



Mohamed Khider University of Biskra
Faculty of Letters and Languages
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MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:

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On: Thursday, 20 June 2019

**The Role of Warming Up To enhance Middle School pupils'
Attention
The Case study of Third year pupils at Lebsaira Fatima Zohra in
Biskra**

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Academic year 2018-2019

Dedication

To my dear father ZERARKA ABDELJALIL who taught me how to cherish myself and consider him as my idol.

To my lovely mother BELOUAFI SAIDA who helped and supported me in this life, and who I consider as a source of tenderness and safety.

To my sisters HOUDA HAMIDA SIHEM HALA and My only brother BILEL and his wife AHLEM who god has made them as a wealth to me in this life

To the most beautiful person I met in my life my dear husband RABEH

To all the rest of my family

To my friends that encourage me all the time MOUNA AMEL SARAH

To all the teachers who interested for our success and they are giving us advices and guidance's all the time.

From the bottom of my heart. I present to you the fruit of my humble efforts

Acknowledgments

*First of all, I would like to give thanks to my supervisor Mr, Bechar Maamar
for encouraging, guiding and supporting me
to finish this
dissertation but also giving me mental support from the beginning to the end.
For
hisco-operation, I
have succeeded to complete my researcher paper on time.
A lot of Thanks to my friend Ibrahim Douida for helping
,and inspiring me always to continue my writing.*

Abstract

This study attempts to find out the effectiveness of using warm up activity in the classes such as songs , games , videos , est. .Starting a class with a warm up activity may promote interest among pupils , set a friendly environment, increase students' participation, attract their attention etc .Thus the use of these tools in teaching and learning process becomes very influential, especially among those pupils who face boredom, attention lapses and complete inattention. warm ups activities are used to enhance pupils' interest, attention and create a positive involvement during classes. Therefore, the objective of this research is to highlight the significant role of warming up activities in enhancing pupils ' attention in the beginning of lesson . In theoretical part, it tries to bring out the usefulness of warm ups activity in the section why is warm ups important by describing points: it covers details information about what is warm ups, the relationship between Energizers , ice-breakers , what are the principles of warm ups activity and some examples of warm ups activity. The role of warming up activities in classes . In the practical part we hypothesises one hypothesis that the diversity of short activities at the beginning of the lesson would attract pupils' attention and make them feel ready for the lesson . The sample is MS 3 of Lebsaira Fatima Zohra Middle School . A descriptive research is conducted using two data collection : a questionnaire for pupils' and interview for teachers . The result shown that the use of warm up activity in language classroom will help both students and teachers in classes. This paper concluded with some recommendations .

Key words: Ice-breakers, Energizers, Warm-Ups, Lesson, English Foreign language, Attention

List of Acronyms

EFL: English as a Foreign Language.

ICT: Information Communication and Technology

ESL: English as a Second Language

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General Introduction

Introduction

Recently, teaching English as a Foreign Language is one of the biggest problem in middle school. There are many typical ways to activate learners and catch their attention during the lesson among them using short activities or warming up activities can be effective way to motivate pupils to learn English and to attract their attention .

Moreover, it is not an easy task for teachers to make students more excited to learn English .There are many teachers who still do not know how to prepare and/or use such activities appropriately in the classroom, these activities can be helpful for beginner teachers since they facilitate the presentation of the lesson ,and help learners have an idea about what is going to be taught .

Therefore, using short time activities in the beginning of lesson can be a motivators to attract pupils' attention , 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.

This study is an attempt to investigate the significant role of warming up activities in enhancing learners' attention. Mostly it seeks to examine students' and teachers' perception towards using of warming up activities in improving EFL learners' attention and to what extent these tools can facilitate teaching and learning process.

Statement of the problem

In Algerian schools, pupils face many obstacles in learning English as foreign language such as lack of motivation and lack of participation but the most common one is a lack of attention . Unfortunately, many teachers do not pay attention whether or not students feel interested and motivated to work with activities they practice in the classroom. On the other hand , pupils may feel bored as they do not feel interested and they can't progress much in learning English .

The opening lesson is the first step that teacher deals with the objectives of the lesson it should be successful at the end of the lecture . These goals can be achieved by a great number of possible short-time activities., if we want the best for our students and make our lessons more successful, we have to encourage the pupils and earn their attention .

Lately, the use of warming up activities become widespread among teachers and is required for the pupils to open their minds for the new lesson and engage pupils to communicate with each other. using these common activities such as song , games , pictures , videos , ICT etc , to make pupils interested in learning English and make the lecture more enjoyable .

Aims

The general goal of my research to find out the types of warm -ups activities which will be relevant to Middle School English Language Teaching to be interesting and meaningful for both teachers and pupils.

This research is guided by three objectives. The objectives are as follow:

- Using warm -ups activities to encourage pupils to study English foreign language

- Use short- time activities as a motivators to increase pupils 'attention in Middle School.
- To find the effectiveness role of warming up activities in teaching English.

The significance of study

The purpose of this project is that the researcher focuses on these short activities to integrate them and try to find their importance because is the first step to prepare students for the lesson in classes . It may help teachers to achieve their goals in teaching English foreign language and facilitate then work especially in terms of attracting their pupils attention .

