested in the subject of this activity.

Over half of the respondents (62%) claim that WAs mark the shift when students have finished learning about one topic before starting on a new topic. In addition, slightly fewer students chose “Helping new students get to know each other”. There are not new students in every lesson so it is quite easy to understand the reason why they thought that.

In brief, “Creating happy atmosphere”, “Making the tasks more exciting”, “Increasing the involvement of students” are perceived as the most common benefits of warm up activities by students at Ngoc Tao high school.

4.3.2. The ways WAs motivate students

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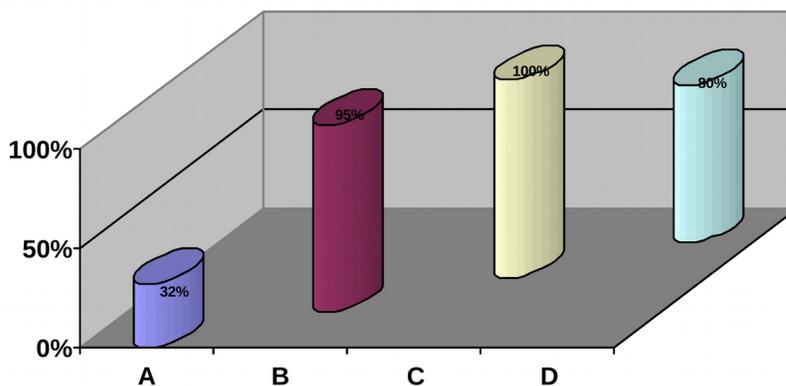


Chart 4: The ways WAs motivate students

In which:

- A. Inquire you devote energy to complete the task
- B. Involve you in dealing with the task
- C. Attract your attention
- D. Stimulating you in achieving success and getting new experience

The chart shows the ways WAs motivate students. It is clear from the graph the whole students agree that WAs motivate students by Attracting their attention. In contrast, just over 30% student's opinion is the way WAs motivate students is to inquire them devote energy to complete the task.

Comparing 4 ways WAs encourage students, attracting their attention accounted for 100%, the most significant percent. It was followed by involve students in dealing with the task (95%). The third greatest percentage is kept by stimulating students in achieving success and getting new experience with 80%. Holding the smallest percentage is Inquire students devote energy to complete the task.

When being interviewed about the advantages of WAs, **all of teachers agreed that the most outstanding roles of using warm-up to begin the lesson is that it can create happy atmosphere in class.** Teacher P. emphasized: "warm-up is multi-functional tool which help a period become more exciting and attractive". Teacher V. also added that: "In the first moments of a period, students are often disordered so they may be loose their concentration on what teacher says. Warm-up can attract their attention and lead them to the upcoming parts

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In the process of finding the aspects or the ways that a warmer can motivate student in class, the researcher not only cares about the opinion of students but also pays attention to the thought of teachers. Most teachers at Ngoc Tao high school one more time shared the same idea in which WAs can attract students' attention. This is considered as a striking aspect to motivate students and inspire study more effectively in English lesson. Teacher T. said: "WA can involve students in dealing with the tasks, which is the reason why it is able to motivate students. On one hand, it raises the cooperation of students in sharing work, in other words, when students take part in these activities, they encourage each other and take turns participating in problem-solving activities. On the other hand, it expresses the ability of students in working individually."

4.4. Kinds of WAs that can motivate or encourage students to work in class

To keep following the process of discovering the way to motivate students, the researcher also asked students about the activities that encouraged them to work in class and the ones they liked the most to start it. The results are as follows

Table 3: Kinds of WAs that can motivate or encourage students to work in class

Kinds of WAs	proportion
A. activities related to the topic	90%
B. Activities that just for fun, no need to relate to the topic	10%
C. activities that review the previous topic	72%
D. activities that imply movement	30%
E. Activities without physical movement but still require intelligence	70%
F. activities with informal conversation(teachers ask students questions to lead to the topic)	3%

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The table shows six different types of WAs that can motivate students to work in class. From the table, it could be seen that most of the students wanted activities without physical movement but still require intelligence (92%) while 80% respondents supposed that WAs related to topics would encourage them to study better.

With regard to activities that review the previous topic (72%) students thought that it was extremely useful. These were for anyone to recall information or knowledge of the lesson that they have already learnt.

From the chart, it can be noticed that just a small proportion of students like activities with informal conversation which their teachers always use in class. When mentioning the content of activities, a majority of students like the activities related to the topic or the ones that review the previous topic. Only 10% students feel motivating in the WAs that just for fun and they do not care about its relation to the topic.

Comparing between activities that imply movement and activities without physical movement but still require intelligence, clearly, there is 30% of students who like the former one, whereas, 70% of students prefer the latter one. They tend to be motivated by the activities with the deep and critical thinking and with the requirement about intelligence.

When considering these percentages above, it might be concluded that there were three main types of warm up activities can motivate students. They were: Activities without physical movement but still require intelligence (92%), activities related to topics(80%), and activities that review the previous topic(72%).

In accordance with observation the participation of students in activities that the researcher applied, the researcher notices that some students are quite lazy in movement and some others look embarrassed or afraid when moving to make group or dealing with the task. Almost all of them seem to feel like activities without movement but require intelligence.

