



IMPORTANCE OF WARM-UP ACTIVITIES TO TEACH ENGLISH IN SECONDARY SCHOOLS (WITH GAMIFICATION)

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ABOUT ARTICLE

Key words: warm-up activities, 10th grade students, specialized school, an online questionnaire, peer analysis, one-month observation.

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Abstract: The purpose of this paper is to study further effectiveness of warm-up activities in students' life during the lesson. This study was designed as a mixed-method study. A total of 25 students of grade 10^B and 10^D of Chust Specialized Boarding School N: 7 (Namangan, Uzbekistan) participated in this study. An online questionnaire and a peer analyzing and one month observation were used as the data collection. The result of the study demonstrated that warm-up activities could be huge motivational tool and can create positive environment in the class despite for some it could be just time-consuming thing.

O'RTA TA'LIM MAKTABLARIDA INGLIZ TILINI O'RGATISHDA QIZISHIB OLIISH MASHG'ULOTLARINING AHAMIYATI (GEYMIFIKATSIYA ORQALI)

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MAQOLA HAQIDA

Kalit so'zlar: qizishib olish mashg'ulotlari, 10-sinf o'quvchilari, ixtisoslashtirilgan maktab, onlayn so'rovnoma, tengdoshlarni tahlil qilish, bir oylik kuzatuv.

Annotatsiya: Ushbu maqolaning maqsadi ingliz tili darsi mobaynida o'quvchilar hayotida qizishib olish mashg'ulotlarining ahamiyatini kengroq o'rganishdir. Ushbu tadqiqot aralash usulli tadqiqot sifatida ishlab chiqilgan. Ushbu tadqiqotda Namangan viloyati Chust shahar 7-sonli Davlat Ixtisoslashtirilgan maktab-internatining 10-B va 10-D sinf o'quvchilaridan jami 25 nafar o'quvchi ishtirok etdi. Ma'lumotlar yig'ish sifatida onlayn so'rovnoma, tengdoshlarni tahlil qilish va bir oylik kuzatuvdan foydalanilgan. Tadqiqot natijalari shuni ko'rsatdiki, qizishib olish mashg'ulotlari katta motivatsion vosita bo'la oladi va sinfda ijobiy muhit yaratishi mumkin, garchi ba'zilar uchun bu shunchaki vaqt talab qiladigan narsa bo'lsa ham.

ВАЖНОСТЬ РАЗМИНОЧНЫХ МЕРОПРИЯТИЙ ДЛЯ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В СРЕДНИХ ШКОЛАХ (С ИСПОЛЬЗОВАНИЕМ ГЕЙМИФИКАЦИИ)

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О СТАТЬЕ

Ключевые слова: разминочные мероприятия, учащиеся 10 класса, профильная школа, онлайн-анкета, сверстниковый анализ, месячное наблюдение.

Аннотация: Целью данной работы является изучение дальнейшей эффективности разминочных мероприятий в жизни учащихся во время урока. Данное исследование было разработано с использованием смешанного метода. В этом исследовании приняли участие в общей сложности 25 учащихся 10В и 10D классов Чустской специализированной школы-интерната № 7 (Наманган, Узбекистан). Для сбора данных были использованы онлайн-анкетирование, взаимный анализ и наблюдение в течение одного месяца.

Результаты исследования показали, что разминка может стать мощным мотивационным инструментом и создать позитивную атмосферу в классе, несмотря на то, что для некоторых это может быть просто отнимающим много времени занятием.

INTRODUCTION

It is clear that most planned lessons consist of three stages: pre-stage, while-stage and post stages. Warm-up activities can be used in pre-stage to start a lesson. So, can a warm-up activity manage the upcoming whole lesson? And is it beneficial for both students and teachers or just time-consuming thing during the lesson?

Various studies have been conducted about the role of warm-up activities in teaching English (Rushidi, Robertson & Acklam, Velandia, Lasschea and on). Robertson & Acklam claimed that 'An interesting way of starting a lesson could be using activities called warm-up activities or icebreakers' (2000), whereas 'Different types of warm-up activities such as songs, games and discussion questions can be used to get students' attention in class' (Treko, 2013). Rushidi, Kay and Lassche gave the great importance to warm-ups in the lesson. 'A warm-up stage is a preparatory stage which helps the students feel relaxed and also sets a positive mood for learning' (Rushidi, 2013). Kay (1995) claimed that warm ups are different types of activities which help the students begin to think in English, review previously introduced materials and become interested in the lesson (as cited in Velandia, 2008, p. 11). Lassche (2005) defines that for language learning lesson a warm-up stage is the "initial orientation" (p. 83).

The implications of the warm-up activities study deserve to be explored further with some surveys.

This study set out to answer the following questions:

- In reality is it important to start a lesson with warm-up activities?
- Are there any drawbacks of warm-up activities?