Questions of research

This study aims is based on the following questions :

- What is warm- ups activity for English lesson?
- What is the effective usefulness of warm -ups activities for both pupils and teachers?
- Does the use of warming up activities attract the pupils' attention ?

Research hypothesis

According to the previous questions, we state one hypotheses :

The diversity of short activities at the beginning of the lesson would attract pupils' attention and make them feel ready for the lesson .

Research methodology

Methods of data collection

In order to achieve these aims the research is descriptive and the most appropriate methods which are used to analyze data are the qualitative and quantitative methods. since we consider it as the most helpful to analyze the findings of hypothesis , data have been collected by conducting two tools of data collection , the first is questionnaire for third year pupils to provide us with a clear view about warming up activities , the second is an interview for teachers to provide us with recommendations and thoughts from their own teaching practices .

Population and sampling

This study includes two tools a questionnaire for pupils and an interview for teachers. Our study is conducted at Lebsaira Fatima Zohra Middle school in Biskra the researcher has chosen Lebsaira Fatima Zohra as a case study because of the lack of attention among Third-year pupils . We will select (38) pupils in addition to 4 teacher to be interviewed .

Structure of dissertation

The current study is divided into three chapters . The first part of the work is theoretical , we will deal with warm ups activity . It contains more details about what is a warm-ups activity , its background knowledge, the principle of warm-up activity and some examples . Additionally we will show the relationship between short activities, the benefits of warm-ups activities during the lesson . The second part will deal with pupils' attention in the classroom .It includes the definition, types, factors, and features of attention.

In the last chapter of our research is the practical study which provide us the relationship between the two variables and to confirm our hypothesis , we have designed two instruments ;pupils' questionnaire and teachers' interview .

Chapter one :

The Use of Warming Up Activities in Teaching and Foreign Language

Introduction

Concepts warm ups

Background knowledge and warm up

Categories and Definitions

Icebreakers

Energizers

Warm ups

Techniques of warm ups

Pictures

Songs

Games

Videos

ICT

Examples of Warm Ups

Principles of Warm Ups

The Role of Warming Up in Foreign English Teaching and Learning

On the Learners

On the Teachers

Conclusion

INTRODUCTION

Teachers face a lot of problems when teaching English in middle schools. We all know that it is not an easy job for pupils to learn the English language. So, teachers must know how to teach in an effective way. English lessons consist of many parts, for examples: warm up, presentation, practice, production/usage, and each one has an important role .We can neglect presentation, practice, produce/use, but we cannot neglect warm ups activities because the goal of a lesson will not be achieved by the pupils. For many years, the blackboard was the only teaching aid many teachers had. In today's Technological modern world it provides a variety in teaching activities which make them more interesting for the pupils.

The use of warming up activities increases pupils' participation, attention, and motivation. However, if we want to engage the pupils and maintain their attention, we have to make our lessons more attractive by using warm ups activities or short activities. In This study the researcher aims to investigate the effects of warm ups as classroom activities on pupils' attention when learning English as a foreign language.

Concepts of Warming Up

The concept of warm ups activities is also known as "ice-breaker" or "Energizers". Teachers sometimes misuse these activities in the classroom. Therefore, we must recognize the advantage and importance of each one as well as to be able to differentiate between them. Warm-ups can be called a small activity or a short time activity because it takes a little time in the beginning of a lesson. It takes approximately from five to ten minutes.

The lesson usually starts with a warm up. A Warm ups activity is the first step that: Teachers prepare in advance. Rushidi(2013) defines warm ups as" preliminary stage to aid the

students feel eased and create a good mood for learning (p.10). According to Robertson & Acklam (2000) states that “warm up is a short activity starts in the beginning of lesson” (p.30). Moreover, they have much better definitions has been given by a college of Education in Barcelona:

Warm-ups can be used to energize the students or to calm them down. The most important thing is that they attract the attention of the students and prepares them for a classroom mood. Students have lots of things in their minds going on and we must find a way to make them stop thinking about their problems and concentrate on what’s going in class. Warm-ups don’t need to have a link with the lesson. In fact, they are a good way to recycle grammar or vocabulary previously seen. What’s a most important is that they are low-demanding, easy to do and communicative (Robertson, Acklam, 2000, p. 30).

Students enjoy when a teacher uses these short activities throughout the lesson, This is turn promotes students to work together positively, as well as increases their involvement and interaction inside the class.

Background Knowledge and Warm-up

There is an interrelation between prior knowledge and warm up as both help the student in mental and physical activity. Brown (2006) states that: “prior knowledge is generalized mental representations of our experience that are available to help us understand new experiences” (p.2). Joshi (2006) claims that in the beginning of a lesson we activate students through new information acquired through current knowledge (p1-2).

Pupils need to learn something new in each lesson .Thus; teachers must understand what the students know about the subject in order to relate the subject to the current understanding of the students. Teachers start teaching what the pupils are familiar with ,then move onto something unknown (Cheung, 2011). Moreover, Rumelhart (1980) states, “we comprehend

something only when we can relate it to something we already know-only when we can relate the new experience to an existing knowledge structure” (as cited in Carrell, 1983, p.82).