4.5. The situation of using WAs in class

To have deeper investigation in and analysis of the situation of using warm-up in class 10 at Ngoc Tao high school, the researcher rely on criteria or principle of a

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good warm-up as mention in part 2.1.1.4.6(chapter 2: Literature review). The results are carefully categorized as three following fields

4.5.1. The time spent on WAs and students' comments

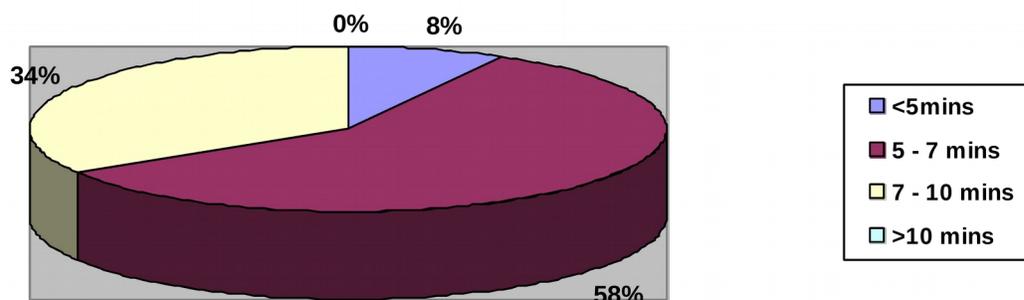


Chart 5: The time spent on WAs in class 10 at Ngoc Tao high school

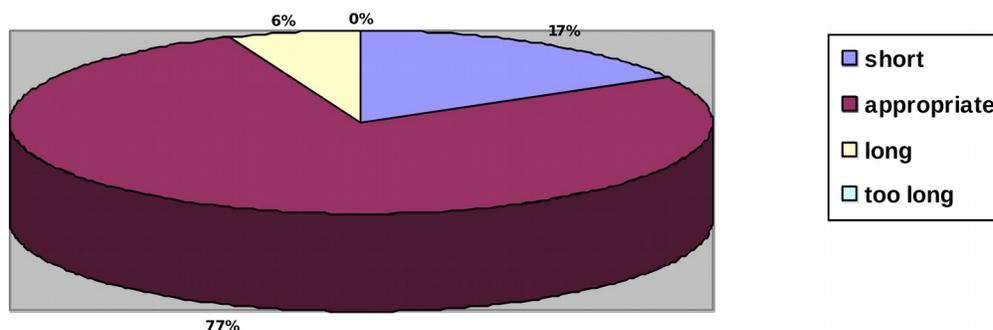


Chart 6: The comments of students at Ngoc Tao high school on the time the teacher spends on WAs

To get the fact about the time spent on WAs in class 10 at Ngoc Tao high school, the researcher explore more information from students. There is only 8% students having activities that last five minutes. 58% of students reflected that their activities often last five to seven minutes and 34 % students having activities lasted from seven to ten minutes. There is no student who has ever taken part in more than ten - minute activities.

From a quick look at the time spent on WAs in class, the researcher gets students comment on this period of time to know whether it is short, long or

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appropriate. 17% students suppose that this time is short and 6% of them think that it is long, while a majority of them suppose the time that their teachers spend on warmer is appropriate. No one has opinion that their warm-up is too long.

4.5.2. Aspects WAs achieve

Table 4: Aspects that WAs used in class at Ngoc Tao high school achieved

Aspects	Percentage of students (%)
1. Focus students' attention	91
2. Help Students begin to work	60
3. Prepare students for a period of concentration	9
4. be an interesting and enjoyable activities	80
5. be useful to continue the class	40
6. be related to the topic	100

To have an entire evaluation about the situation of using warm-up at Ngoc Tao high school, the researcher designed the questionnaire which requires students to point out aspects of warmers in their class. These aspects are what a normal WA achieved. To make it easy for students to evaluate, the researcher shows carefully some basic aspects of a good WA based on the principle of Kemmis & McTaggart's (see above in part 2.1.1.5 of this study). Students will rely on these standards to give their comment. After receiving the result and analyzing the data, the researcher described it in the bar chart as above.

The most successful aspect that WAs achieve in English class at this school is that they are all related to the topic. After many experiences with many kinds of warmers, 100% students agree that all of WAs they have ever joined have a close relation with the topic. The second aspects that most of WA used here is that it can focus students' attention. Ranked in the third position is the excitement of WAs. 80%

students suppose that their experienced activities are enough interesting and enjoyable. The forth position belongs to the feature: helping students begin to work. However, the two aspects that the least students choose are preparing students for a period of concentration with only 9% and being useful to continue the class with 40%.

From all the analysis above, it can be recognized that if **follow the principle of a good warmer, the WAs used in class of Ngoc Tao school achieve four basic features**: being related to the topic, focusing students' attention, being an interesting and enjoyable activities, and helping students begin to work. The other ones need to be cared more because it is seems that in some case, warm-up just have temporary effect. Maybe, after happy moment with warm-up, students will decrease gradually their excitement in other parts. Therefore, to use warm-up more effectively, teachers at Ngoc Tao School should pay more attention on all the aspects as listed.

