

THE EFFECTS OF WARMING UP ACTIVITIES IN A PRIMARY STATE
STUDENTS' LISTENING COMPREHENSION
CLASSROOM PROJECT

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Abstract

This classroom project was carried out as part of a research accomplished by 3 practitioner of the Universidad Tecnológica de Pereira teaching language program to 26 fourth grade students from the Jorge Eliécer Gaitán public primary school. Our main objective was to implement the use of warming up activities in different parts of the class; hence, analyze the effects of this method in students listening comprehension. This project was developed with a theoretical framework, where we took as reference key concepts in listening skills. Also a literature review with studies similar to ours, that allowed us guide our classroom project in the right way. After the implementation of the methodology, the results found by the observers and implementer shown that use warming up activities in different parts of the class not only helped the students to improve their listening comprehension, but also worked as a motivation injector to students, reducing their anxiety and stressful to face listening tasks.

Resumen

Este proyecto de aula fue desarrollado como parte de una investigación realizada por 3 practicantes del programa Licenciatura en lengua Inglesa de la Universidad tecnológica de Pereira a 26 estudiantes de cuarto grado pertenecientes a la escuela pública primaria Jorge Eliécer Gaitán. Nuestro objetivo principal era implementar el uso de actividades de calentamiento en diferentes partes de la clase; así analizar el efecto de dichas actividades en su comprensión de escucha del inglés. Este proyecto se desarrolló con un marco teórico, del cual tomamos como referencias conceptos claves en la habilidad de escucha del inglés. También una revisión de literatura con estudios relacionados al nuestro, que nos permitieron guiar nuestro proyecto en la dirección adecuada. Después de la implementación de la metodología, los resultados registrados por los observadores y la implementadora mostraron que usar actividades de calentamiento en diferentes partes de la clase no solo ayuda a los estudiantes a mejorar su habilidad de escucha del inglés, si no; a aumentar su motivación y reducir el estrés que causa responder a tareas donde tengan que usar esta habilidad.

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INTRODUCTION

One of the biggest challenges when teaching a second language is the input we can provide to our students, we all know that the success of the language acquisition process is increased by level of exposure to the target language. In this sense the development of each specific skill depends on the input provided, so in the case of the listening skill it faces several issues as it is one of the most difficult to explore because of the lack of sources available in our context. Traditionally the most popular and used approach to listening skill was the introduction of new words and listening to the same tape over and over again intending to identify certain information, and it is a fact that in specific tasks this approach appears to accomplish certain objectives, however it is not enriching in terms of real communication, besides in most of the cases this approach has a negative impact in students as it increases the levels of anxiety because of the assigned task leading towards a decrease of motivation, as Zhang (2000) expresses students become bored doing the same mechanical exercise having as a result a passive attitude towards listening classes which holds back the students progress.

Broughton (1978) states that the motivation is a basic principle of all type of teaching, this affirmation establishes it in an important place, using the definition provided by Eragamreddy (2015) the term refers to the internal process which makes a person reach an destination. So in the language classroom the main objective we should focus on is to transmit to our learners this internal process in order to achieve the language acquisition, and not only because of the instructional process, but also because it is known that higher motivation levels are related with better communication, lower anxiety levels and the teaching performance is enhanced. Hence as the great benefits of motivated students are a fact we cannot deny, several

strategies to increase or prompt motivation are born, one of them is the use of warming up activities as one way to vary the typical lesson sequence.

There are of course detractors of this idea, as some teachers think that there is no need to use fun activities during a class as it can contribute to indiscipline, or that there is no connection between the content and a warming up activity, however as Akther (2014) states the use of warming up activities can introduce new topics, activate previous knowledge, and help students to focus on the class as it sets the appropriate mood for learning due to the fact that it motivates them implicitly making them feel engaged in the lesson and helping the teacher to develop the class successfully. The importance of the warming up activities related to listening tasks lies on the redefinition of the listening task, breaking the classic schema and approaching students in a fun way having into account their interests, increasing the motivation, reducing affective filters in order to empower the language acquisition process.

1. JUSTIFICATION

In Colombia students have a huge deficiency in their English language proficiency. According to recent investigations carry out by the Colombian Government, the 54% of Colombian students have the English level as low as people who have never been exposed to the language. Besides, the ICFES results of 2010 – 2013 (Instituto Colombiano para la Evaluación de la Educación) reported that only the 6% of 11grade students achieved an English proficiency of B1, the 1 % achieves A1 and the 3% achieve A-. These results show that the students in Colombia must improve their English languages proficiency as it represents a great source of opportunities for their life and the development of the country's economy ;under this conditions the government has designed the Colombia Very Well Bilingual Program which pretends to improve the English proficiency levels in Colombian students as this ability represents a relevant component in education in order to provide more opportunities for them to access to a wider cultural knowledge and becoming more competitive.

However, the way that English as a foreign language has been taught in Colombia does not allow learners to engage in the communicative aspect of this language, unfortunately despite of all the evolution process that the bilingual education in Colombia has been through we still work with archaic methods not functional nowadays. This was shown in a study carried out by Arias, Cardenas and Ramos (2014) in which the evidences manifested that even when listening was the kind of input that received more attention the focus was limited to the linguistic field leaving behind the pragmatic view of language, this study demonstrated

that students need to be exposed to real content and not just merely comprehend the general idea of a message.

In the Resumen Ejecutivo de Risaralda the authors report that one of the factors affecting English learning is the student's motivation, who expressed that they do not feel interested towards learning English as the schools do not have didactic material which could provide them a way to interact with the language. Concerning this issue we intend to follow the findings reported by Velandia (2008) whom investigation about the effects that warming up activities had in adolescent's motivation in a public school in Bogotá lead us to consider the implementation of this metacognitive strategy as a mean to affect learner's perceptions and motivation about the language and expect to have similar results to the ones reported in Velandia's study were she reports to have come to the conclusions that the role of warming up is to be an attention injector for students.

Our proposal consists in expanding the role that warming up has had, and implementing it in several stages of the lesson as suggested by (Khodereza, Estalkhbijari 2012) in their study where they propose the implementation of several warming up task instead of just one at the beginning of the class in order to increase the levels of motivation and engagement in students. This project intends to follow the ESA methodology proposed by Harmer (2009) so the lessons in the implementation will be based in three stages that pretend to systematically introduce the language to the students, in addition, as it was mentioned before, the warming up activities will be present not only in an initial stage of the lesson but also in an intermediate stage. The proposal lies under one of the thirteen initiatives established in Colombia Very Well, this initiative states the suggestion of pedagogical tools

that enrich the pedagogical model used in Colombia to teach English and guarantee a solid frame to the learning process of Colombian students.

2. OBJECTIVES

2.1 Teaching Objectives

2.1.1 General Objective:

- Analyze the influence of warming up activities in fourth grade student's listening comprehension.

2.1.2 Specific Objectives:

- Identify warming up activities that contribute to improve listening skills.
- Apply warming up activities as a way to increase motivation.
- Determine the kind of warming up activities that have a greater impact on students in terms of motivation
- Predict the level of engagement in listening tasks related with warming up activities

2.2 Learning Objectives

2.2.1 General Objective:

Recognize warming up activities as a support for motivation and listening comprehension.

2.2.2 Specific Objectives:

- Relate previous listening input with the warming up activities.
- Express preference towards different kinds of warming up activities.
- Relate previous listening input with the warming up activities.
- Solve listening tasks related with knowledge acquired in warming up activities.
- Prove clear understanding through success language outcome.
- Consolidate knowledge acquired in different warming up activities.
- Demonstrate a comprehension in listening task regarding knowledge acquired in warming up activities.

3. THEORETICAL FRAMEWORK

3.1 Listening Skills

This skill is defined usually by Wipf (1954) as an act of hearing with attention, this author also defined it as an invisible mental process. This process involves a lot of different processes where the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger sociocultural context of the utterance. Wipf was not the only one author who proposed a definition of listening; Vandergrift (2002) states that it is more than just understand and interpret the meaning of a conversation. In other words, it is a process of receiving what the speaker actually says.

3.2 The importance of listening skills

In many discussions about the necessity to improve listening skill, the importance that this skill has in socio-cultural context is higher than the other ones (speaking, reading, and writing), due to the fact that as Alder, R (2001) states an adults spend an about 70% of their time in some sort of communication; of this an average of 45% is spent listening compared to 30% speaking, 16% reading and 9% writing. thereupon, in terms of necessity we actually need to develop listening skills first of all than any other skill, as it is the first communicative input we receive since our early stage of development, and the one that prompt our language acquisition process.

Nowadays people are conscious of the fact that speaking English is not only knowing the grammar structure, but also being able to comprehend what people are talking about. Taking

into account that acquiring a language is a natural process; people learn it in different ways and for different reasons. Foster (2014) supports that the impact that listening has in society, and she not only talks about the necessity to improve this skill, but also elementary factors that people have to take into account at the time to communicate.

She suggests deleting of our mind that idea of listening to someone is a passive activity. In terms of being a good listener we should develop attention skills (listening comprehension) more than just hearing, it is what makes listening an active action. The author reflects in her article what a speaker can feel when the listener is not paying attention to him/her, how a listener lets the speaker know that she/he is attending the conversation, and how we can express the answers in verbally and nonverbally way. Body language plays a relevant role in this situation; researchers states 85% of what we communicate is nonverbal (posture, physical movements, and eye contact). While verbal signs work as interjections (hum, yeah, I see, really?), expressions that allow speakers know that the listener is paying attention to what he/she is saying.