Furthermore, Cheung (1998) characterizes background knowledge into two types: “subject knowledge” and “encountered knowledge.” Subject knowledge refers to previous knowledge gained from educational institutions that students interact with the world through encountered knowledge. If previous knowledge is linked with new knowledge, it becomes easier for students to be more careful about learning (Cheung, p.58).

From a deductive methodological point of view, García and Martín (2004) describe Warm ups as a “ship take students for a journey from known to unknown to activate students' mind and vocabulary (p. 17). In addition, Nemati and Habibi (2012) mention that a warm ups activity prepares students to fundamental activity and make relationship between old and new input (p379-383). To sum up, these are the main relationship between prior knowledge and warm ups activities.

Categories and Definitions

The teacher uses short activities as motivators to activate pupils in the beginning of the lesson. It is essential to determine these activities according to the importance of each one as they can be implemented individually, in pairs, or in groups. The latest research from Sixth College (UC, San Diego) shows that, typical of icebreaker is activity bice of students and make them interact and cooperate in the beginning of a lesson (typical barrier). Energizer is when students feel boring doing the same thing again and again, so we use this activity to make students become invigorated. Warm ups activity or called «short - time activity” also can be energizer, ice-breaker. Most of these activities are used in the beginning of the lessons, they can be considered as “setting up “activities.

Ice-breakers

Ice breaker is a short activity used to reduce anxiety and tension at the beginning of the lesson. So teachers try to create trust and a sense of satisfaction among pupils'. To do so, we should mix students into groups so as to encourage them to participate and increase communication within the group, and to give them the opportunity to meet new people. This helps to feel tranquil and focus on the lesson. The basic example of an ice-breaker is a tour of introductions. As Exley (2004) mentioned to make the lesson less overwork, teacher asks students to introduce themselves to each other then give them time to exchange ideas as warm ups or ice-breaking activity. Ice-breakers operate as a process of encouraging groups and participating in activities, reducing anxiety and boredom and making students more comfortable with each other.

We must choose icebreakers wisely and rationally to open the minds of pupils during lesson and make them more comfortable, and make them look forward to the rest of the workshop/training. On the other hand, an inappropriate icebreaker sometimes they are non-threatening and fun.

Energizers

An energizer is a short, easy-to-paced activity for students that can be a physical activity that helps blood flow, rapid heartbeat and oxygen consumption, resulting in increased mental energy and revive student energy and motivation. while some energizers aid pupils to physical movement and change the mood of students for better. It produces new surge during and after using energizers (Energizer, 2012).

According to Arechiga (2012) highlights the key principles for energizers. The most important one is “Cultivate connections “which allows students to communicate with each other and learn to communicate with cultures .

According to Buchtová and George , the teacher selects an enthusiastic activity whose purpose is to encourage students rather than to cool them down When students do not know new vocabulary , the teacher tries to explain with body language or gestures and learning , as Mr. John Amos states that a teacher should start the lesson with something known then moves to something unknown to facilitate learning for students and make them feel successful, one of the most positive aspects is to let students speak English aloud and make them think correctly about learning when a teacher explains by using vocabulary that are connected with the activity and the follow-ups, students easily grasp knowledge of key terms and concepts .

Warm-Ups Activities

Each lesson is different from the other. There are lessons focused on the vocabulary, writing, or grammar rules. For a lesson to be successful, it needs to pass through stages. Warm-ups activities help pupils to listen and focus at the beginning of the lesson. There are three elements in mind E. S. A (Engage Study Activity) that should be present in every teaching sequence.

Starting a lesson is like a film or a book which should be interesting to the reader, or viewer, in our case ,each lesson should be successful if the teacher start to engage the pupils from the very beginning. The best way of doing this is through activities which are called “warmers” or “icebreakers”.

The trainer Gareth Rees (2000, p. 8)describes warmers as:

Warm ups is a short activity that requires student's activity in the beginning of the lesson for many reasons the most importance is:

- A warmer should be motivating activity to encourage students.*
- Warmers should not be a long part just short activity 5 or 10 minute.*
- Sometimes warmer activities should not be related to the lesson the purpose is to get students ready for the new lesson.*
- Warmers activities can be related to the previous lesson then give them chance to use previously studied language.*

The initial activities deserve more interest from the teacher to start the lesson in a good way it is very important to define such terminology. It takes a long time to prepare each activity .The teacher using warming up activities is considered the most important step to engage students for a new lesson. Warmers in classroom need to find out how to keep students' interest in learning English according to the activities that teachers use in the classroom to make pupils curious .

Techniques of Warm Ups

Lesson planning is an important tool that aims at achieving the objectives of the lesson effectively. It must be carefully designed in terms of content. Each lesson has one teaching objective followed by a unified set of activities , The teacher needs to plan for a new element , and should know the grammatical structure of the form how , it is pronounced and written .