The research conducted in Chust Specialized Boarding School No: 7 with 25 students from 10th grade. (Namangan, Uzbekistan)

THE MAIN RESULTS AND FINDINGS

Importance of warm-up activities to teach English as a foreign language in secondary schools (with gamification) was prepared according to the procedure used by the study of 'Role of Warm-up Activity in Language Classroom: a Tertiary Scenario' written by Ashia Akther (August 2014). It will not be a successful class if the students do not feel interested at the very beginning of a class, - said Ashia Akther.

This study designed as a mixed-method study aimed to involve important elements of both qualitative and quantitative research in order to find an answer to the research question. A mixed-method study uses data collection methods such as an online survey, a video and an active one month observation.

The research held in the class of 10^A and 10^B at Chust Specialized Boarding School No: 7 (hereinafter: Chust SBS-7). The research participants were 25 students from 10th grade of Chust SBS-7. Participants were chosen voluntarily; 10th grade students found out interesting to join in the research. Moreover, 10th grade students were specialized into English subject; they had 5 English classes in a week whereas 3 lessons would be for common classes. Therefore, it was comfortable to conduct a research on them.

An online questionnaire, a video which included warm-up activities prepared by students and a month-observation by the teacher were used as a data collection instruments in order to analyze effectiveness of warm-up activities both for teachers and students.

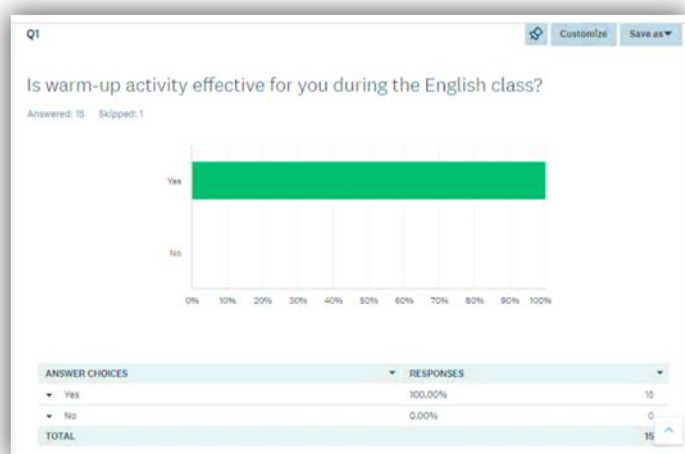
The first survey intended to research students in order to find effectiveness of warm-up activities for students during the classroom. This online questionnaire consisted of 6 multiple choice questions, 4 of them were yes-no question. The survey link was sent to 25 students via Telegram messenger, 16 students voluntarily responded to survey questions. The questionnaire was needed to be able to know about students' exact opinion about warm-up activities. An online questionnaire was created with SurveyMonkey. And data management and analysis were performed using SPSS 4.3.2 (2023).

Next data collection was a video. I had given the task for my 10th grade students, which was to prepare one warm-up game for their peers. Then, a game by each student was videotaped in order to analyze effectiveness and drawbacks of warm-up activities around the class. 7 students, voluntarily, conducted a pre-stage of the lesson with their warm-up games. These videotapes aimed to know more about students' behaviors during doing warm-up activities. The reason behind students' involvement to make a warm-up activity in the classroom was that peers knew each other better than the teacher- which can lead to find exactly what kind of tasks/games they did like as a warm-up activity.

The third type of data was one month observation of two classes (grade 10^B and 10^D). I had started my each lesson with warm-up games in 10^B while I had not given any warm-up activities to 10^D for a month. I took notes what I found in two classes and came to conclusion about how effective warm-up activities could be.

Overall, in the first and second survey I was a passive observer whereas in a month observation I was an active participant of the survey.

First step was analyzing answers of students on the online questionnaire. Students' opinion about warm-up activities was needed to take another step in the classroom which was preparing a warm-up game by students and making video of it. These videos helped us to know better about how warm-up activities worked in the English classes and learners' behavior to them. Final step was a month-observation of two the same aged and leveled group of students by the teacher with two different ways- conducting a lesson with warm-up activities and without warm-up activities. All steps led the research into the conclusion part if warm-up activities were effective or not. Following diagram indicates the students' answer from the online questionnaire.



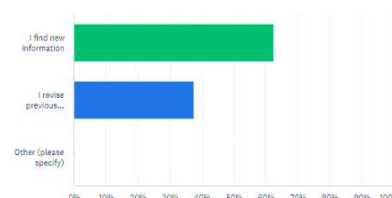
Overall 16 students participated in the questionnaire.

In the first question of the online questionnaire that was taken from students, as a chart shows, 100 percent students (15 out of 15) answered as yes while one person omitted to answer to the question.