The level of attention that listener gets is related to the kind of input that he/she receives, if the input seems to be interesting speaker will obtain the attention expected. In another environment (classroom in this case) there is a person in charge of promoting the development of this particular skill. Listening comprehension could be given through different methods, it is up to the teacher to look for sources that allow him to acquire tool to improve his classes in order to the students can learn language in a didactic and entertainment way.

3.3 Types of listening.

There are kinds of listening that help learners to improve their listening skills. According to Hamer (2011) the combination of extensive and intensive listening has positive influences in the learners listening skills. Hamer (2011) defines extensive listening as those listening activities that take place outside the classroom and that learners do in their free time without teacher supervision. Students have many resources to practice this kind of listening such as, the radio, the television, the cell phone, the Mp3 player and computers.

He claims that extensive listening helps students to improve their vocabulary, their language structure and their listening abilities and at the same time they can enjoy the learning process. Although, this kind of listening is an autonomy activity, teacher can guide extensive listening recommending to learners what kind of music they can listen or what kind of material they can use to do effective the activities. However, the extensive listening activities are not enough to improve listening skills that is only a complement of intensive listening.

Intensive listening is defined by Harmer as the listening that takes place in a classroom or in a language laboratory and it is guided by the teacher. For this kind of listening, teachers can use material as CD or DVD players and use activities like reading aloud, storytelling, interviews and conversations. Besides, in intensive listening activities facilitators can assume different roles (organizer, machine operator, feedback organizer and promoter).

3.4 Strategies to develop listening comprehension

According to The National Capital Language Resource Center (2004) a listening strategy is a technique that contribute explicitly to the understanding and internalization of the listening input. The listening strategies are categorized in top-down and bottom-down according to the input processed by listener. The first one refers to the background activated through listening exercises, the previous knowledge that listeners use to infer what the topic is about, the second one refers to the information acquired from the language message, recognizing word order patterns and specific details.

In context, students need to know how recognize the purpose of a listening exercise. Teachers should promote warming-up activities to engage students in the pre-listening atmosphere. At the time of prepare their brains to be exposed to new message, professors should take into account the students' previous knowledge. "Presenting new vocabulary is vital for EFL learners to understand the key words presented in the listening recall. However, it's essential to teach only five to ten words before listening or the new words will distract listener's concentration in getting the main idea" Liao S. (2012, p. 12) in this way, it is rewarding for learners to know the meaning of words that they will be working in, it allows a better understanding of the listening activity.

Through while-listening part students are directed to learn how predict situations and select the most relevant information to complement the listening task. Liao, S (2012) states that EFL learners need to be taught and encouraged to actively think about what they are listening to, and a suggested way to develop this is promoting between learners note-taking

skill, in the view of the fact that it helps them to be focused on the most relevant information and keywords required to complete next tasks.

3.5 Teaching listening to kids

One of the main reasons to teach listening is that most of the students want to understand what people is telling them in English (Harmer, 2009). Independently of the students age, there is a real need to understand, also listening comprehension affects the learner's pronunciation, so teaching listening it is not only a matter of understand but also to be understood. The age of students it's of course one of the determinant factors to decide the type of input provided to students, as stated by Harmer (2009) the age of each population will infer on their needs, competencies and cognitive skills, in this sense the listening input used to teach adult learners would differ from the input needed by young learners. In general terms, teaching a foreign language is quite different, some of the differences are notable, for example children are much more enthusiastic, and lively learners, they seem less embarrassed than adults, and they lack of certain type of inhibition, all that factors appear to help them to achieve a more native like accent in the foreign language been acquired (Cameron, 2004).

Young learners have the ability to comprehend what is being said to them even before they understand the individual words, they take advantage of the interpretation of intonation, gestures, facial expressions and circumstances in order to understand what the unknown words and phrases can mean (Halliwell, 2002). From a Piagetian point of view the child is seen as an active learner and thinker who constructs his/her own knowledge based on the interpretation of the world he/she interacts with. "The child actively tries to make sense of the world...ask questions...wants to know...Also from a very early stage, the child has purposes and intentions, he wants to do" (Donaldson, 1978 p. 159) Taking that into account,

listening input needs to offer to the child the opportunity to catch the information he needs in order to understand the message he is being exposed to.

3.6 Warming up

Robertson and Acklam (2000) define Warming up activities as a short activity in the beginning of a lesson in addition Leblanc (2011) contributes to this by stating that warming up is an activity which has as aim to attract the students' attention in the class and avoid external distractions, another definition of warming up is the one given by Rushidi (2013) who defines warming up as an activity that help students to feel relaxed and sets a positive attitude to learning. In that sense Flanigan (2011) concludes that warming up activities are very useful in language classes because these activities help learners to practice and improve the four skills (listening, speaking, writing and reading).

3.7 How useful are warming up activities in a lesson?

Christopher Cotter (2011) states that warming up activities in lesson plans receive less attention that it should. Some teachers tend to prepare these activities few minutes before starting the class. A well prepared warm up offers more than just "have fun" in a session, it allows teachers to create a comfortable atmosphere in the classroom. Druckman (1995) concluded that games seem to be effective in enhancing motivation and increasing student interest in subject matter.

If students get the idea about what knowledge and skills they will acquire from the beginning of the class, their achievement level will be higher (Joshi,2006). Teachers have to

be sure about what they are teaching and how much information the students have about the subject, and then he/she needs to connect the topic with students' present understanding. A teacher can do that through activities as simple conversation between learners that allow him/her to sit back and observe the languages abilities that they have. Garcia and Martín (2004) mention that one of the objectives of using warming up activities is to activate students' background knowledge which gives a new perspective to the concept in view of the fact that from a traditional point of view, warming up has been seen just as a small introduction to the topic, in order to introduce the lesson or an alternative to start the class in a more entertaining way, warming up is essentially an effective strategy to prepare students for the lesson. Peterson (2010) states that starting the lesson plan with a short warm up activity may help students to focus on the target topic, arise their creativity and provide a context to apply the knowledge they have acquired. Warming up activities also provides the opportunity to reach each student and arouse their interest, even the more reluctant students can be engaged by using a low risk warming up activity it also not only offers an approach to students, but also gives the possibility of reviewing language skills presented in past English lessons and activate previous knowledge (LeBlanc, 2011).

According to Flanning (2011) "Performing warming up activities in English class will help students to be in the right frame of mind to learn" As cited by Khodareza & Estalkhbijari (2012 p.191). Also proper warming up activities ensure that students will get the most from their class. Warming up is actually the convergent point between the student reality outside the classroom and the language lesson, when students enter in the ESL classroom they all come from a wide different range of busy life in which they spend most of the time speaking

in their L1, warm up activities will help them to turn off the outside world and focus on the task at hand (Le Blanc, 2011).

3.8 Warming up for kids

Although as we mentioned before, children differ from grown up learners, and the warming up activities used for them are different too, actually, implementing warming up activities can be more accepted by the learners as they are more willing to participate, young learners lack of the shame that adults may have so they, in most of the cases do not, hesitate before participating in a determinate activity, the actual challenge is to motivate students to keep their attention in the task at hand, as children can be easily distracted, Harmer (2009) claims that teachers of young learners need to spend time understanding how their students think and operate. They need to be able to pick up on their student's current interest so they can use them to motivate the children.

The learning of a foreign language is an effort that needs to be maintained at every moment and over a long period of time, especially when working with children Aisyatin (2014) , following that idea Paul (2003) cited by Aisyatin, states that in line with this condition, games are needed to help and encourage learners to sustain their interest and work, in view of this fact, it is accurate to ensure that the more accurate up activities for children need to integrate a ludic component, that stimulates not also the student motivation but also his previous knowledge also Paul (2003) suggest that games may contribute to teachers to create a real context in which language is useful and meaningful. Halliwell (2002) supports the idea of taking special advantage of the kid's nature instinct for playing and make fun of almost everything, she says that using for example guessing activities in which they try to

simulate to have ‘telepathic powers’ in order to deduce what one of their partners is thinking their personalities emerge, woven into the language use, so they are actually making the language in their own, so in this way students are living the language through their sense of fun and play.

3.9 Warming up to improve listening

The traditional way that English as a foreign language has been taught in Colombia does not allow at all engage students in the communicative sense of this language. Unfortunately in our educational system, we still work listening to the tape again and again. Even though this method worked two decades ago, nowadays students need to be exposed to real content, understand and comprehend the general idea of a message.

“In class, we must try to avoid boring or over-theoretical or mechanical subjects, using as far as possible warm-up exercises we think our students may be interested in, that seem of practical relevance, that may arouse or stimulate them” Zhang Yin Jun (2000). What is really important is forgotten. Teachers don’t tend to include pre-listening activities in their lessons, they just introduce while-listening without prepare learners to develop the task. The challenges presented to learners must be introduced by teacher step by step, warming-up as suggested method. In this way avoid any sign of lack of motivation or boredom between students.

4 METHODOLOGY

4.1 Context

This project was implemented in the Jorge Eliecer Gaitán primary public school in Pereira, Risaralda; we followed a curriculum developed by us as project designers since the school did not provide a curriculum and the classes were based in the standards set by the Ministerio de Educación Nacional de Colombia.

In view of the fact that the project was implemented in a public school, the Jorge Eliecer Gaitán primary school had some other particular characteristics. One of them is, the fact that school did not have enough sources to support the students' English learning process since here in Colombia, most of the primary teachers do not speak English, and thus they are not able to teach the language since they do not have the knowledge require doing it. Besides, the school has other features which are not related directly with the academic part, that can to affect their language learning.