According to Robertson and Acklam (2000), once those points are obvious, teachers should think about how to convey knowledge to students. For many years, teacher used blackboard as a single learning tool. Today, however, technology has evolved widely to

provide a variety of modern resources available to teachers to make lessons more interesting for students. If used well, they help provide ideas in different ways generate new activities and stimulate discussion. Fortunately, there is a wide range of activities, techniques and materials for presenting new language (English as a Foreign Language). Among these materials that are usually used in presentation are: **Songs, Pictures, games, video, (ICT)**

Pictures

An image speaks a thousand words! Pictures can be of great importance for second language instruction especially for pupils of minimum level. Few teachers use it properly at the beginning of the lesson ; this tool is very popular because it involves the pupils in all the macro-skills: listening, speaking, reading and writing which attract pupils attention as well as motivate them before starting the actual activity. So, in the warm-ups stage, we show pictures to students to increase the participation rate and the ability to absorb many ideas about the importance of images as a useful and convenient tool.

Pictures are useful in developing students' listening comprehension, and it especially contributes to interest and motivation .pictures can bring images of reality into the unnatural world of the language classroom. Pictures are useful in developing students listening comprehension ,particularly ,directed listening .they not only help to guide the students listening , they can provide a general background and context .They especially contribute to the students interest and motivation (Jun, 2000, p,2).

To sum up, pictures can be a motivating tool for during the process of learning (EFL), since it has a major role e in the development of students' skills.



Songs

The use of music is common in most modern classrooms. However, there are times when it is not appropriate and may take a lot of effort to choose music that is suitable for education. Music plays a vital part for students during the lesson. A simple is when teaching any kind of music; we can learn a tremendous amount of vocabulary. If used improperly, it may cause problems and be ineffective for merging songs with EFL lessons.

Eken (1996: 46) enumerates eight reasons for the use of song in a language classroom:

- A song may be used to present a topic, new vocabulary or a language point.
- It may also be used as a practice a language points, lexis, etc
- Songs can be used as a material for extensive and intensive listening.
- Some teachers may use them to focus on frequent learner errors in a more indirect way.
- To stimulate discussions about feelings and attitudes.
- To provide a relaxed classroom atmosphere
- Songs may arrange a relaxed classroom atmosphere and contribute to fun and variety in language teaching.
- Songs may be said to encourage the use of imagination and creativity during foreign language lessons.

This technique is very useful when students are bored or going through a slow process of learning .Thus, using this technique helps to improve English language teaching.



Games

All pupils learn when playing a Game, teachers must deal with the game from an educational perspective because not all the games are suitable for the school . Games are

Used in the English language class since is a good way to attract students' attention as a motivating tool.

Kamra, (2010) concludes that" using games is an efficient way to teach English in the classroom. This way you get the best results in the classroom. It arouses students' motivation". From this statement above, it is clear that games can increase students' motivation in the learning process. Since games are fun, which give students enjoyment and pleasure.

To sum up, pupils have more fun when they play games while learning in the classroom. They can be engaged simply by using puzzle as a mental game.



Video

Video lessons give ESL pupils the opportunity to learn English as an entertaining activity in the beginning of a lesson. It is a great tool for practicing listening as well as teaching vocabulary and grammar. It should be prepared in advance according to the goals of a lesson. Each lesson must be accompanied by its lesson plan and each plan includes: pre-viewing activities

- **Pre- Viewing is** an activity like warm up which is used to correspond activities with the objectives of the lesson. For example, if the goal is to understand listening, we present a video that teaches students what the subject is about in order to get them ready to understand the information by answering questions about the subject.

Loui, Katchen and wang, (2003, pp.231-236) stated that:

Video, and in particular films, offers some advantages for enhancing listening skills .Although films are scripted , they are made to sound natural to the native speaker and thus they do represent authentic language .Too much teaching material is represented in artificially slow and clear language , but at some point students need to be able to deal with language as it is naturally spoken .

These are the most important stages of a successful video lesson to reach the lesson inside an English Foreign Language classroom.



Information Communication Technology (ICT)

Recently, within the immense use of ICT or computer sit has revolutionized the teaching of English especially in middle school. According to Lee (2000) states that “the internet is considered a key-factor in enhancing the learner’s motivation for both language learning and linguistic proficiency “ (p 861). Although teachers play a big role in the success or failure of the user video so that the video is chosen according to the students' needs which help motivate them and attract their attention by providing realistic listening practice, stimulating language use, and heightening students' awareness of particular language points at the beginning of the lesson , This feature is used as an additional tool that is prepared in advance to complete the teaching task .

Darasawang and Reinders (2010) pointed out that an online language support system increases learner autonomy and motivation. Multimedia technology including visual aids, sounds, video clips, animations, and so on influence learners cognitive abilities, “attracts their attention and elevates their interest in learning” (Kuo, 2009,p.25). Moreover, Internet connection allows learners to gain access to a huge amount of authentic, original materials to make English learning more exciting, and reliable (Dang, 2011).

Since many pupils are interested in technology, obviously that the teacher uses the latest technology as much as possible to facilitate information in a modern way.



Examples of Warm-up

The Following are some examples of warm-up:

BACK TO BACK (Listening)

At the beginning of the lesson , playing the video about two or three times , then teacher distributes papers to students one by one , the students listen and do the activity (fill in the blanks).

For example describing a person,

Sally: Who is the woman with the red dress?

Steve: It's Jane Smith.