4.5.3. The comment of teachers and students on the effect of using WAs in motivating students in class

In this field, firstly, the researcher investigated students' reaction by requiring them to give their own comments. And the result is as follow:

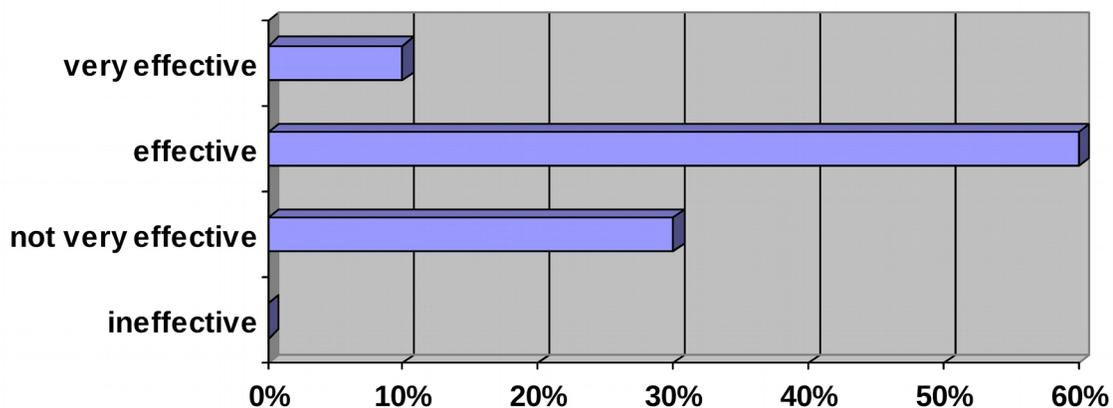


Chart 7: The comment of students on the effect of using WAs in motivating them in class

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Basing on all the evaluation about the time spent on WAs and the aspects that these activities achieve in class, the researcher come to a thorough analysis. Seeing from the chart, a tenth of chosen students insist that their activities are very effective. 60% students suppose that using WAs in their class is effective in motivating them to study, whereas, 30% students think their warmers are not very effective. Happily, no student comments that the WAs are ineffective.

To support for the result that the researcher collected from grade 10 students, a considerable number of comments of teachers are also highlighted. Teacher T. commented that “Generally, the warmers are used quite smoothly in the class without any great obstacle. Ignoring some small problem, students still joined the activities enthusiastically.” Nevertheless, Teacher P. said honestly: “Sometimes, I admit that my warm-up part is not effective enough in reality. Some of my students are not able to fully understanding what I am saying, so they can not enjoy the activity.” Teacher V. also commented “Without a careful preparation, we can not have an attractive warm-up.; so I must investigate time to renew them, update more exciting activities to inspire my beloved students”

From the researcher’s own experience in teaching practice at this school, the researcher notice that there are some problems that influence on the effectiveness of applying WA in class. Firstly, the researcher observed that students continuously asked the teacher questions. The problem here belongs to the level of students and teacher’s giving instruction. Exploring more about this issue, it is undeniable that the key to a successful and less consuming WA is clear rules and well defined goal. The teacher must ensure that the clear instructions and rules are given before playing WA. It may, therefore, sometimes be appropriate to give instructions in mother tongue, especially when the WA is totally unfamiliar with students.

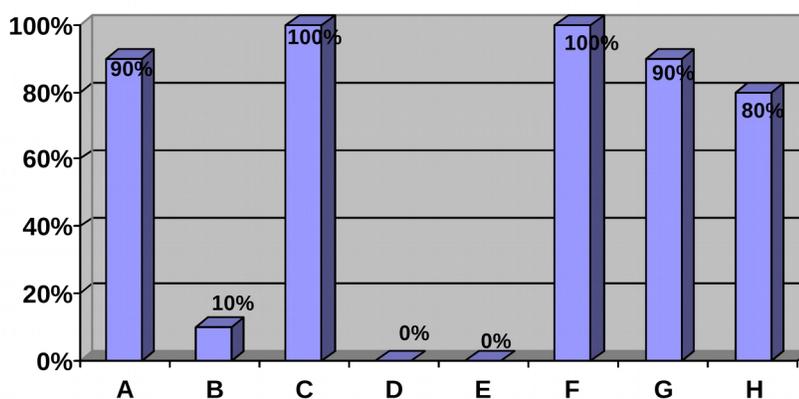
One more problem is the large size of classes. Normally, there are about 45-50 students in one class, so it is quite hard for some WA to be taken place. In this

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situation, the researcher found it easier to do these activities when using pair work and group work. This can save time and help student interact better with their peers.

4.6. Students' desires about the way teachers use warm-up activities

To complete this research, the researcher studied more carefully the students' desire about the way teachers use WA. This is an important part that teachers should pay attention more or in other words, it is high time teachers fully understand students' need to adjust in suitable way.



**Chart
8:**

Students' desires about the way teachers use WAs

In which:

<i>A. shorten them</i>	<i>E. use familiar types of WAs.</i>
<i>B. prolong them</i>	<i>F. renew and use a variety of types of WAs.</i>
<i>C. Use WAs more often</i>	<i>G. add more WAs which involve action and movement.</i>
<i>D. Use WAs less often</i>	<i>H. add more WAs related to pair-work and group-work.</i>

Taking a look at the chart above, the first thing which can be illustrated is that most of students want teacher to shorten WAs to ensure that all the other parts are completed on time. Only one tenth of students want the WA to be prolonged. While 100% students want teachers to use warm-up often, nobody want to join this part less often. Obviously, all of students love WAs, and never do they want their teacher to

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ignore this part. Furthermore, students do not like the monotony in class, nobody hope that their teacher always repeat familiar types of warmer. Instead, they want a variety of kinds are used, renew and update day by day. Moreover, students also shared their desire that they want teacher add more activities which involve action and movement as well as activities related to pair-work and group work to study and work in an active environment.

In short, the most outstanding desires of students in teacher's action are: shortening the WA but using it more often, renewing and using a diversity of WA, adding more activities which involve action, movement and adding more pair-work and group-work activities.