To illustrate that, the school is located in a vulnerable neighborhood, where there are not a good security, due to the fact that the presence of the police in not there, for this reason the students are always exposed to situations as robbery, the hallucinogenic substances intake and street fights. Those factors influence in a very negative form all learning process of children. However, these are not the only factor that can affect the process because next to the school there is a river known as Rio Otún and thus produce a lot of mosquitoes which do not allow that the students can get concentrate in the classes and also they produce some

diseases. In short, there were many challenges at moment to implement the classroom project that can affect the results.

4.2 Participants

As a pedagogical process which intended not only to take place in the educative field in practice, also aimed to prove our skills and preparation as future teachers in order to identify the factors to improve, to explode and to reinforce in our teaching performance, in this sense there were two kinds of participants involved in the project.

The first kind of participants were 26 fourth grade students from the Jorge Eliecer Gaitán public primary school, the group had 13 girls and 13 boys between 9-12 years old. One of those children was 12 years old who was under the safekeeping of the ICBF (Instituto Colombiano de Bienestar Familiar). The students' level of exposure to English was the minimum due to the fact that these participants belong to a vulnerable population, and their families and their school cannot give them the necessary resources to develop high English language proficiency, so their academic needs were based in Basic English learning (A1).

The second kind of participants were the three pre-service teachers; 2 women and one man, who were doing their 9th semester of an English teaching program at the Universidad Tecnologica de Pereira and who performed their guided teaching practicum course for this project. In doing so, they all had the roles of designers, so all of them were in charge of preparing the materials (quizzes, worksheets, videos, records, warm ups, flashcards), and looking for the strategies to implement them in the execution of the project. The planner role was assigned to the pre- service teachers too, so the lesson planning was also under their

responsibility. They established a schedule of meetings to prepare the sessions in which the implementation of the classroom project would take place. In the view of the fact not all of them could implement the project in class, just one practitioner was in charge of the implementation (carrying out the warming ups), and the other two members of the project were observers and data collectors.

4.3 Design

The classroom project was aimed at focusing special attention on the use of the warming up activities in specific parts of the lesson to improve listening comprehension in elementary primary schoolers in Pereira using the methodology proposed by Harmer (2009) who states the Engage Study, and Activate (ESA) as a language teaching methodology to achieve successful language learning:

According to the author the **Engage** part “Is that when students are properly engaged, their involvement in the study and activation stages is likely to be far more pronounced, and, as a result, the benefit they get from these will be considerably greater” (Harmer, 2009, p.52). In other words, through this stage teacher catches the students’ attention involving them in the lesson. The engage stage could be considered the most important of these 3 elements. The author says that unfortunately **engage** does not receive the relevance that it should; inasmuch as, in context some lessons are not well designed to catch the student’s attention losing the opportunity to engage learners for the rest of the section.

In the **Study** part the construction of the language itself takes place in classroom.

Instruct students through samples of language and ask them to try to work out the rules;

in this sense, the pupils are exposed to the final part of the methodology (Activate), in this part learners can use languages freely and for communicative purposes, a kind of rehearsal for the real life. Activities must be designed in order to construct a bridge between the study and activate stages, using and producing language as much as possible.

As we have mentioned before, the main purpose of this project is to redefine the concept about warming as it has being place in a static role of the lessons, just to motivate students at the beginning of the lesson, and prepare them to the class, however, it is our concern to give it a greater role, and application inside the classroom, as it can be exploited in many different ways, giving the opportunity to take advantage of any teaching approach that languages teachers may apply in the classroom.

Our proposal is to implement the warm up in several stages of the lessons, not only at the beginning, we are conscious that the paradigm about this is the linguistic meaning of the word, the concept itself propose just an initial application to prepare something and it does not go any further, however, in our project we manage this concept from a different perspective, the pragmatic one, where the warming up activity is an activity that can be used to prepare students, to help them to understand the lesson, to motivate them and even evaluate the process.

4.4 Instructional Design

4.4.1 Planning Stage

The objective of each lesson was based on the Estándares Básicos de Competencias en Lenguas Extranjeras (Guía 22), that were designed in Colombia by the Ministerio de Educacion Nacional, these standards have as aim that Colombian students develop excellent communicative competences in the English language. This is why the main goal of the lessons was increasing student's listening comprehension, improve their understanding of the input given to them in the lessons and try to create an ideal learning environment, in which the student can be able to suppress the external pressure they all have before starting their English class, this defined by the teacher's' role.

The teacher's role in our classroom project was not a static one, and it depended on the objectives we intended our students to achieve in each class, as Harmer (2011) claims, the role that we as teachers assume depends on the student's, (factors as their behavior, their cultural background, their attitude, etc) may affect the kind of role that they need in their classroom. We selected some roles from the ones proposed by Harmer (2011) that were predominant in the implementation in order to maintain a healthy rapport, the discipline and guarantee that students receive the correct input and feedback in their second language acquisition process.

One of the predominating roles was the teacher as controller as it allowed to the implementer to take the leading from the front, establish the conditions for the class, and inspire students, however this role limited student's possibilities to talk and practice the language, this is why the other main role was the teacher as a tutor, here the implementer acted as a resource for the students when it was necessary in order to help them to complete the activities or provide the elements they lacked, also the tutor role involved a prompter role

in which acted just as aid to students, as Harmer (2011) states, this role is necessary when we want to help our students without dominating the process.

4.4.2 Implementation Stage

In the execution of our classroom project, for the warming up activities we used mainly auditory resources as recordings, songs, videos and activities centered in following spoken instructions. As we said before, we followed the ESA model; we intended to apply warming up activities in two stages of the lesson, one warming up activity at the beginning of the lesson before the Engage part and one before the Activate part, for example, if the lesson was about describing places, the class was started by playing a background sound and asking students to identify the sound of that place, a set of images related to the background sound will be showed and students are asked about whom know those places, who has visit them, who wants to visited them, and then the topic is presented in a video about a holiday, after that the teacher presents the theory of how to describe a place using adjectives, the structure and grammar rules involved, then different audio is played, this time one related to a conversation and students will have to identify where is it taking place, how is the place looks like, etc. Once this step is finished, they will be asked to work in pairs and talk to each other about a nice place they have been in and finally they will share it with the group. During the all sections of the implementations, the lesson plan was always used, because this was a good help in order to develop the class in an organized way. Besides, the lesson plan helped to control better the time of the sections.

At the beginning of the implementation was difficult work with the lesson plan due to the fact that the implementer did not know the students working style, so many activities in the lesson could not be achieved successfully. But this problem was evidenced just in the two first lessons of the implementation, because the implementer could understand the learner's speed to work.

During the design of the lesson plans the three researchers participated always; they divided the lesson into three stages based on the methodology proposed by Harmer ESA (Engage, Study and Activate). In the planning always two warming up activities were included. The first one was used in the engage part of the lesson in order to pick up the attention of the students and wake up them. The order one after the study and before of the activate part, this had as aim that students get the attention again and did not get bored maintaining the motivation. Besides, this kind of warm up activity helps them to support the topics that was being developed in the class and put it in practice.

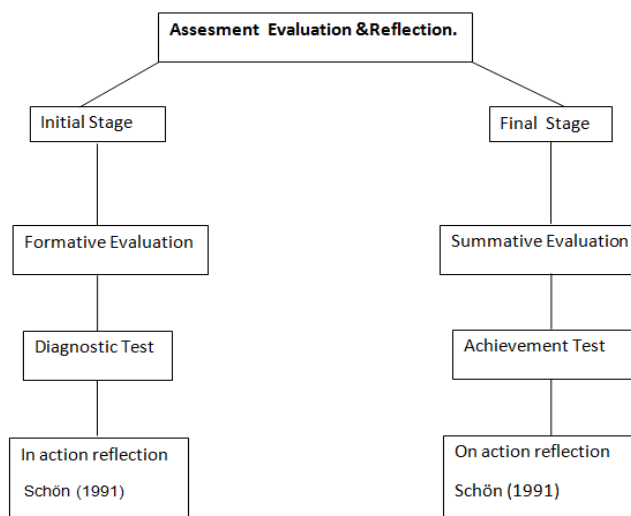
The time of the activities in the lesson plan was minimum of 5 minutes and maximum of 10 minutes, because the goal was that the learners did not get bored.

In short the lesson plan most of the time was really useful during the implementation because it allowed the implementer develop more organized classes, anticipate to the problems, control the time and avoid improvise. The following chart is a sample of one of the lesson plans used during the implementation of the project.

4.4.3 Assessment Stage

Through the implementation of this classroom project, the pre-teachers assessed the learners in two different stages at the beginning and at the end of the implementation. Besides, the students were evaluated based on two types of evaluation proposed by Baxter (1997). One of them is the formative evaluation which took place at the initial stage; it had as aim to evaluate the students' language abilities and help us to determine the input that we used in the lessons in order to give them the opportunity to improve their weakness in those abilities. The other one was the summative evaluation which had as aim to evaluate the results of all the students' learning process and it took place in the final stage of the implementation.