Sally: I do not think so. Jane Smith is, and (young, tall , and slim)

She is gotand....., has not she? (blue eyes , fair hair)

Steve: Yes, you are right . Perhaps , she's wearing a wig in this film !

Sally: She does not look, does she ? (nice)

Steve: Never mind . She is aactress and I'm a fan ! (fantastic)

Sally: I'm not. In fact , I think she is a actress! (bad)

ROLLER ALL (game)

Equipment – One small ball per team, The teacher divides students into groups of 5-6 people . Standing in the middle of the group asking what the past and the past participle of the verb (to be), then the ball is thrown at random around the team. Any group that does not know the answer are get excluded from the game .The ball that has to be returned to the teacher in the centre each time. The group that gets a large number of points is the winners.

JIGSAW READING

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

Principles of Warm-ups Activity

There are eight principles of warm up activity at the beginning of the class to attract pupils' attention and allow them to participate in various activities in order to develop their skills. Usually a warm ups activity is a preparatory stage lasting about five to ten minutes, and relates with the lesson topic to support the successful teaching of English and the learning process especially for pupils with intellectual disability. Following the diagram below it shows the main principles of warm up activity taken from Velandia (2008).

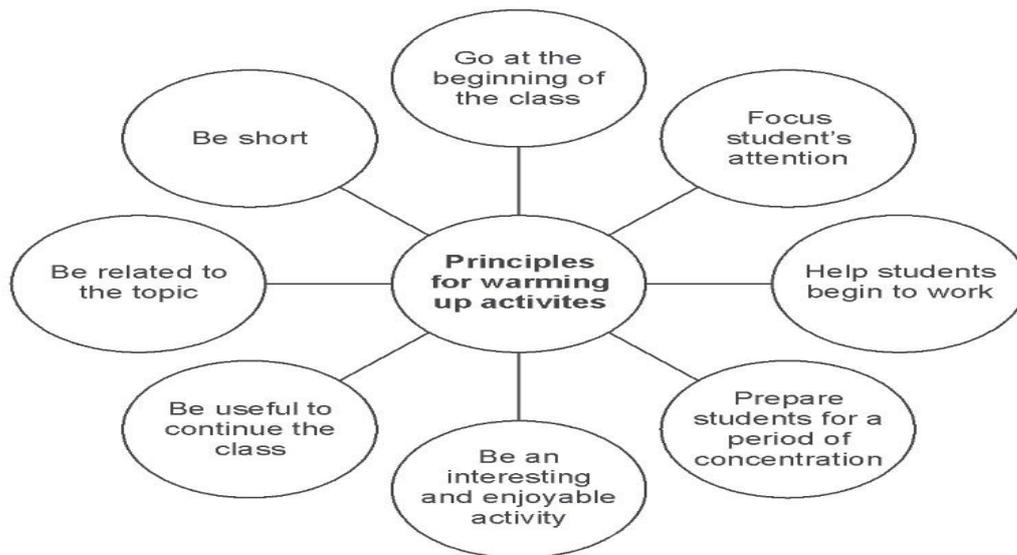


Diagram: features of warm-up activity (Velandia, 2008).

According to Robertson and Acklam (2000), state that the main features of warming up activity is to present the lesson in a short time and needs to be enjoyable for practicing English, Also, Robertson and Acklam (2000) have disagreed with Valendia (2008) by pointing out that it is not necessary for a warm up activity to be related to the topic of the lesson because the purpose is to make students get ready to work in English. All of these principles should be acknowledged for the successfulness of warming up activities.

The Role of Warming Up in Foreign Language Teaching and Learning

Many pupils find that learning English is very difficult because they do not speak English in everyday life, and it is not their native language. Beginning class with warm ups activities make pupils use their brains and affects both EFL teachers and learners in various ways to make class easier for the ESL students and for the all-important ESL teachers.

On The Teachers

In middle schools, ESL classroom warm up activities are important. They should be a part of your everyday lesson when teaching beginners. Using warm up activities helps to facilitate

knowledge to learners in classroom. Teachers should create a positive relationship with pupils so as to be familiar in the beginning of lesson. According to, Richards & Bohlke (2011) state that "building up a sense of rapport and mutual trust among the teacher and the pupils is the pre-condition to create a positive atmosphere in classroom" (p 21) . Warming up activities aid teachers to form a strong bond and be more comfortable during the lesson. On this point, Christopher Cotter (2011) states that:

Warming up activities in lesson plans receive less attention than 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 (p 12).

During classroom interaction, teachers play a big role in assessing pupils' characters and abilities because they have individual differences from each other .Warm ups permit the teacher to start a new topic in an interesting way or help get pupils' attention. However, teachers use common techniques to make the class more motivating.

The role of the teacher in warm up activities includes the following:

- Warm-ups activities help teachers to identify the best students in group or individual activities. Also, it can be used to recognize, whether a student is mentally prepared for the lesson because everyone has sometimes bad and good days.
- Teachers should use activities that the pupils are already familiar with. When replacing activities, the more appropriate they are better assess the whole process and if it is possible.
- The teacher needs to be enthusiastic for the activity because is essential for presenting and running activities.