On the whole, chapter 4 presents in detail all the findings of the research and discussion about striking issues. In the last chapter- chapter 5, the researcher fill cover the summary of the findings, limitations and suggestion for further studies.

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CHAPTER 5: CONCLUSION

5.1 Summary of the findings

With exhaustive analysis of the data collected from questionnaires, the interviews and the action research, the researchers come up with some major findings to answer three research questions.

Firstly, “Creating happy atmosphere”, “Making the tasks more exciting”, “Increasing the involvement of students” are perceived as the most common benefits of WAs by students at Ngoc Tao high school. In addition, most of students agreed that catching the student’s attention is the best way that WAs encourage students. Warm up also involve students in dealing with the tasks and stimulate them in achieving success and getting new experience

Secondly, Puzzle, stories and especially songs are extremely familiar activities; however, no student at Ngoc Tao school has ever had chance to enjoy them. Investigating the activities students like, top five activities are voted the most are contest, songs, flash cards, bingo and hang man. With the contest, students expressed the highest excited emotion by competitive feelings and the way they cooperate with each other to win the game. Moreover, the majority of students pointed out three main kinds of activities that motivate them most are activities related to the topic or review the previous topic and activities without physical movement but still require intelligence. They do not feel motivating with the normal way teacher use in class – just asking questions about the topic and doing nothing else.

At Ngoc Tao high school, WAs are sometimes taken place in class. The time spent for each activity is quite appropriate. About the effectiveness of WAs used in class 10, they achieve four basic features: being related to the topic, focusing students’ attention, being interesting and enjoyable activities, and helping students begin to work. The other ones need to be cared more are preparing students for a long concentration and being useful to continue class. Furthermore, although the process teacher use WAs in class meets some difficulties about students’ level, large size class;

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most students show their interest and their happiness while taking part in these activities.

Lastly, students at this school raise their voice about their high desire in asking teachers to shorten the WA but use it more often, renew and use a diversity of WAs, add more activities which involve action, movement and more pair-work as well as group-work activities.

5.2 Limitation of the study:

In spite of a great effort to complete this research, the researchers still could not avoid several limitations.

Firstly, because of time constraints, researchers are impossible to explore all the kinds of warm-up activities as well as their advantages in this study. Besides, the population of the experimental group is small, only 100 students, so it might not represent the majority of teachers at Ngoc Tao high school.

Another limitation that is very important to find out is students' cooperation. Answers by students can be affected by other students or even are not real-answers for the questions. For instance, there are some spaces in the handouts for students to clarify their own opinions, which are different from suggested opinions or ideas, but they only listed points of view that the research had already mentioned. Therefore, the research does not receive many useful opinions from students.

Limitation can be pointed out from the process of interviewing. Honestly speaking, the teachers of English at Ngoc Tao high school are quite busy with their job, so it is difficult to arrange an interview to collect their ideas. Therefore, it can be said that it was the time constraint that prevented the teaching staff here from giving their respond with more detail and clear attitude toward this issue.

Correspondingly, an additional limitation that can not be ignored is the process of doing action research. The period of time that the researcher worked with students is not long enough to observe all the change of students in the involvement in activities and their respond to all kinds of warm-ups as well. The researcher just also design four

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main warm-up activities to apply in class and then reflect the result based on the observation of these lessons.

Nevertheless, with all efforts of the researchers, it is hopeful that the study will become a beneficial reflection to help both teachers and students have a deeper look at WA and set a light in the process of exploring its functions.

5.3 Suggestions for the future study

For these several limitations, the author strongly expect that further studies can be conducted on peer conferencing to find out more benefits of warm-up activities, cover a deeper look at the role as a motivation elements of warm-up in English class and reflect more profoundly students' attitude on this issue.

Firstly, further studies should be carried out in a larger scale with more participants, which helps the researchers collect more information to draw the best conclusion. Moreover, involving more participants can assist the researchers to avoid the over-generalization. It is very important to increase the value of the research.

Secondly, the researchers should use the interview instrument more effectively by using a various series of interview questions and interviewing more teachers to receive more truthful ideas. The interview can become a good tool to fill out almost the issues which the questionnaire can not cover.

One more suggestion the researcher want to emphasize is that the next studies should focus more carefully on the process of doing action research. More activities should be designed to apply in class in order get extra ideas. Additionally, the result of this kind of research should be put in larger scale and be reflected more detail.

Further studies also might be related to the design motivating warm-up activities to raise students' learning inspiration and the method to adjust these activities in highly effective way as well. Moreover, it is the reaction of students reflected through their involvement in these tasks that further studies should concentrate on.

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Appendices

Appendix 1: Questionnaire

Hello, my name is Do Thi An from group QH.F1.09E2. I am doing my graduation paper on the use of warm up activities for grade 10 students at Ngoc Tao high school. I would be very grateful if you can help me answer this questionnaire. Your answers will not be marked, so please choose the answers you agree the most. It is guaranteed that all the results will be confidential and used within this study only.

Name	
Class	
Email	

1. How often do you have warm-up activities in your class?

(answer by circling one of these following numbers)

Rarely Sometimes often always

----->

1 2 3 4

2. What types of warm-up activities have you ever joined?

(circle the letters below, you can choose more than one option)

A	Bingo
B	Hangman
C	flash cards
D	songs
E	puzzle
F	Stories
G	Contest
H	Reading
I	Role play
Others	(please specify)

3. How do you like these warm-up activities before a lesson in your class? Tick appropriate answers.

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Warm-up activities	Do not like	Neutral	Like
1. bingo			
2. hangman			
3. flash cards			
4. songs			
5. puzzle			
6. stories			
7. contests			
8. reading			
9. role play			

- List other warm-up activities that you like:

.....