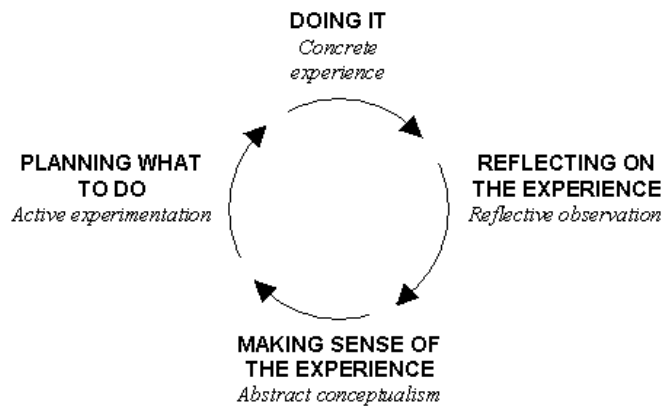
In order to develop the assessment successfully, a diagnostic test was implemented at the beginning of the initial stage, in order to identify student's proficiency in the target language. Then, at the end of the implementation of our classroom project (final stage), students took an achievement test that allowed us identify if they achieved successfully the goals expected.



Picture 1 Assesment and Evaluation Chart.

4.4.4 Reflection Stage

Kolb (1984) designed a model in which the reflective learning follows a cyclical process in order to produce knowledge, this model lies under four stages and all of them can be a starting point in a learning process.



Picture 2. Reflection process

The reflection stage was based in this abstract conceptualization process proposed by Kolb (1984) who suggests taking out time after the implementation and review what has been done and to reflect in the experience lived. In this sense, after the planning, then the experimental stage takes place, once this experimental takes is conducted comes the reflection of the process. Besides of the experiential cycle proposed by Kolb, the reflection followed the two levels of reflection developed by Schön (1991) who suggests an *in action* and *on action* reflection. The *in action reflection* concords with the experiential stage in Kolb's model, as both occurs during the implementation, Schön (1991) defines it as a celebration of the teaching practice as an art, this means, it is concerned with the regular interpretation, investigation and reflective conversation about the process. In the other hand, the second level of reflection is the *on action reflection* which unlike the previous one, takes places after the implementation and it is about reflecting in the results think about what has been done, what could have been done in other way and the conclusions of the process.

4.4.5 Teacher's professional development:

The implementation of this project allowed us to assume different roles as teachers in the classroom which we used to conduct learners through a learning process customized according to their needs. Putting them as the reason for guide our through the learner centered approach. Also it allowed the fact that we can carry out our professional performances in each session. Taking into account the classroom management knowledge already acquired, we were clear about the thing that we can improve to motivate students to participate actively and be part of the lesson.

4.4.6 Student's linguistic outcomes: The expected outcomes from our project implementation were focused on the student's listening skill improvement, so the reflection was centered in this specific skill, the effect of the warming up activities in student's listening comprehension and the influence that such activities will have in student's speaking skill.

4.4.7 Student's Responses: The impact that the implementation of our project helped the students not only to improve the language learnt, but also will make that they were not afraid to participate and they felt less frustration towards listening assessment Increasing the motivation through warming up activities implemented in the classes.

4.5 Instruments for registering the experience:

The implementation of the project was documented through the use of several instruments intending to gather the data that allowed us to measure and identify the impact of our project in the implementation such instruments were divided into two components: Visual data collection as video recorders and photos. The second component will be the writing instruments as journals, portfolios, observation reports.

The pre service teacher in charge of the implementation used a journal to document the data, while the other two members of the project used their observation formats to record the information divided into four categories: Activity refers to the description of the action taking place, the warming up activity and how it is implemented, class interaction refers to the way how the teacher and students interact during the warming up, strengthening knowledge refers to the specific language function or structure related to the activity and student's involvement regarding to the way in which students react to the activity.

5. RESULTS

5.1 Professional Development

This paper is written with the intention of reflecting in the professional development issues identified by pre-service teachers in charge of carry out the classroom project called “The effects of warming up activities in a primary state schoolers listening comprehension” In which they intend to identify the influence that these activities can have in that skill. Through this reflection we are going to explore the statements established all the sessions in which warming up activities were implemented in different stages of each session.

5.1.1 Integration of kinesthetic activities to prompt learning and motivation.

Several authors coincide in establishing warm up activities as an introductory stage of the lesson, in other words, it only takes place during the first five or ten minutes of the class and that it is used to put students into a correct mood for learning and provide the base knowledge for the subsequent stages of the lesson (Rushidi, 2013), (Joshi, 2006). However, in this classroom project the designers decided to implement these activities not only with the purposes previously mentioned, but also to expand the role of warmup in term of involvement and knowledge internalization and also placing the warm up during different stages of the lesson.

Regarding the types of warming up activities we used the ones that could provide a context in which students could use their previous knowledge and review the topics seen during the lessons helping students to build a connection between the new and old

information as suggested by Nemati and Habibi (2012). As the target group was composed by children we decided to design activities which explode the students sense of fun, this is why the role of games during the implementation was so important during the process, as Prensky (2011) claims the role of games as a form of fun give the learners enjoyment and as they are a way of play they provide intense involvement during the learning process.

The kinesthetic approach we implemented in the warming up activities using games and songs also appear to provide a more complete learning process following Mauhmound & Tanni (2012) suggestions as they state that teaching through the use of games and song is one of the most suitable ways of teaching English in view of the fact that they provide a context for meaningful communication. Also Jensen (2005) makes special emphasis in the connection between movements and learning based in the results retrieved from medical research done by Peter Strick who found that the part of the brain responsible for the motor control (the cerebellum) is also related with the process of learning, in this sense by stimulating movement during the class may prompt the students mental processes increasing their level of comprehension of the content being taught as the implementer has noticed during all her process teaching in that group, she relates that students have increased notoriously their L2 level as they have been continuously exposed to warming up activities before and during most of the lessons. It is because of this fact that we assumed that the warming up related to kinesthetic activities improve students motivation.

The first issue we are going address in our analysis is the one regarding the use of warming up activities during different stages of the lesson and not only at the beginning as it has been done traditionally as we mentioned before. First of all we based our implementation

based on the definition of warm up given by Rushidi (2013) who says that warm up is an stage of the class that helps students to relax and be prepared for learning. Through the process we have realized that there are specific kinds of warming up activities which seem to produce better responses in students in terms of motivation, participation and knowledge internalization. We noticed that during all the sessions of the implementation, for example in the second implementation there was one warming up activity related merely with listening in which the students have to watch and listen to a video. There was also a second warming up activity where students had to play a competition game in which they had to mimic and guess (Image n°2). During the first warming up most of the kids were distracted looking at the door, playing with their pencils and drawing in the desks, however during the competition game all kids were involved trying to guess and encouraging their companions to make better mimics. According to Allwright (1984), warm up activities are used to get student's attention and help them to put aside their distractions and be ready to focus individually and as groups on class activities (as cited in Velandia, 2008, p.11).

Through this game we could see that students had indeed internalized the vocabulary that they had being taught so far through the audios and reading aloud activities as they could say the words when they needed to say them in order to guess what was their companions miming, Nemati & Habibi (2012) emphasize that good learners can organize their knowledge when the teacher helps them in that organization process by using suitable warm up activities. We could observe that some of the kids overacted their interpretation in the guessing game as Haliwell (2002) claims, children engaged in these kinds of activities they spark their own element of drama as they have an enormous capacity for finding and making fun.



Picture 3 guessing game



Picture 4. Singing as warming up

During the third implementation conducted on October 27th the observers noticed something similar, in this session we prepared two warming up activities related to movement. In the first one kids had to sing and mimic, and in the second one they just had to mimic according to the instructions given by the teacher. During the first warming up activity we could perceive that some kids (The older ones) were reluctant to participate, the ones that followed the lyrics and the song showed embarrassment made shy movements and sang with a low voice. There were also two kids who did not stand up from their chairs and remained in their places during the whole activity as we can observe in Image n° 2 , in the other hand, during the second activity the teacher started using merely the commands related

to vocabulary giving imperative instructions as “Make a happy face” however; the implementer reports that she noticed that the student’s level of engagement was really low then she decided to add action verbs as jump and run in order to put students into the mood of the activity, during this warming up the observers could identify a big difference in terms of involvement as all of the students without exception were following the instructions given by the teacher and participating actively. We have to remark that even when students participated in the activities the need of a L1 support appeared to be crucial in order to explain them what they have to do.

5.1.2 L1 in the classroom.

As we mentioned before one of the issues that we have identified so far is the recurrence of the L1 Support during all the classes as an aid to guarantee student’s understanding of the activities as they have expressed huge difficulties in comprehend instructions were they are given merely in English. Even when in the field of teaching EFL the debate about the use L1 in the classroom is so controversial because of the fact that several authors stand in the position that the use of L1 may cause a harmful interference in the language acquisition process, Krashen (1982) claims that students should be exposed to a great measure of the target language in order to guarantee a correct acquisition; however this exposure of the target language in some aspects might be even more counterproductive as it implies in some context the use of what Macaro (2005) calls *input modification* which have to deal with the simplification of the language used (increased repetition, talk slowly, replacement of complex words and concepts for simpler ones, and syntax simplification);

according to Macaro this language simplification is an aid in order to facilitate communication in the target language however this practice deprives to the learning from a more significant language input as it is limited therefore students will not be able to acquire more meaningful and complex linguistic knowledge, in this sense the use of L1 in an appropriate measure is a useful resource in the EFL classroom.