- Warm ups activities allow the teacher to be involved in the activities with learners. It is the most important and difficult role in the lesson.

In teaching English as a foreign language, teachers have many steps to introduce the lesson. Among them is warming up activities in the beginning of a lesson which give a positive effect in the teaching process and make the positive response from the students.

On the Learners

As we mentioned before, that learning English as a foreign language needs big effort and enthusiasm. There are many pupils who want to learn the language effectively. This needs a long time to develop their skills .Crookes and Schmidt (1991) define motivation as learners' interest and enthusiasm for the learning materials and tasks used in class and it indicates their levels of attention, concentration and enjoyment “(as cited in Peacock, 2014, p.145) .

Many pupils complain that they feel bored doing the same thing again and again from the beginning to end of a class. As they do not feel interested in class, using warming up activities as motivators can be one way to help pupils to catch their attention in the beginning of a lesson. Moreover, according to Allwright (1984), warm up activities are used to get pupils' attention so that to they put a side their distracting thoughts and become ready to focus individually and as groups on class activities (as cited in Velandia,s 2008, p.11).

Cotter (2009) confirms the importance of warm-ups by providing four reasons:

- Warm-ups set the tone of the lesson: these help students to raise their energy by the following activities that students may find obstacles to understand the topic.
- .Warm-ups get students to begin thinking and focusing on English : In the beginning of a lesson, students make noise and speak with each other ; thus, teachers use short activities to let the students know that the lesson has already started and it is high time to keep calm.

- Warm-ups provide a transition into the topic: usually any lesson has a new topic, warm up activities activate students ideas then make them start thinking about previous knowledge, example, vocabulary or anything that relate to the topic .
- Warm-ups allow the teacher important opportunities to assess character and ability.

Language learning is not easy for learners. Middle school EFL pupils must make an effort to understand the foreign language and improve their skills. Therefore, warm ups activities help many EFL learners to attract their attention during the lesson, and focus their brain to the following activities provided by the teacher.

CONCLUSION

To sum up, students usually are not aware about how to learn English as a foreign language effectively. In order to begin class with interesting topics and keep the students learn English in middle school , warm ups activities are used and can be very effective , Using an easy activities at the beginning may help motivating the pupils to participate in further activities, to focus their attention during lesson , create a positive mood and keep them engaged in classroom .Moreover, teachers can argue the lesson objectives in the warm up stage so that students understand well the aims of the lesson ; hence , give get higher potentials to learn.

Chapter two :

Introducing Attention

Introduction

Concepts about attention

The importance of attention in learning

Attention type

Attention and the Learning Process

Factors Influencing Attention

Objective factors

Subjective factors

Attention skills in classroom

Attention Distractions

External Distractions

Internal Distractions

Consequences of Inattention

Attention Control

Attention and the Role of warm ups

Conclusion

INTRODUCTION

Teaching English privately as a foreign language among teachers needs to be interesting and requires great efforts to facilitate this complicated process. Teachers have to pay attention to many things during the lesson and in order to engage students more effectively. In each classroom, some students face several problems that are due to lack of attention during the lesson. There are reasons for this phenomenon to be well-known in middle schools, for example: sleeping, nodding of the head, using phones, and being absent minded in the class. Teacher should deal with these pupils with more attention and respect their situation in the classroom.

In this chapter, the researcher will provide us with a wide range of studies that has been investigated on attention in language learning, as well as the role of attention in helping pupils learn English as a foreign language.

Concepts about Attention

We all know that most of students do not pay full attention to what teachers say inside the classroom. This leads us to ask whether if attention is necessary in language learning. ? The answer is yes but how? Before we answer this question we should, firstly know what and how the term of Attention is seen and defined by philosophers and psychologists in relation to language learning.

According to William (1890, as cited in Styles, 2006) sees that attention is a selective process of cognitive focus on information while ignoring others. He states, “It is the process of mind in clear and vivid form...it implies withdrawal from some things in order to deal effectively with others” (p. 1).

Moreover, Robinson (2003) state that “attention is the process that allows the input of the language code in the working and short-term memory and retrieves it from long-term memory “(p 631). In addition, Moray (1969, as cited in Levitin, 2002) claims that attention is

Sometimes used to indicate the ability to select parts of the incoming stimulation for further processing (p. 363).

Furthermore, Styles (2006) states that attention is “characterized by a limited capacity for processing information and that this allocation can be intentionally controlled” (p. 16). He adds that, “attention is an effect that emerges from the working of the whole system as inputs interact with schemata in long-term memory” (Ibid, p. 9). From this, we conclude that attention helps to identify information, for human cognition from at any time.

William James (1910) gives a short definition for attention saying that it is “attention is “the taking possession by the mind, in a clear and vivid form, of one out of what seem several simultaneously present objects or trains of thought” (p.403-404).

Attention is the idea is that at any given moment, you select from a large number of potential stimuli and focus on a small number of them. by identifying a small number of stimuli and focus on them in order to attract their attention in the classroom.

The importance of Attention in Learning

Attention constitutes all of our thoughts, sensation, ideas and experience which are related to consciousness. Most pupils experience a lack of attention during language learning. This is a difficult problem that must be examined individually since it includes sensory signals and physical signals.