- What is the activity you like the most?

.....

4. What advantages do you think warm-up activities bring about when they are used before the lesson? (You can choose more than one suggestion)

A	Waking students up
B	Helping new students get to know each other
C	Marking the shift when students have finished learning about one topic before starting on a new topic
D	Making the tasks more exciting
E	Increasing the involvement of students
F	Releasing stress
G	Creating happy atmosphere
others	..(please specify)

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5. How can warm-up activities motivate you?

(You can choose more than one suggestion)

- A. Inquire you devote energy to complete the task
- B. Involve you in dealing with the task
- C. Attract your attention
- D. Stimulating you in achieving success and getting new experience

6. Which kinds of warm-up activities encourage you to work in class?

(You can choose more than one suggestion)

- A. activities related to the topic
- B. Activities that just for fun, no need to relate to the topic
- C. activities that review the previous topic
- D. activities that imply movement
- E. Activities without physical movement but still require intelligence
- F. activities with informal conversation (asking question to lead to the topic)
- G. others: (please specify)

7. How long does a warm – up activity normally last in your class?

- A. < 5 mins
- B. 5 – 7 mins
- C. 7 – 10 mins
- D. >10 mins

8. What do you think about the time your teacher spends on warm-up activity?

- A. short
- B. appropriate
- C. long
- D. too long

9. which of the following aspects do warm-up activities used in your class achieve?

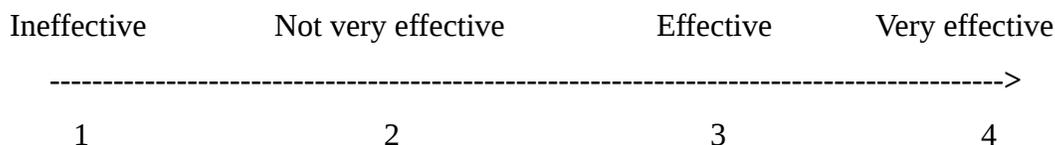
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(put a tick in the following boxes. You can choose more than one suggestion)

- Focus students' attention
- Help Students begin to work
- Prepare students for a period of concentration
- be an interesting and enjoyable activities
- be useful to continue the class
- be related to the topic

10. In your opinion, using warm-up activities in your class is effective in motivating students or not?

(answer by circling one of these following numbers)



11. What do you want your teacher to do in using warm – up activities?

(You can choose more than one suggestion)

- A. shorten them
- B. prolong them
- C. Use warm-up more often
- D. Use warm-up less often
- E. use familiar types of warmers.
- F. renew and use a variety of types of warmers.
- G. add more activities which involve action and movement.
- H. add more activities related to pair-work and group-work.
- I. others: (please specify)

Thanks for your cooperation!

Appendix 2: Interview

QUESTIONS FOR INTERVIEWED TEACHERS

Hello, my name is Do Thi An from group QH.F1.09E2. I am doing an interview in supporting for my graduation paper, which is about “A study on the use of warm-up activities to motivate Grade 10 students in English lessons at Ngoc Tao high school”. Those questions are designed to get your opinions and your experiences in this issue. It is guaranteed that all the answers will be definitely confidential and used for this study only.

1. Do you think it is necessary to warm-up the class before a lesson?
 - If yes, can you tell the reason why?
 - If no, point out the reason.
2. In your opinion, what are the most outstanding roles of using warm-up activities to begin the lesson?
3. In what way warm-up activities motivate students in your class?
4. Please name some kinds of warm-up activities that you often use in your class. Why do you choose these kinds?
5. What are your comments on the situation of using warm-up activities at your school in general and at grade 10 in specific?
6. Which techniques do you often use to warm-up the class? And how do you design and use these warm-up activities to involve student’s participation?

THANK YOU VERY MUCH FOR YOUR COOPERATION!

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Appendix 3: Interview transcriptions

1. Interviewee: P.

Time: 15th March, 2013

Place: meeting room at Ngoc Tao high school

Interviewer (A)	Good morning, Ms. P. I am doing a research about “A study on the use of warm-up activities to motivate Grade 10 students in English lessons at Ngoc Tao high school”. Can I ask you some questions about this issue?
Interviewee (P)	Oh, of course. I am willing to share my opinion and my experience.
A	Do you think it is necessary to warm-up the class before a lesson?
P	In my opinion, It is extremely important to use warm-up in English lessons. Moreover, warm-up activities play an indispensable part in all of my lessons. It is unimaginable how my lesson is going without the contribution of these activities. My students, perhaps, will lose much concentration if there is no warm-up, no game at the beginning of each lesson.
A	In what way warm-up activities motivate students in your class?
P	To what I can observe, warm-up creates a big fun for my students. Warm-up motivates my students to use English more to cope with exciting activities I give them. Besides, warm-up is multi-functional tool which help a period become more exciting and attractive
A	Can you tell me some kinds of warm-up activities that you often use in your class? Why do you choose these kinds?
P	I do want to create an exciting environment in my class, I want to bring about the happiness for students and inspire them in studying; thus I try to satisfy them by using a variety of kinds of warmers. Besides using normal ones, I add some more activities for example

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	bingo, nought and cross, flash cards. Recently I notice more on using contest form to help students do best in any activities
A	Oh, It sounds quite interesting. So, What are your comments on the situation of using warm-up activities at your school in general and at grade 10 in specific?
P	Sometimes, I admit that my warm-up part is not effective enough in reality. Some of my students are not able to fully understanding what I am saying, so they can not enjoy the activity.
A	One more question I want to ask you is that Which techniques do you often use to warm-up the class? And how do you design and use these warm-up activities to involve student's participation?
P	I just try to make warm-up short to save time for other parts. I usually ask students work in group to help them involve more in the task.
A	Thank you very much for your sincere sharing. I hope that you will be more successful in your work of teaching.
P	You're welcome.