We noticed that the use of L1 can help in three factors; the first one is to decrease the levels of anxiety in students, reducing the affective barriers that students present, Kang (2008) suggest that the use of L1 may assist students in reducing affective barriers and increasing their confidence in their ability to successfully comprehend the target language. as the implementer reports; after the explanation of an activity in class students started to show high levels of anxiety because of the fact that they could not understand the instructions, the observers could notice that after every explanation done in English students started to look at each other and ask what they have to do several times, this is the reason why the implementer decided to start using L1 as an aid to guarantee the understanding of the activities considering that the explanation of the task in L1 did not affect the evaluation of the topic being taught as the languages structures are different from the ones used in explanations. This was clear during the second implementation carried out on October 13th when at the beginning of the class during the review the pre service teacher explained to the students that they had to listen to an audio and write the profession they listen the teacher asked one of the kids to say what they had to do and the kid answered:

“Tenemos que escuchar el video pero no sé qué más hay que hacer”

Then we could notice that the teacher realized that the students did not have clear what they had to do so she explained again in Spanish the instructions of the activity. Once the teacher explained the instructions in Spanish some students nodded and said:

“Ah profe ya entendi”

Then they proceed to take their pens and as soon as the teacher played the audio they started to listen to it and write in their notebooks the vocabulary that they identified in the audio. Regarding this session the implementer expresses that she was reluctant to relay in Spanish in order to give clear instructions, however she had to use the L1 support as the body language was not enough input to the kids, she also remarks that the use of Spanish is not limited merely to explain to the students the activities but also to check if they are understanding; this was evident during the third session when the teacher was reviewing vocabulary from previous lessons (Emotions) She modeled a happy face and asked:

“T: Is this a happy face?”

Ss: ¡No, no es! ¡Es happy!”

The second factor is the use of L1 as an aid to the English class as it happened during one of the sessions the implementer also had to use L1 and translation in order to explain the instructions of the warming up because according to the implementer otherwise the kids would not have understood the dynamic of the activity.

“Yo voy a decir <<I need>> que significa <<Yo necesito>> y ustedes responden <<What do you need?>> que significa << ¿Qué necesitas?>>”

After that the activity begun and all kids participate without any inconvenient, when the teacher said “I need” all kids answered with the question that the teacher had explained previously.

The utilization of code switching in order to explain classroom procedures, here it is necessary to take into account that the explanation in L1 was done after it was presented in the target language. In these conditions several students start to analyze of each word in what might be a negotiation of the meaning in both the target and the first language as Donnato (1994) propose.

Following the order of the factors mentioned before, the third one is the use of L1 in the EFL as a mean for communication between the learners and the teacher; Greggio & Gil (2007) suggest that “L1 may play an important role in the facilitation of interaction between classroom participants (...)” regarding this issue the implementation expresses that she also allowed the use of L1 by the students in order to give them the opportunity to express their understanding of the concepts so she could check their progress as it happened during a session conducted on November 10th, in this lesson the observer report that in an specific part of the lesson in which they were describing physical characteristics of some characters in flashcards , the teacher asked to the kids.

“How does the Pibe’s eyes look like?”

She did the question supported by her body language pointing the eyes of the character in the flashcard and then students replied.

“¡Negros teacher! El Pibe tiene ojos negros ”

Here the implementer reflected in the fact that students were able to comprehend the structure for asking questions related to the description, and that they knew their meaning, however they still showed that they apparently did not remember the specific vocabulary to answer that question, so she made a gesture indicating that the answer was correct but she insisted asking them to tell the answer in English than students answered

“BLACK!”

That lead her to conclude that students understood the sense of the structure but they have not internalized the concrete vocabulary taught during a past lesson. So she stopped the activity and spoke in Spanish.

“T ¿Se acuerdan que les expliqué que para describir el color de los ojos se usaba <<Dark>>? ¿Si se acuerdan?”

“S: ¡Ash si Teacher! Entonces el Pibe tiene los ojos Dark.”

This led the observers and the implementer to presume that the use of L1 is effective for supporting and guarantee not students comprehension but also it can help them to internalize the meaning of the structures from the target language and that the use of L1 can prompt the interaction and communication of the classroom participants. In this sense the use of L1 is justified if its purpose is to construct knowledge in the target language and improve the proficiency of the students (Pan, Y & Pan Y (2009).

5.1.3 Use of repetition for teaching specific language units.

Finally there is another strategy identified by the observers is the utilization of repetition with several purposes; the first one is to provide accurate pronunciation among the students, especially when they are introduced to new vocabulary the words have to be repeated in order to make sure that students are able to grab the pronunciation, according to Barcroft (2001) the repetition in the learning process is necessary as the learners need from 5-16 “meetings” with the words before being able to remember it, in all the sessions the observers could notice that this particular technique helped the teacher to reinforce the appropriate vocalization of each phoneme. In all the sessions conducted when the teacher presented new vocabulary she overemphasized the pronunciation of each word as it happened in the first session carried out on October 13th where the topic was about professions, here the teacher started to show a set of flashcards, after she showed the image she asked students to repeat after her several times. The main purpose of this practice in first instance was to introduce phonetic patterns and avoid possible errors which may appear if students just read the word. We have noticed that the implementer always make sure to repeat several times a word until all students are able to pronounce it .

The implementer reports that she used repetition drill as an strategy to help students to internalize specific language patterns and vocabulary as the days of the week or certain commands of the class the implementer claims that during all the sessions she has seen the results of establishing a routine in which the students are always asked about the same in order to help them to internalize certain commands. As Tseng (2010) establishes when we

are exposed to a language we hear the same phrases several times and that is the way in which they are remembered, because that language becomes a habit. In every session when the teacher started the class she always asked for the date and all students answer the exact day, it was a long process of teaching that structure implicitly as kids were never taught the days of the week or the months of the year. But through all the sessions' kids have become familiar with this routine; however the use of repetition drills is not used as a strategy to empower all the linguistic competences as it is not possible to guarantee the acquisition of the structures through this practice. However it has had a positive impact in the improvement of pronunciation as Barros (2010) remarks when he says that the use of repetition is not a tool for improve the whole language acquisition but that it may be a significant aid for empowering language chunks that can be difficult for the learners.

To sum up, during the four implementations the two observers and the implementer could notice different effects of the warming up activities in the English lessons which is the main focus of the class room project. However, through the implementation they have identified three specific statements that were already mentioned in each of the paragraphs above, so they could coincide in different aspects that were identified during the implementations. For example, the warm up activities that include physical movement involve promote the students motivations and get their attentions in a huge level increasing their mental process and promoting a more significant learning experience. Besides, the three analysis concede that the role of the L1 one in English classes is crucial in specific parts of the lessons, especially when is used to clarify information and as an aid to facilitate the communication of the classroom participant. Also they agree that the use of repetition to

teach vocabulary helps the learners to internalize the specific language chunks and improve the pronunciation.

5.2 Students' Responses

In this part of project, the researchers report the different responses that students presented during the implementation of the classroom project. To report the evidence in this chapter observers and implementer identify and classify the results on 3 different statements evitent in the majority of the lessons, which were selected as the most relevant aspects to highlight.

5.2.1 The use of repetition as an aid to internalize vocabulary and language structures.

According to the psychology professor Carrion (2010) the use of the repetition as method to teach, is a very effective and natural process that help students to internalize the knowledge that they are acquiring, due to the fact that the repetition is assimilated by the brain as a practice that is being processed in the working memory. After the repetition, the brain keeps the information making difficult to forget it. For that reason, during this classroom project the implementer applied a variety of warming up activities that involve the repetition method. All of these had as aim to achieve that students internalize all the information and knowledge that the implementer was teaching them by making each language unit and structure repeated a common item of the classroom reality, in this case the responses that the observers could identify in the learners were:

First of all, it is very important to mention that at the beginning of the guided practicum the implementer and the two observer had an idea about the English level of the students

because of their learning context, both the observers and the implementer were conscious that students had a minimum English level below A1, in view of this fact the implementer decided to start the classes teaching them to write the date, which is one of the most basic topics in English. This action led to incorporate the repetition method as it was a constant process in every class, in this sense in all implementations the teacher always began the class asking the students about “what date is today?”. In the second implementation the implementer said:

“What is the first thing that we do in the class?”

Nobody understood the question (students looked at each other and made questions whispering in their L1 saying “Qué dijo?”, and after a few seconds, the teacher answered:

“It’s to write the date”

After the students said:

“¡Ah! Si teacher, la fecha.”

Then, at the beginning of the third class the teacher started with the same question, but this time the procedure created a different response from the students. The observers reported that on this occasion students were aware of the procedure because during that implementation even when students answered using the L1 because of a lack of language structures to express their ideas, they knew what the Implementer was asking for, also the implementer reports that in this case students did not hesitate, when she asked what was the first thing that they had to do they immediately answered.

“Profe la fecha”

After that the implementer gave extra points to the students that answered and she wrote the date on the board with the students' help. Then in the fourth class, the teacher began the class with the topic, at this point something decisive was evident, it is here when researchers highlight the response of the students who reminded to the teacher what they had to do at the beginning of each class the students said:

“Teacher olvidó la fecha”

This reaction makes that we could notice the internalization of the students learning processes. In the others sessions the students already knew how to write the day without teacher's guide, and when they presented the written test, they had to write the date and they knew how to do it.

The observers could see that this method was very effective since the implementer achieved that students could learn the process, and not only had they practiced the date writing form. Also the put in practice vocabulary about days of the week, months and cardinal numbers.

Second, Carrion (2010) also says that the use of repetition method is very useful to know if the students have learned the lesson or to identify their weakness. Because of that reason, the implementer always started the classes with a repetition vocabulary from the previous sessions; using this method as a reviewing in order to activate their previous knowledge and know if they were ready to be taught the new topic. For instances, in the implementation number three, the topic of the class was the emotions. In this class the teacher used some flashcard with expressive faces that shown some expressions as sad, happy, angry, scared,

sleepy and hungry. So she showed them one by one, and she asked them to repeat each word after her three times.