Firstly, attention increases efficiency. Woodworth sees the military leadership in the exercise of physical activity begins with the appeal of a mathematical example “ready” This leads to the preparation for physical movement with the capture of the word " go"! Secondly, attention improves sensory discrimination. All these enter into the focus of consciousness prominently and therefore affect the improvement of sensory differentiation by attention. Thirdly, attention is useful for acquisition of skill. It regards the hands and movements, when

skills are developed properly in coordination and control, attention becomes not required. Lastly, attention is helpful for remembering. When you focusing on certain things, the focus helps keep them in memory and when you do not care about things that are not remembered, you forget them. To sum up, attention increases sensory and physical signals that constitutes consciousness (Jay Parakach) .

Types of Attention

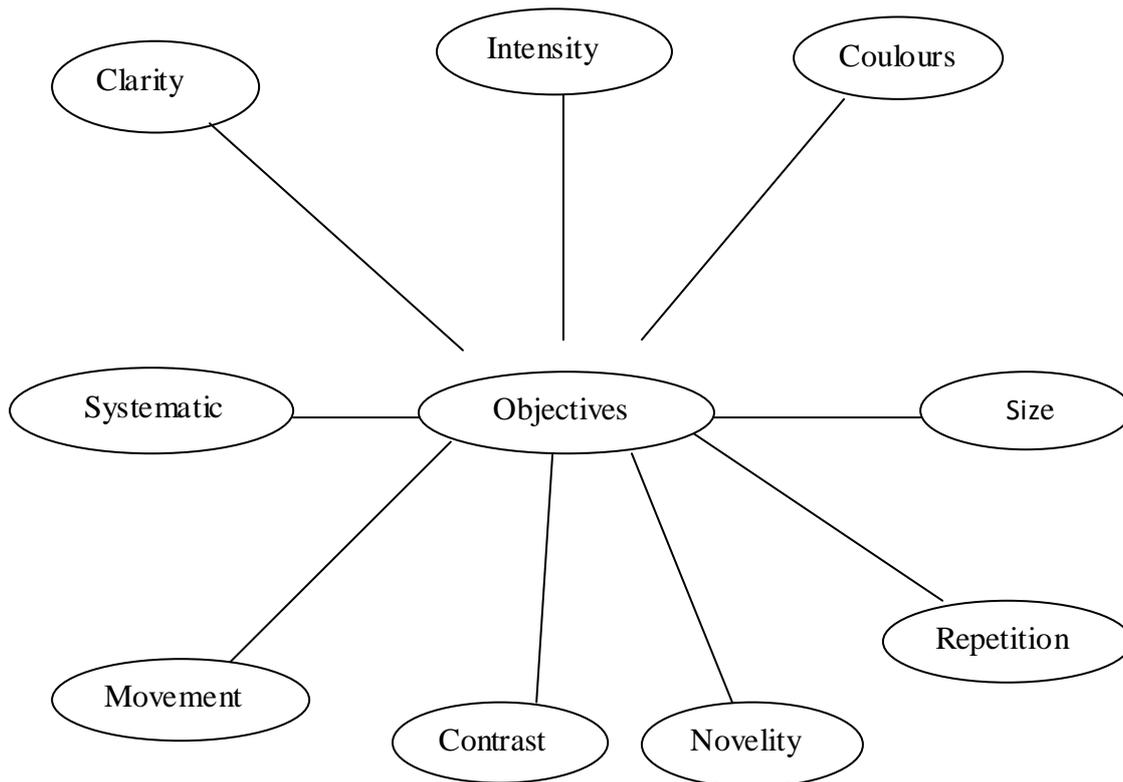
Learning is a process that needs more attention. We cannot learn, remember or understand anything unless we are paying attention. Most students find difficulties while learning, especially attention deficit. The major reason behind it being either a bad memory, or being enabled to remember things they learned. This problem occur as a result of pupils not paying enough attention when/while learning in class attention generally contains four types:

To begin with, voluntary attention is when the individual imposes certain motives such as reward or punishment. For example, when a school work out because of the teacher's punishment. Second, involuntary attention is when the individual does not impose his motivation to make any effort to draw people around him. For instance, when we hear a sweet song, our attention is automatically drawn to it. Third, random attention is volatile between voluntary and non-voluntary attention, since it does not have any use to attract the attention of the student but at the same time distinctive. The last type is no volitional attention, which is spontaneous, self generating, and has a benefit to the student to be interested to work. (Jay Parakach)

To conclude, learners use a strategy to enable them to process and understand information. Therefore, they need more effort to be helpful for both efficiency and remembering.

Factors Supporting Attention

It is possible to classify factors that facilitate attention into two groups. Firstly is the objective factors, that depend on the nature of the object supporting as follow:



Objectives factors (Mine)

Intensity: it is an effective incentive to attract attention so that stimulation is strong. For example, bright light or strong sound draws immediate attention.

Novelty: it is an unfamiliar object in an inappropriate environment that draws everyone's attention. An example is someone wearing an unusual dress.

Movement: any change or movement in the setting draws our attention. That is why; shop windows and advertisements are displays with changing lights.

