

The Importance of Usage Different Warming Up Activities in Foreign Languages Teaching

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Many students realize that they feel bored during the same lesson on a daily basis. They would be dissatisfied from beginning to end of class and also they don't feel interested in class. Each student is distinguished by his unique knowledge from others, however, they are also a little lucid. Their tendency to science is relatively low, but it can be explained by some reasons.

First of all, the teachers should look for ways to get rid of the boredom, inconvenience, dissatisfaction with their senses. That is one of the ways to start a lesson in a way that we can call unusual to make an interest, that is using warm up activity brings variation in class and draw students attention as well as make them enjoy the lessons. In this regard, some scholars conducted research about warm up activity. Egyptian scientist Rushdi Said expressed his opinion: "A warm-up stage is a preparatory stage which helps the students feel relaxed and also sets a positive mood for learning".

Warm up activities like joke, game, puzzle or detective questions establish a positive learning environment and it helps the students to feel comfortable in the classroom and to start critical thinking in second language, they will focus on a new topic in class. Velandia suggests that a warm up activity should take place at the beginning of the class. It will help the teachers catch the student's attention. Of course, by this way they don't even know how they got into science.

It can be interesting to make them think, use their mind and raising their activity by asking questions. Especially, activities have to be related with lesson topic so that students can get involved in different activities easily and discussion occupy the whole room, it builds a sense of community inside them.

Activities may be different types, it depends on how you can interest the students. May be you'll give hand outs which have written logical questions, or you give proverbs divided two parts that students should match them by their meanings and you give some interesting riddles they will need to find out in a short time.

➤ **Jigsaw reading**

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

They will tell their short text one by one then all have to know continuation of them by meaning, after discussing they unite the papers so the teacher can check how they could find the whole text. By this way the teacher will be able to increase the ability of the students before the class.

➤ **False friends word search / Crossword puzzle**

Prepare a series of sentences with a false friend in them. Write the sentence in English. Prepare a crossword puzzle with the correct words in English. Give the puzzle to the students and let them figure it out. Then divide the students into two teams of equal size and have members stand one behind the other on opposite sides of the room. Explain that you are going to make a statement which may or may not be true, such as "John is absent today", "It was cloudy this morning" (when it's sunny) or "Mary is wearing a red dress" (when she is wearing a blue one).

As soon as you have completed the statement, a member of Team I and member of Team II standing at the head of their team lines should quickly decide if the statement is true or false and run to the appropriate chair.

The first person who sits down squarely on the right chair scores a point for his team. The game continues in this fashion until everyone has had a chance to play or until the team limit, agreed upon in advance, has been reached.

➤ **Shadow and a doubt**

Have the students rehearse a communicative activity (shadow) in mother tongue before attempting it in English and then afterwards compare.

This can be a very effective way of challenging advanced learners, as it helps to raise specific awareness of the difference between their ability to express themselves in English and in the mother tongue (doubt).

➤ **Sight translation**

Prepare a series of interesting quotations (for example, 10) on a piece of paper. Show them to the students one by one (using a video projector would work nicely, otherwise write them on the board or prepare a piece of paper that students look at little by little).

Give the students 30 seconds to read it, then take it away. They must each individually write what they understood but in their own language. Compare translations afterwards.

➤ **Reverse translations**

Group A are given a short text in mother tongue to translate into English. Group B are given a similar length of text in English to translate into the mother tongue.

Groups then give their translations to each other to be translated back into the original. Finally groups compare the originals with the translated version [3,p.70].

➤ **Interpreters**

This can be adapted to any oral pair work situation. The students work in groups of three (minimum). One person is the interviewer, and speaks only in English. The interviewee speaks only in L1.

The interpreter works as a go-between, translating the interviewer's questions into L1 and the interviewee's answers back into English.

➤ **Variation**

Arrange a press conference, with several interviewers. The interviewee plays the role of a famous film star, politician etc.

Teenagers especially like this activity and recognise the scenario from TV interviews with pop stars and sports personalities.

➤ **Translating pop songs**

The students translate the lyrics (or small sections of the lyrics) of their favourite songs into the mother tongue.

Teenage magazines sometimes include songs with mother tongue translations so you can use these to do it the other way round as well.

➤ **Broken telephone/Telegram**

Devise a sentence that might cause translation problems into the students' L1. Whisper it to the first student in English. The first student translates it into L1 and whispers it to the second student, who translates it back into English and whispers it to the third.

Go round the class in the same way. At the end, compare the final English version with the original. *Variation*: Do the same exercise, but in writing.