2. Interviewee: V

Time: 15th March, 2013

Place: meeting room at Ngoc Tao high school

Interviewer (A)	Hello, Ms. V. I am doing a research about " <i>A study on the use of warm-up activities to motivate Grade 10 students in English lessons at Ngoc Tao high school</i> ". Can I ask you some questions about this issue?
Interviewee (V)	Yes, I am ready to share my ideas.
A	Do you think it is necessary to warm-up the class before a lesson?

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V	I think it is, because as you know warm-up activities have many advantages that we should explore. However, although I accept that a lesson will lack its excitement without using warm-up activities; however, sometimes because the time is limited and the lesson is too long, so I must cut down this part. I go straight ahead into the main content to ensure that all the tasks are completed. I know its importance, but I will give it up if necessary
A	In what way warm-up activities motivate students in your class?
V	Oh, for this point, I suppose that warm-up bring about a lot of fun for students in class. It is very suitable with the age of students who like excitement and games. One more thing is that in the first moments of a period, students are often disordered so they may be loose their concentration on what teacher says. Warm-up can attract their attention and lead them to the upcoming parts
A	Can you tell me some kinds of warm-up activities that you often use in your class? Why do you choose these kinds?
V	I just want to make this part as easy as possible to save time and ensure the understanding of students, so I usually make question related to the topic to help my students has initial thinking about this.
A	Can you tell me your comments on the situation of using warm-up activities at your school in general and at grade 10 in specific?
V	Without a careful preparation, we can not have an attractive warm-up. I want my warm-up activities to be more effective in motivating students, so I am investing time to renew them, update more exciting activities to inspire my beloved students
A	One more question I want to ask you is that Which techniques do

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	you often use to warm-up the class? And how do you design and use these warm-up activities to involve student's participation?
V	The technique is making it short, making it not too difficult and giving them mark as a reward for their participation and to motivate them more
A	Woa! This may be a good way in raising learning motivation for student, right? One more time, thank you for your answering my question and give my best wishes for you.
V	No problem!

3. Interviewee: H

Time: 16th March, 2013

Place: Classroom 10a14 at Ngoc Tao high school

Interviewer (A)	Hello, Ms. H. Can I ask you some questions to get more information for my research, which is about " <i>A study on the use of warm-up activities to motivate Grade 10 students in English lessons at Ngoc Tao high school</i> ".
Interviewee (H)	Yes, I will try my best to give you the sincerest answers.
A	The first question is that do you think it is necessary to warm-up the class before a lesson?
H	I think Warm-up is a powerful tool to create the ideal studying environment. Therefore, it is necessary to use these activities in class. Normally, when making a comparison, if it is necessary for football players to warm up before each match or for runners before running a long distance, then it is also essential to prepare for students the best condition to learn and learn.
A	In your opinion, what are the most outstanding roles of using warm-up activities to begin the lesson?
H	I think the most outstanding roles are their ability in making the

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	classroom environment more funny and exciting; helping students review some previous contents and prepare for the new ones.
A	Can you tell me some kinds of warm-up activities that you often use in your class? Why do you choose these kinds?
H	noticing the importance of using warm-up activities, I never forget them before any lesson; however the time for each period is too short while the lesson content is too long, so I just dare to use some basic and familiar types of warm-up such as asking students questions, clapping the board, hangman. I understand the role of renewing warm-up activities, but the limited time does not allow me to do that
A	One more question I want to ask you is that Which techniques do you often use to warm-up the class? And how do you design and use these warm-up activities to involve student's participation?
H	I search some authentic material to design warm-up activities. I also base on activities from some magazines, newspapers, or from internet. I try to make it exciting as much as I can
A	Thank you for your answering my question. Wish you a beautiful day.
H	Thank you. The same to you!

4. Interviewee: B

Time: 16th March, 2013

Place: Classroom 10a14 at Ngoc Tao high school

Interviewer (A)	Hello, Ms. B. Can I ask you some questions to get more information for my research, which is about " <i>A study on the use of warm-up activities to motivate Grade 10 students in English lessons at Ngoc Tao high school</i> ".
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Interviewee (B)	Yes, of course.
A	The first question is that do you think it is necessary to warm-up the class before a lesson?
B	I think Warm-up is a powerful tool to create the ideal studying environment.
A	In your opinion, what are the most outstanding roles of using warm-up activities to begin the lesson?
B	I think the most outstanding roles are their ability in making the taaks more exciting; “warm” student to help them have certain preparation for the lesson.
A	Can you tell me some kinds of warm-up activities that you often use in your class? Why do you choose these kinds?
B	to save time, I often use some basic questions, ask students something related to the topic to lead to the main studying contents
A	One more question I want to ask you is that Which techniques do you often use to warm-up the class? And how do you design and use these warm-up activities to involve student’s participation?
B	I also search activities from some magazines, newspapers, or from internet and after that I adapt them to make them easier. I try to make it exciting as much as I can
A	Thank you for your answering my question. Wish you a beautiful day.
B	Thank you. The same to you!