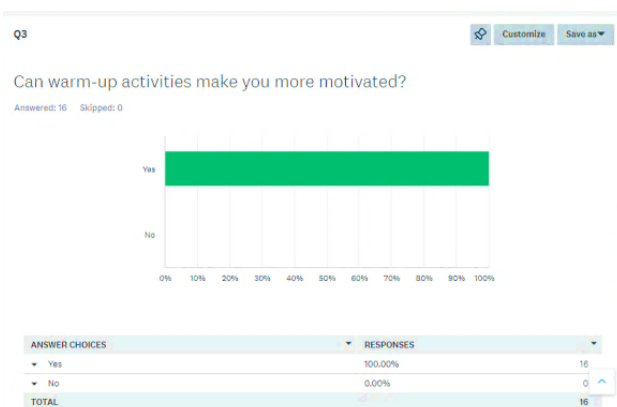
This chart shows if students find new information or revise previous topics while they were doing warm-up games in English classes. About 62 per cent of questionnaire participants considered that they would find new information during warm-up activities whereas the rest of participants claimed revising previous knowledge.

Do you find any new information during warm-up activities, or do you just revise previous topic/knowledge?

Answered: 16 Skipped: 0

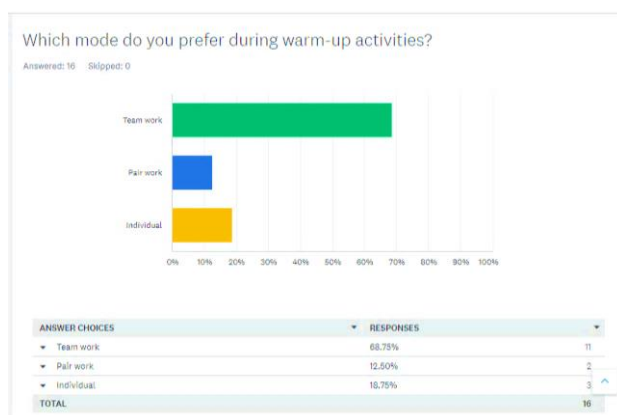


| ANSWER CHOICES | RESPONSES | |
|-----------------------------------|-----------------|-----------|
| I find new information | 62.50% | 10 |
| I revise previous topic/knowledge | 37.50% | 6 |
| Other (please specify) | Responses 0.00% | 0 |
| TOTAL | | 16 |



This graph shows (Q3) that all questionnaire participants knew warm-up activities as a motivational tool.

4th question was about mode of warm-up activities. According to the table, 11 students preferred team work when only 2 students chose pair work. 3 out of 16 students wanted warm-up activities as individually.



activities and whether there were some negative sides of warm-up activities. The result from the online questionnaire for students indicates that almost all survey participants find warm-up activities effective and they can be more motivated by warm-up activities. 15 students agree that there are not any negative sides of warm-up activities, contrast to 1 student find warm-up activities as time-consuming thing. Moreover, the questionnaire results show that many students prefer group work rather than pair work or individually during warm-up activities. Then, unexpectedly, 62 percent learners find new information during these activities whereas 38 percent of them tell that they revise their previous topics and knowledge.

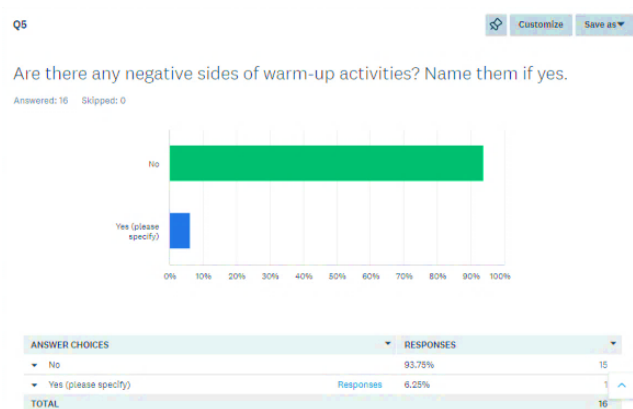
The next result from the task- that I had given to my students to find warm-up activities for their peers, indicate that students want to have more fun in the beginning of the class with different warm-up games. Aim of this task was what kind of warm-up activities students prefer; as a result, students show that they choose team work or pair work rather than working alone. 5 students prepared team work games while 2 students brought pair work activities for their peers as warm-up activities. Overall, 7 students, voluntarily, participated in this task.

CONCLUSION

The data from one month observation of two classes suggests that warm-up activities can be essential part of the lesson which can lead the class in more positive, motivated and encouraged mood. 10^B students which their lessons had been started with warm-up activities seem more interested in the lesson after the activity in contrast to students of 10^D (who were conducted lessons without warm-up activities for a month). Students of 10^D had lack of interest to the lesson and lagged behind in English because of no revising topics. So, from all data

This diagram (Q5) indicates whether there were disadvantages of warm-up activities for students. About 94% students disagreed while online one person claimed the negative aspect of warm-up activities.

The main purpose of the paper was to find the real effectiveness of warm-up



results, it is clear that warm-up activities are important to do in the beginning of the class in order to make students more motivated and encouraged during the lesson.

The generalizability of the results is limited by participants of the research. Students of Chust SBS-7 are specialized into English field, which means that the results can differ in common classes.

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