The first time that they pronounce the words, students do it but teacher did not listen all students, so she asked for repeats the second time louder.

“Come on guys, mas duro. Necesito escucharlos a todos”

After the requirement of the teacher, most of the students repeated the words with good intonation and pronunciation.

Once the implementer did that activity she continued showing a video of emotions and presenting examples in her computer, and 15 minutes later she repeated the same process with the flashcards.

“-Ok, let's do it again guys, what it is?” Showing the flash card with the scared face.

Students pronounced the word in low voice. It shown that they were not completely sure of its pronunciation.

Then the teacher said. “Hey kids, louder. What it is?”

Students replied: “Escared profe”

Teacher let them know that the correct pronunciation was “scared” avoiding the pronunciation of the last “e”. During this activity the implementer could notice that learners had some pronunciation problems. So in the following class, teacher started the class with the same flash cards, this time they recognized each emotion

“Profe esa es *scared*, *scared y angry*”

This time teacher corrected few pronunciation mistakes as "angry". But that was the moment when the observers and implementer knew that students have internalized the topic, in the view of the fact that their response was pronounce the emotions how they could remember. So in this way, they could continue with a new step of the class. What observers could conclude from this part of the study is that students react better when a command or the pronunciation of a word is repeated many times (2 or 3 approximately), we dare to say this is due to fact that they assimilate the new language that are integrated day by day through this method which has proved too .

5.2.2 The importance of the visual aids use in the English classes.

According to Valen and Feunteun: 1995 the use of visual aids in the class helps the teachers and the students in different aspects as it gives a general idea about what the lesson is about, the use of visual aids in this sense is a guide about the target topics in the class. Also it helps students to establish a connection between what they are hearing and what they are watching and help to understand better the meaning of the words. Based on that, the researchers of this project decided to implement visual aids during six implementations to support the lessons, for example, videos, pictures and flash cards.

During the process we could notice that the use of media and visual aids not only in the lessons itself but also for the warming up activities increased the level of interest that students showed towards the class. As we have stated several times, the language teaching process that our Country has experienced has being somehow limited because of the lack of resources in the Educative Institutions and the fact that most of the teachers do not have the

preparation for carrying out a second language class. Due to this fact, students has not being exposed to a different kind of material different from photocopies and textbooks.

Because of these factors, when students started to be exposed to a different kind of resources as videos specially designed for their age range, colorful images and engaging songs, student showed a high rate of curiosity and engagement. For instances; in the third implementation teacher decided to bring to the class a video of professions, as students were not taught this topic before, students were exposed to a set of flashcards firstly to introduce the vocabulary and make easy the comprehension of that video. When teacher showed the first flash card students responded to this telling the name of the profession in their mother tongue.

"Bombeeero profe"

When teacher listened the profession, she asked to students if they knew how to say this in English."

"Very good! But, how do you say "Bombero" in English"

Teacher repeated one more time after some seconds.

"Guys "Bombero" in English is "Fireman", come one repeat after me "Fire-man"

Students repeated the word after teacher requirement. Then they did the same procedure with 6 more professions. When she finished to introduce all the professions, she played the video and asked to students to write in a piece of paper as much professions they could listen. When

she played the first time students could identify just few professions, 2 or 3 more or less. We know this because they expressed that they could not listen many professions.

"Profe la primera era "teacher" y luego "Fireman" ... y no mas"

When teacher asked if they needed to watch and listen the video one more time, they replied saying " yes! teacher". So teacher played the video one more time, and she suggested to students to be attentive and write the missing professions. The second time students achieved to listen and write more professions than the first time.

The observers reports that every time that they were exposed to new material they all tried to reach the teacher and be closer to her, so they could look closer the images and the video., according to Wisniewska, 2012 the interest that students have in learning is influenced directly by the interest they feel towards the lesson. Nseendi (1984) also claims that if the activities and exercises are interesting for the students they will be motivated (as cited in Cheung, 2001, p.59).



Picture 5 Students approaching to the teacher laptop to watch a video about professions.

5.2.3 Warming up activities help students to reduce the anxiety before presenting a listening task

Zang Yin Jun (2000) suggests that teachers should try to avoid boring or over-theoretical mechanical subjects, using as far as possible warming up exercises we think our students may be interested in, that seem of practical relevance, that may arouse or stimulate them. In that sense they do not feel the pressure to respond correctly to any listening task. This theory was applied as engaged method in different stages of the classes, what made that implementer and observers could conclude about the efficacy of warm up activities to reduce student's anxiety.

To support the evidence that the classroom project developers have taken, we have decided to mention some examples where we could identify some interesting responses from the students. In one of the implementation teacher presented to students a video of emotions, where 5 new words were tough (happy, sad, sleepy, scared, and angry). Teacher explained to students that they had to follow her movements according with the lyrics of the song. She presented the vocabulary while sing along the lyrics of the song, and her introduction is supported by body language that indicated the students the meaning of that vocabulary. The students' reaction the first time was like they were lost in the song but some emotions as "happy-sad" were recognized. I dare to say this because students express that they need one more time to catch the idea of the video.

"Huy profe colóquelo otra vez que nos perdimos"

Teacher made emphasis in the emotions that they could not internalize.

"Come on guys I am going to repeat one more time, let's go"

In the second time that teacher played the video and made the mimic of the song, more students than the first time started to make the moves guided by the teacher and repeat the lyrics of the song. Students sang till the video ends, this time they achieved to do any single movement. Students asked to teacher to let them sing again the song. And this final time teacher did it with more enthusiasm.

To reinforce the knowledge that teacher provided, she asked to students to pick up a piece of paper from a plastic bag, she explain that the person who pick up the paper had to mimic one of the emotions that they were working on (they could support the mimic with body language, and the rest of the partners had to guess).

At the beginning students did not have very clear the dynamic of the game, we know this because they express that they wanted to try one time to check how the dynamic of the warm was up. When the first student started to do the mimic their partners did not take too much time to say what the correct option was. They were so excited to answer correctly.

“Angryyyyyyyyyy”, profe angry cierto que es angry?”

Then the teacher asked to all the group if they agreed with other that that face was angry, and after some minutes they worked in that sense. Once the students have internalized each mood, teacher continued the development of the class with some worksheets, where they had too much some images with the correct face. Also they had to write complete sentences related with the topic. “She is angry”, “Sam and Louis are sad”.

To conclude the set of warm ups to make the lesson more dynamic and meaningful teacher asked that all students stand up. Teacher explains that she were going to say “I need ____ face” In the blank space teacher puts a face that they learnt, and students had to do the

mimic of that face. With any try, teacher said to students that they were to do to know if they understood or not. When teacher mentioned “i NEED A SLEEPY FACE” Most of the students did the sleepy face,

“Profe otraaa!”

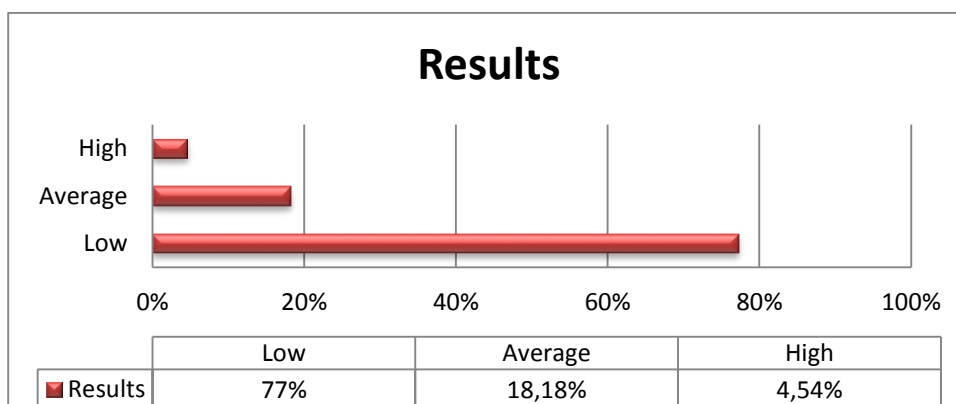
Teacher did the same procedure with other feelings, but this time she checked that all students are participating and correct the people (a few ones) that were not working well.

5.3 Students’ Linguistic Outcomes

In this section of our project we will reflect towards the impact that the warm up activities in several stages of the lesson had in the student’s language acquisition process, how this process was affected by our strategy and the effect that it had in the target skills to work during this implementation. For this purpose we will base our findings on the implementer’s reflection, the observer’s reports and the results of the tests mentioned in our methodology which intended to evidence the English Level of the students at the beginning and at the end of the implementation, in order to set a point of analysis in their performance and establish the outcomes of our implementation, in the following paragraphs we will list and describe the main outcomes in terms of language acquisition evidenced during the process.