5. Interviewee: T

Time: 17th March, 2013

Place: meeting room at Ngoc Tao high school

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Interviewer (A)	Hello, Ms. T. I am waiting for your sharing about an issue in my research about “ <i>A study on the use of warm-up activities to motivate Grade 10 students in English lessons at Ngoc Tao high school</i> ”. Can you help me?
Interviewee (T)	Yes, I can
A	Do you think it is necessary to warm-up the class before a lesson?
T	Normally, when making a comparison, if it is necessary for football players to warm up before each match or for runners before running a long distance, then it is also essential to prepare for students the best condition to learn and learn.
A	In what way warm-up activities motivate students in your class?
T	Warm-up activity can involve students in dealing with the tasks, which is the reason why it is able to motivate students. On one hand, it raises the cooperation of students in sharing work, in other words, when students take part in these activities, they encourage each other and take turns participating in problem-solving activities. On the other hand, it expresses the ability of students in working individually
A	Can you tell me some kinds of warm-up activities that you often use in your class? Why do you choose these kinds?
T	I just want to make this part as easy as possible to save time and ensure the understanding of students, so I usually make question related to the topic to help my students has initial thinking about this.
A	Can you tell me your comments on the situation of using warm-up activities at your school in general and at grade 10 in specific?
T	Personally, I suppose that warm up is not an outstanding point. There are not too many kinds of activities, so the diversity of the task is normal, too.
A	One more time, thank you for your answering my question and give

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	my best wishes for you.
T	No problem!

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Appendix 4:

Some warm-up activities that the researcher used when carrying out the action research:

A.. In the writing lesson of unit 11 “National parks” of English 10, which is about writing a letter of acceptance or refusal, the researcher use the game “**Just say yes or no**”

The rule of this game “

- *The whole class will be involved in this game*
- *There are 4 situations*
- *When I finish reading each sentence, put your thumb up  to say YES (or accept)*
- *You put your thumb down  to say NO (or refuse)*
- *The decision of accepting or refusing is up to you”*

Situations:

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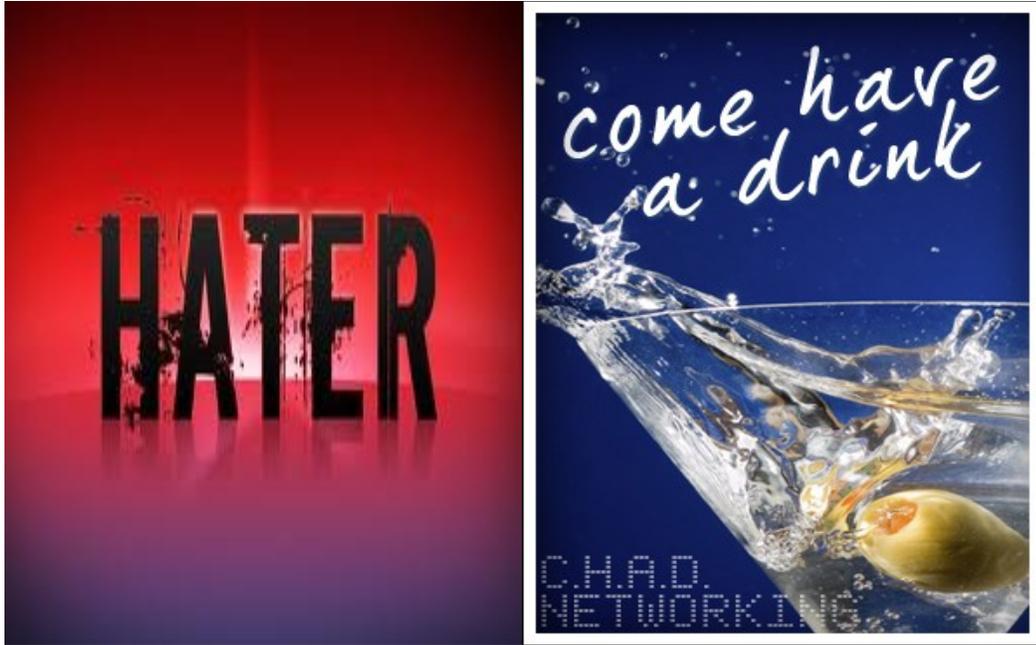
1. Your old boyfriend invites you to participate in his birthday party to introduce his new girlfriend.



1. You run out of money but your friend insists on inviting you to go for a picnic to Sam Son beach with them.



2. A hater in your class invites you to go out for a drink.



- 4 . A new friend chatting with you through yahoo for 2 weeks wants to have a date with you.



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B. In the reading lesson of Unit 12 “Music” of English 10, the researcher applied contest game for warm-up part.

- The researcher divides the class into two big groups.
- Each group has a group leader
- There will be a list of questions.
- Each group leader takes turn to choose the question.
- One point for one correct answer
- After the game, which group having more point will become the winner and have right to ask the loser one thing.