➤ **Small group discussions.**

If there are more than three students it's convenient to schedule small-group discussions from time to time. This is an excellent way to give students opportunities to

speaking English, especially if the class is a large one. Discussion techniques for use in small groups or “buzz groups” are outlined as follows:

1. Divide the class into small groups of 3 to 6 people each. Give each group a different discussion topic that will necessitate outlining of several important points. Have one student in each group, write down these points as they emerge from discussion by group members.
2. Allow the groups to discuss their respective topics for at least 10 minutes. When group members have finished their discussion, they should elect a spokesman who will report on the groups' collective thoughts to the entire class.
3. Call on the spokesman of one of the groups. After he gives a short presentation class members should question him or anyone else in his group on viewpoints expressed.
4. Follow the same procedure with the remaining groups until all groups have given their presentation.

The following topics for discussion are recommended:

1. How we can improve our natural environment.
2. Women's role in modern society.
3. What makes a successful marriage.
4. Misunderstandings between the older and younger generations.
5. The role of books (newspapers, magazines, radio, television, movies) in our lives.
6. Goals of developing countries.
7. Qualities of a good language teacher.
8. How to motivate language students.
9. The population explosion.
10. Why sports are popular.

The teacher may give each group a different topic and may sometimes substitute a very short reading selection on a topic of general interest. After group members have read the selection, they can list the main ideas and discuss why they agree or disagree with the view point expressed in the selection. A spokesman can then address the entire class by summarizing the selection and describing the group's reaction to it [6,p.64].

➤ **Debates.**

If the students have reached the advanced level in English, they may enjoy participating in debates, for it is an excellent way to give students opportunities to speak English. EFL students will speak more fluently during a debate if they can represent their true feelings on an issue.

In choosing a debate topic for English conversation groups the teacher should find a subject that has elements of controversy.

For example: a) Old traditions prevent progress

b) Money is the most important thing in life.

c) Men should help their wives with housework.

d) It is better to marry for love than for money. etc.

Here are some suggestions about how to make debates more satisfying:

describe the debate topic; ask which students would like to be “Pro” or “Con”, and divide the class into two groups; allow the students sufficient time to prepare their arguments; they can speak from notes but they shouldn't read their presentation appoint one member on each team as the “captain”: the captain will give his presentation first and summarize the team's views at the end.

Cross Questions and Crooked Answers.

The teacher divides his class into two teams of equal number. Then he writes the following on the blackboard:

Team I

Team II

What would you do if....? I would....

Then he gives everyone a slip of paper and explains that each person on Team I must write an imaginative question beginning with “what would you do if ...?” (For example; you saw a tiger in the street?); and each person on Team II must write an imaginative sentence beginning “I would....” (For example: I would dance for hours.) When everyone has finished writing the sentences, questions and answer are collected in the boxes. The teacher draws and reads first a question and then an answer. The fun comes from the fact that the questions and answers are so utterly and ridiculously unrelated. For example: “What would you do if you won a car in a lottery”—“I would tell a joke.”

➤ **Fast Thinking.**

The teacher should draw each letter of the alphabet on a piece of heavy paper (20x30). The cards must be large enough to be clearly visible to students in the back of the room. Then the teacher divides his class into group of equal number. Captains of each group score points that their teams win. The teacher holds up one card at a time with the letter facing the groups, and calls out the name of a part of speech: noun, adjective, verb, etc.

The first person who shouts a word beginning with the letter on the card in the stated category wins the point for his team. For instance, if the teacher holds up a card with the letter “B” and calls out “Adjective”, perhaps someone will quickly shout “Beautiful” and will win a point. Sometimes several players may call out a word almost simultaneously. The teacher will have to establish who was the first. When the game reaches the end of the time limit, the team holding the most points is declared winner.

➤ **Category Bingo**

For this game the teacher should prepare lists of words in various categories: Animals, Vegetables, Countries, Sports, Flowers, Furniture and so on. Each category must consist of more than 16 entries [2,p.103]

The teacher asks his students to draw 16 squares on a piece of paper. Then he chooses one of the categories—Fruits, for example, and tells each student to fill in the squares with the names of different fruit, working as rapidly as he can. A student’s paper might look like this. If the students have a limited vocabulary, the teacher can write all of the items of categories on the blackboard, then he can explain the meaning of each word.

In conclusion, You can give such kind of different activities for students, they will try to find answer themselves, try to discuss, the main goal of doing these activities to encourage students attitudes towards the lesson, provide them with accessibility and motivate.

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