5.3.1 The use of warming up activities enhances student’s language acquisition.

At the beginning of the implementation we were working on the assumptions about the students' L2 level, the initial classes were based on what students of the target age should know, however once in the real context we came to realize that we needed to take into consideration several other facts as the learning background and environment of the students, as from the first class students showed to be struggling following verbal instructions given to them, the observers reported that they clearly were not able to understand when the teacher was talking in English, they look to each other and asked constantly what she was saying (Using L1). As planned in the methodology we applied a diagnostic test in order to determine our starting point, even when at that point the implementer did not have enough confidence with the students as the rapport was just being build she made sure of explaining that the test would not have a repercussion in their grades in order to avoid anxiety and stress between them, once we examined the results we were a little bit impressed as the results obtained were lower than expected, in the following graphic we will illustrate their performance in the first



Picture 6 -First test, General Language Knowledge

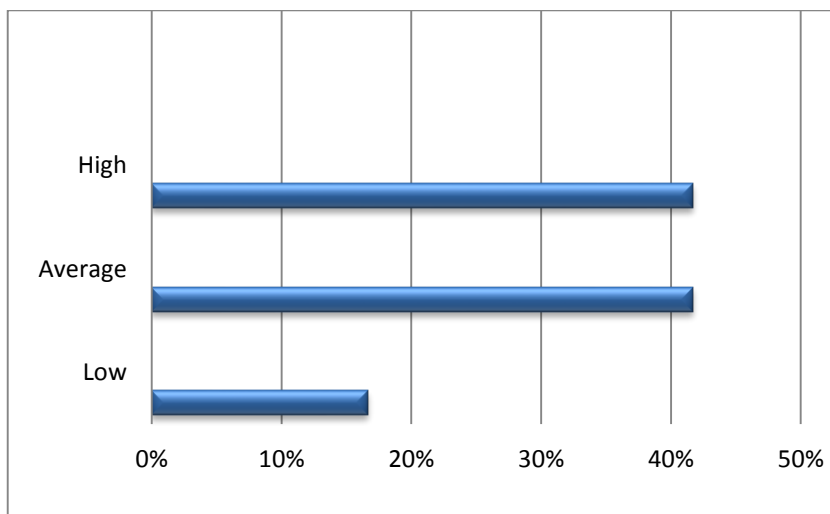
test.

This test was based designed as a diagnostic test with multiple choice options, with the purpose of allowing students to recall past knowledge, however the results were rather

lower than expected, as 77% of the students were not able to achieve a score higher than 2,9 in a scale from 1 to 5, at this point we realized that our challenge would be even greater than the one we expected.

Throughout all the sessions, the implementer reports that through the whole process, students started to be confident and motivated because of the warming up activities, the observer expressed that in the last implementations students were not stressed when facing Language Tasks, they showed confidence and performed the assignment using the knowledge acquired.

We could evidence that the language proficiency had suffered a great progress when we applied a last test, this time, the test was not only about basic vocabulary with multiple choice, this test involved production, and working with more complex structures, the results of the last test are shown in the next graphic.



Low	1.0-2,9	16,66%
Average	3,0-3,9	41,66%
High	4,0-5,0	41,66%

Compared to the previous graphic, it is evident that the results are too different from the reported in the first stage, as in this occasion the student's performance was 80% and above 3.0 in an scaled from 0 to 5, and actually 41% of the students reached a high score above 4.0, this is an evidence of the improvement of the students through this implementation.

5.3.2 The lack of coherence between the input provided and the requested output lead to disruptive behavior.

According to Krashen (1983) the input is an essential factor in the second language acquisition process because that contributes to develop of the learners language skills. The author states that when learners receive the enough comprehensible input, then they can produce a good output, for that reason, Krashen suggest that the input must be adapted according to the age, culture and level of the students in order to fill up the learners' necessities.

So, Krashen's theory could be proved in during the implementation of this classroom project. To illustrate that, in the second implementation, the implementer taught to the students about professions. First, in the engage part, teacher developed a warming up activity using a video about professions; the aim of the activity was introduce the vocabulary to the students. Then teacher put some flashcards on the board relate to the topic and the Implementer wrote the professions on the board. Later, the learners had to repeat the word three times after the teacher.

After this activity, learners had to develop a copy which had some images about professions and the students must write sentences using the correct word and verb to be, but

the activity did not have good results, due to the fact that the students did not receive the enough input to develop it, so they lost the interest during the activity and they stated to say:

Ss. “teacher, no entiendo”

“Teacher nose se que hacer”

That was the moment when the teacher lost the control of the class and the students broke the discipline. At the end of the lesson the three researchers reflected about the results of the class, and they identified that the problem was the not coherences between the input and the output asked to the learners. Once they identified the mistake, the researchers could be careful during the next sections.

esin the next class the topic was “emotions”, teacher open the lesson with a warm up activity using a song with a video about emotions, the characters of the video encouraged learners to imitate their movement.

Learners really enjoy this activity, and they learn the vocabulary about emotions and the correct pronunciation. Then teacher stick some flash cards on the board and ask to the learners what emotion was, they gave the following answers

Ss. “teacher feliz”

“Esta Triste”

Teacher. “Do not speak in Spanish, please”

“It is happy and sad”

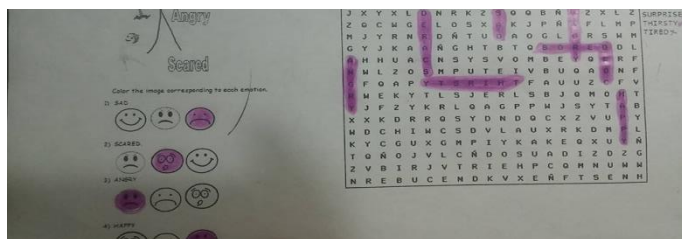
Teacher taught them the pronunciation of each word and they repeat after her. Then she modeled the structure of the sentences using verb to be.

Ex. She is happy

He is sad

So in that moment students was ready to develop an activity by themselves, so they had to solve a crossword and a matching activity.

activity



Picture 8 Crossword

To sum up, the input has a important roles in the second language acquisition process since when a learner has the enough input, he or she can produce good results relate to the language.

5.3.3 Modeling activities support the students' production.

According to Eggen, Paul and Don Kauchak (2001) theory, the humans learn better and faster when they observe other people modeling any activity, they set that this strategy is very useful in English learning process, especially to develop writing skills because they follow and imitate the model. For that reason, modeling was implemented as teaching strategy during the all the section of this classroom project in order to achieve good results in the student's language production and the implementer always model many examples of the topic that was being taught. For instance, in a lesson which had as a topic (Describing physical appearance), the implementer focused the class on the shape (curly, straight, wavy),

height (long, short, medium) and color (blond, brown, black, red, white) of the hair. During the engage part, the teacher introduced all vocabulary about hair description through videos and flashcards. Once the students learned the the words. Teacher continued with the study stage. In this part of the lesson the guider modeling some examples of how describe write sentences with the correct structure using verb to be, but in the first time teacher remember to students the personal pronouns and the conjugation of verb to have in present, she wrote them on the board and teach them the correct pronunciation, so students repeat after her.

ex. I have

You have

he/she/it has

We have

You have

They have

Then teacher paste some pictures on the board with famous people as Shakira, Ariana Grande, Juanes and Maluma, and the teacher write describing sentences in order to modeling the sentences structures to the students.

Ex.

When describing Shakira.

*She has curly hair *

She has blonde hair

She has long hair

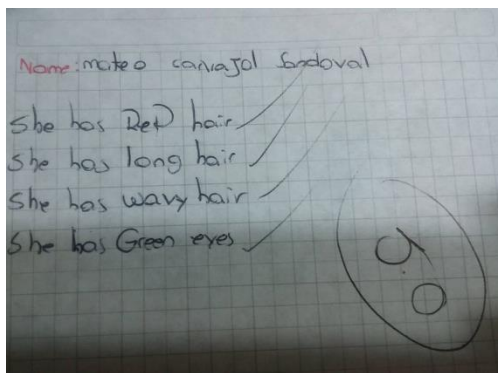
In this way the implementer modeling with the others pictures, then the students took notes in their notebooks in order they internalized the knowledge. Then teacher model one more time but this time she described herself.

Teacher: I have red hair

I have long hair

I have wavy hair

Then students had to put in practice their skills, so teacher shown them a picture of Pibe Valderrama who has similar characteristics to Shakira's hair, and they did it in a very good way. That means that they were prepared for the activate stage. So students were exposed to a mini quiz and they had to describe the girl from a picture in four sentences using the verb “have”.



Picture 9, students production.

They had excellent results and¹

Picturtrated that modeling was a useful teaching strategy; In short, modeling helps to students to acquire the language in a successful way because the students can observe the example and follow the structure changing just the specific information but keeping the structures.

6 CONCLUSIONS

To conclude, the use of warming up activities in specific parts of an English session (at the beginning and in the middle) helps teachers to keep students engaged in the lesson, increasing their motivation to participate and be focused in tasks designed to improve their listening comprehension.

The results of the development of this classroom project have allowed us as future English Teachers, to increase the source of innovative strategies that we can not only implement to help learners improve one of the main language skills (Listening), but also to enhance our teaching practices. After implementing our classroom project we could become aware of the great benefit that warming up has in the classroom, by carrying an interactive session

providing to the students a didactic learning, putting aside the possible pressure that they could feel because of learning of a second language, decreasing their anxiety and getting their attention.

When working with young students getting them to get involved into specific task during the lesson, is quite difficult as their attention span is short and they tend to lose the interest. Besides most of them are predisposed because of the frustration that English learning may cause. The implementation of warming up activities can make students feel comfortable during the lesson, and encourage them to become a part of the activities as the warming up reduces the stress that students face when there are facing listening tasks. In addition, warming up activities prompts the creation of good learning environment by interacting and having fun in each activity making students and teacher work together and building an appropriate rapport which leads to an improvement of the language learning process.

This experience is satisfactory for both learners and teachers as it expands the learning process beyond the traditional lessons. For this reason the impact that this project has had is gratifying for our growth as teacher and as persons who are making an effort to contribute to education, by providing and applying this method in order to accomplish more dynamic and effective classes.