Questions :

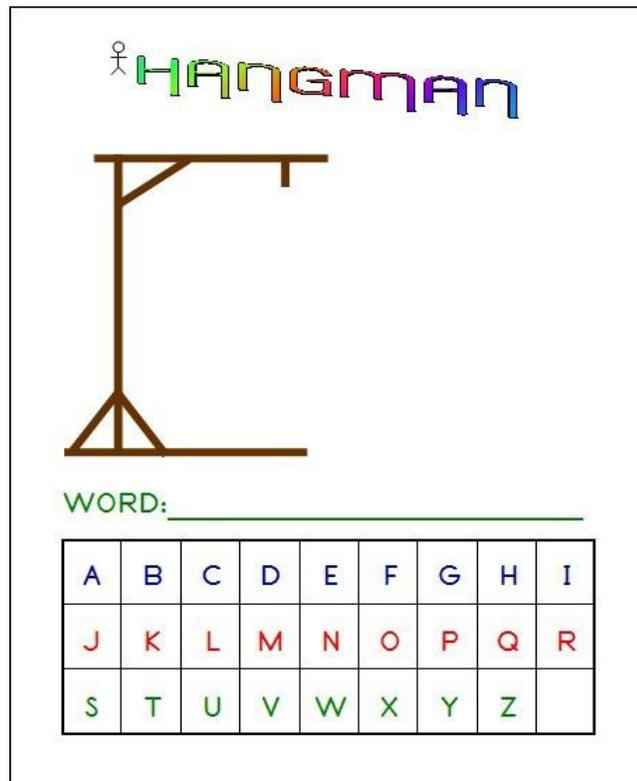
1. A person who sings songs.(6 letters)=> singer
2. A person who writes music. (8 letters) => composer
3. A collection of recordings issued as a single item. (5 letters) => album
4. A person who plays a musical instrument. (8 letters) => musician
5. A style of music with strong and loud beats. (4 letters) => rock ‘n’ roll
6. A serious and traditional Western European music. => classical music
7. Traditional music of a country. => folk music
8. A combination of African and Western music. => jazz
9. Modern music that is popular with young people. => pop music
10. A musical instrument which appears in a famous song of My Tam. => *guitar*

C. In the speaking lesson of Unit 13 “films and cinemas”, the researcher used **hangman game**. (*One player thinks of a word, phrase or sentence and the other tries to guess it by suggesting letters. The word to guess is represented by a row of dashes,*

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giving the number of letters and category of the word. If the guessing player suggests a letter which occurs in the word, the other player writes it in all its correct positions. If the suggested letter does not occur in the word, the other player draws one element of the hanged man [stick figure](#) as a [tally mark](#))

- The researcher prepares a key word including 7 letters: CINEMAS
- Members in class will guess each letter occurring in the word in turn.
- With a wrong guessing, one element of the hanged man will be drawn.



C. In listening lesson of unit 14 “The world Cup”, the research showed a music video for students and asked them to answer some teacher’s question to find out the topic of the lesson

The used song is “Waving flag”, official song for World Cup 2010 held in South Africa. The video are searched from <http://www.youtube.com/watch?v=BgyJY9yndv4>

Appendix 5:

More exploitation on some common types of warm-up activities:

1. Songs

- Type 1: Listen to a song and circle the correct words

Aims: listening for specific information

Procedure: teacher prepares handout on which there are words extracted from a song lyric. Students listen to the song and circle the word they hear.

Variation: This activity can be held as a competition between two teams in class to enhance students' participation.

- Type 2: Listen to a song and fill in the blank

Aim: listening for specific information

Procedure: Teacher prepares handouts of song lyric with some gaps. Students listen to the song and fill in the missing word

Variation: This type of activity can be used as a tool of checking vocabulary which students learnt in previous lesson.

- Type 3: Listen to a song and correct errors

Aims: listening for specific information, revising grammar

Procedure: Teacher prepares handout of song lyric with some vocabulary or grammar mistakes. Students listen, find out and correct them.

- Type 4: Listen to a song to guess the topic

Aims: listening for main ideas, main context, getting student's attention, relaxing

Procedure: teacher lets students listen to a piece of song to enjoy it, and asks them to guess the topic of the song as well as the topic the lesson

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Variation: students listen to the song and answer some easy question, retelling the content of the song, sharing their feeling about the song for their friends.

2. Stories

- Type 1: Listen to a story and retell/ correct errors.

Aims: listening for main ideas/specific information, paraphrasing, speaking

Variation: When reading the story, teacher can make some vocabulary or grammar mistakes on purpose and ask students to identify them.

Teacher can also hold a competition among teams in class to listen to the story and draw a picture to describe them. Which team finishing first will become the winner.

- Type 2: Narrate stories

Aims: listening, speaking, remembering

Procedure: teacher starts with a sentence using a grammar structure. Ask one student to repeat that sentence and make up another sentence to create a story. This activity can be played in groups.

3. Role play: In the field of psychology, the term “role play” is used more loosely in four senses:

- To refer to the playing of roles generally such as in a theatre, or educational setting;
- To refer to taking a role of an existing character or person and acting it out with a partner taking someone else's role, often involving different genres of practice;

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- To refer to a wide range of games including [role-playing video game](#), [play-by-mail games](#) and more;
- To refer specifically to [role-playing games](#).

4. Bingo: Bingo is a game of chance. In return for a stake, each player receives a set of numbers that he has not chosen. The player marks off the numbers in his set against numbers which are selected at random and announced by a caller. A player wins by completing a line, multiple lines, or a full house (all the numbers in their set) more quickly than other players. A winning set must include the number which was called last. A player invalidates his win if he does not call out quickly enough; the pace of the game is determined by the speed of the caller. The length of the game is determined, not only by the speed of the caller, but also the number of players, the proportion of numbers that constitute a win, and the range of numbers in the selection.

The paper-based games in which numbers are daubed or marked off are a common type of bingo but many clubs, including all Palace Bingo clubs, also offer mechanised cash bingo which typically uses a fixed plastic board with shutters.