Besides, during the implementation of this classroom project we can identified that the role of warming up is not only to create a good environment and reduce pressure or anxiety because the warming up activities can be useful to different stages of a lesson. For example, teacher can introduce a topic through a warm up activity, students can put in practice their language skills through a warm up activity and the teacher can evaluate to the students

skills developing a warming up activities, those possibilities were implemented this project getting excellent responses . These results make a huge contribution to the language teachers since now they have an effective strategy to implement in their language classes. Besides, these results redefined the term warm up activity and expand its role in this field.

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Appendix 1.**Lesson plan sample**

Date of the class: 13/10/2015	Class Number: 6
AIM:	

At the end of the lesson the learners will be able to write sentences about professions of different people using verb to be in present.

Topic: professions.

Length of the class: 60 minutes

Estándares Básicos de Competencias (MEN):

Estándar General:

Comprendo cuentos cortos o lo que me dice mi profesor en clase.

Estándares Específicos

Listening: Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad.

Writing: Demuestro conocimiento de las estructuras básicas del inglés.

Indicadores de logro:

Soy capaz de reconocer la profesión de una persona y decir en qué trabaja.

Assumed Knowledge:

Verb to be

Vocabulary about professions

Materials: Board, flashcards, markers, worksheets.

DAY/STAGE/ E/	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND	COMMENTS
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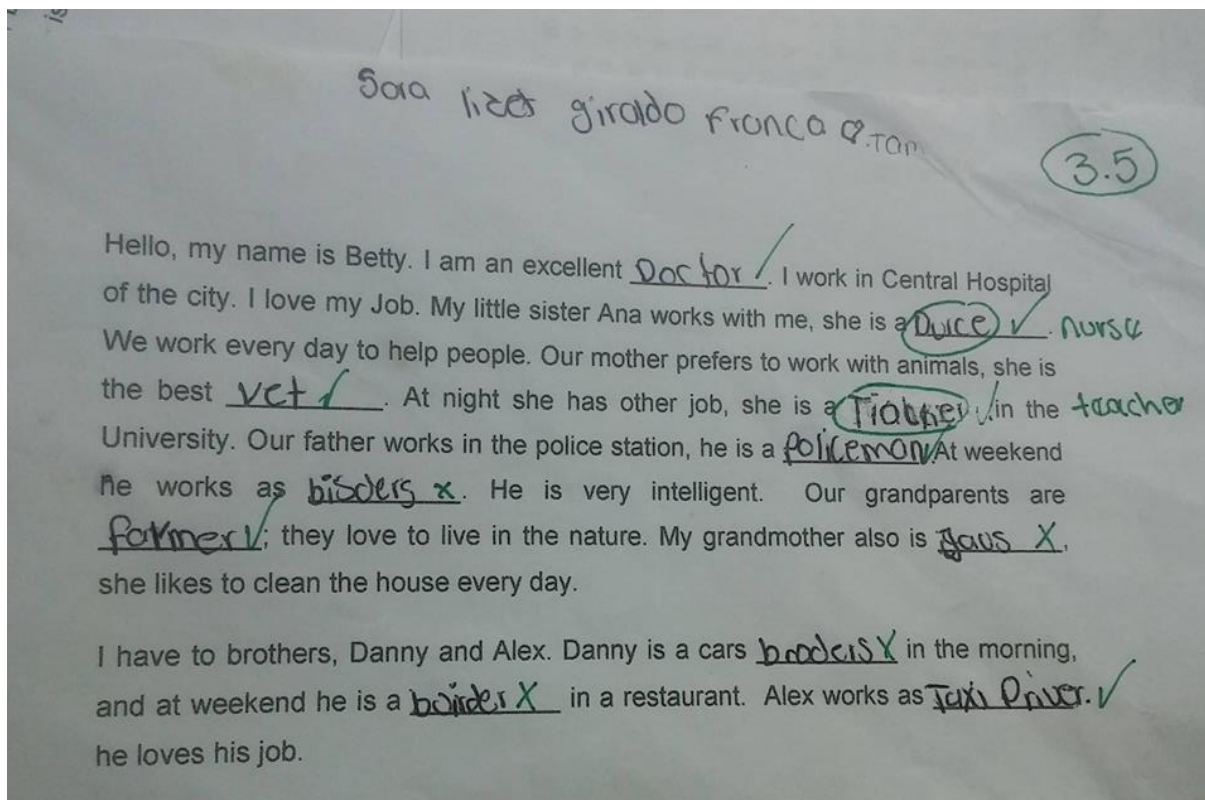
ACTIVITY/ TIME		PLANNED SOLUTIONS	
Opening 5'	Teacher greets students, and writes the date on the board, she asks students how they are and asked for the assignment.		
Engage Warming Up 1. 15'	Teacher plays a video about profession twice, and the students must listen very careful and write a list of professions mentioned in the video. Then the teacher socialized the activity with the learners, checking some list of the students and making correction on the board.	Play the video twice could not be enough, so teacher will play one more time.	
Study 10'	Teacher gives a copy to the students with a short paragraph where different people talking about their profession. Some words were removed from the paragraph. So the teacher reads to the students the information of the copy, the students must follow the reading and fill the gaps with the right information. Teacher check understanding	The students could not understand the instructions, so teacher must explain them better.	

5'	<p>and ask to a learner to explain the rest of the group</p> <p>Then students must compare their answer with the partner that is next to. After this the teacher socializes the activity and makes corrections on the board.</p>		
Warming up 2. 10'	<p>The teacher divides the group in two groups, then she chooses one volunteer from each group, the volunteers must to pick up a piece of paper with a profession, but they must not say to the rest of the group, the student from the group A must make the mimic and the group A have to guess what is the profession, if the answer is right they get the point , if not the point is for the other group, and the same way for group b at the end of the activity the group with more points is the winner.</p>	<p>The student might not want to participate, so teacher has to motivate them.</p>	
Activate. 10'	<p>Teacher gives a copy to the students with two exercises; In the first exercise the students must read the sentences. Ex: she is a teacher. And in</p>		

<p>5'</p> <p>5'</p>	<p>front of the sentence there are 3 image, the student must color the image which is related with the sentences.</p> <p>In the second the student has to see the image and answer the question, what is her or his job? In a written form according to the image. Ex: the image has a seller. So the student must write, he is a seller.</p> <p>when the students finish the activity, teacher collect it and socialized the answers with the students,</p>	<p>Learns may have problems with the instructions, so teacher must explain very well the activities and be sure that they get the idea</p>	
<p>EXTRA-CLASS WORK.</p> <p>For the next class students bring the copies pasted in their notebooks</p>			
<p>FILLER: What your parents do? And draw it</p>			

Appendix 2

Student's written production, filling gaps during a listening activity



Appendix 3 Test 1 p1

Date: Friday, October 16th, 2015

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TEST N° 1. *Jacobo Alexander*

1) Match the word with the picture:


2) Circle the animal that starts with the letter R.

3) Match the words with the pictures:

4) Circle mother, daughter and grandfather.

52 Puntos

Appendix 4 Test 1 page 2


Numbers

• Write the number with the correct spelling.

1. One ✓	6. Six ✓	11. Eleven ✓	16. sixteen ✓
2. two ✓	7. Seven ✓	12. twelve ✓	17. Seventeen ✓
3. three ✓	8. Eight ✓	13. thirteen ✓	18. Eighteen ✓
3. five ✓	9. Nine ✓	14. fourteen ✓	19. nineteen ✓
4. four ✓	10. ten ✓	15. fifteen ✓	20. twenty ✓

• Write the numbers dictated by the teacher.

a. 4, 8, 12 ✓	d. 9, 19, 7 ✓
b. 20, 11, 2 ✓	e. 10, 14, 3 ✓
c. 5, 6, 13 ✓	f. 13, 1, 18 ✓

• Match the days of the week in Spanish with the days of the week in English

Monday	Jueves
Tuesday	Sabado
Wednesday	Viernes
Thursday	Lunes
Friday	Domingo
Saturday	Martes
Sunday	Miercoles

Appendix 5 Test 2 page 1

Test

Match the image with the write profession



1. Builder 2. Doctor 3. Veterinary

Write sentences using verb to be according to the profession of the person in the image



Match the image with the write place.



Appendix 6 Test 2 page 2

1. police station 2. Restaurant 3. Zoo

Read the following descriptions and fill the gaps with the correct word.

Hello, I like to help people and I am a doctor, I work in a _____

Hi, I am a teacher and I love children, I work in an _____

I love cats and dogs, I am a vet and I work in the _____

1. Restaurant
2. Zoo
3. Hospital
4. School

Identify the emotion of each image.



1. Surprised 2. happy 3. hot 4. sleepy
5. angry.

Write sentences using verb to be according to the emotion in the parenthesis. Example.

- He is happy.



Appendix 8 test 2 page 3

1. police station 2. Restaurant 3. Zoo

Read the following descriptions and fill the gaps with the correct word.

Hello, I like to help people and I am a doctor, I work in a _____

Hi, I am a teacher and I love children, I work in an _____

I love cats and dogs, I am a vet and I work in the _____

1. Restaurant
2. Zoo
3. Hospital
4. School

Identify the emotion of each image.



1. Surprised 2. happy 3. hot 4. sleepy
5. angry.

Write sentences using verb to be according to the emotion in the parenthesis. Example.

- He is happy.



Appendix 8 Observer's notes



Appendix 9 Class photos

Appendix 10 Class design