Repetition: is to re-speak again and again to easily draw attention. For example, calling of the mother several times draws attention easily.

Systematic: most of the objects that attract attention are the systematic shapes and outlines. For example decoration of light in the form of an elephant or arrangement of flowers in a particular design becomes more attractive.

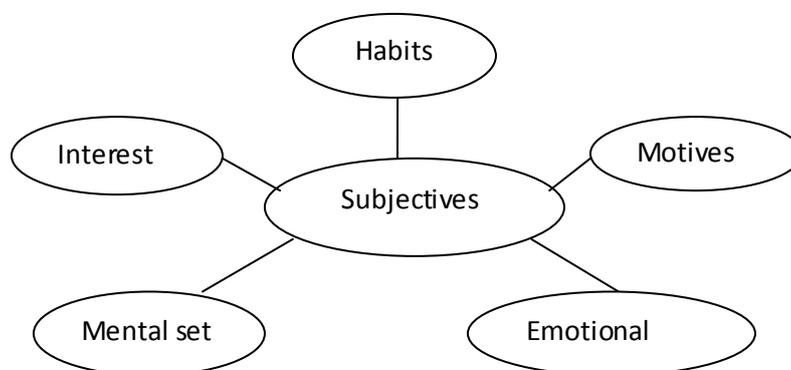
Size:any large size or small size can attract the attention of the person around it so that the large size as a great incentive to draw attention easily.

Clarity:is the thing or clear sound that can draw a person's attention more than obvious stimuli. For example, during night times stars and planets which are seen clearly draw our attention.

Colours: the person is attracted to the colored things more than the colored thing in black and white.

Contrast: A person draws attention when there is something different from the other. For example, a black spot on a white shirt (Aman Sharma) .

The second group that facilitate attention is subjective factors depend that on the individual's interest These important factors are as follows :



Subjective factors (Mine)

Interest: everyone has an interest about certain things that immediately attract attention. For example, while moving on a road a sportsman is attracted towards the shop where sports materials are placed.

Motives: motives have strong influence on attention. For example, a hotel will draw the attention of a hungry person because he has a drive for food.

Mental set: the use of the mind is very important in stimulating the person. For example, when a person is in fantasy he may not listen to any call. On the other hand, if he is waiting for a phone call eagerly, he will listen to that immediately.

Emotional state: The emotional state affects attention. For example, when a person is highly excited due to fear, he may not listen or understand what others say.

Habits: When you get used to things you do not automatically notice them. A person habituated to take food at a particular time remembers food at correct time.

These factors positively affect the individual to attract his attention in a selective manner to determine the interest of all individuals. (Aman Sharma).

Attention Skills in the Classroom

- Pupils have difficulties in maintaining attention at the beginning of a lesson. The following characteristics of attention are mainly very easily distracted and responds to any movement in the class. Also students are disrupted during the lesson when the teacher moves from one activity to another quickly; it is difficult for the students to sort the inappropriate sounds and visual information. Despite these obstacles, there are skills that help attract pupils' attention in the classroom. These include the following: Excessive stimulation must be eliminated by careful organization of the environment to require good attention and concentration skills.

- Using things in the correct location can be necessary or unnecessary for the task. Are they too close to be a distraction (visual, auditory, or tactile)? What is within the child's visual field from their point in the classroom?
- The use of praise and encouragements works positively to enhance the student's work when it reaches ends limits of attention.
- The goal oriented tasks. be Specific to the end of lesson. the objectives of lesson need to be difficult realistically challenging and achievable.
- Think about general positioning in setting examples of tasks such chairs , tables , bean bag chairs on the mat, soft wedge-cushions, etc.
- Choose entertainment activities to develop attention.
- Use a check point/ box system to monitor stages of tasks.
- Use sequencing gradient steps from small to large, picture boards, activities with a distinct beginning and end which can then be cleared away, routines.
- Keep students interested through different ways to attract their attention .(Occupational Therapy)

Attention Distractions

Distraction interferes with attention as a catalyst to divert an individual's attention to receive the required information. According to Lawrence (2013) defines that "Distraction means the driving of attention or some interference in attention; for example, when a teacher teaches something any sound, noise, or movement will break the pupils' 's attention." (p 1)

The distraction is divided into internal and external sources. On the other hand external factors use only one of them are the most common in the classroom and are also called environmental factors such as listening to music, telephone use, and text

messaging. On the other hand internal factors include fatigue, illness, and hunger. Both internal and external factors work to reduce attention.

External Distraction

External factors shift the individuals' attention from the lesson and focus on other things including visual or auditory.

Ryan (2013) state "there are physical and integral elements that have impact on students". The physical environment affects pupils' attention because they are the first thing they see including colour, overcrowding, and uncomfortable seat. While the non- physical environment indicate to different aspects as the background noise, lighting, temperature and the aroma of the food (ibid, p. 2- 10). Both types of environments distraction divert pupils' attention. At the same time, it can be used as an incentive to increase pupils' attention.

Internal Distraction

Internal distraction is the inner things that occur to the individual; among them are internal dialogues and ideas (Cooper, 2014). These include anxiety, boredom, anger, fatigue, feelings of insecurity, and lack of motivation and interest. All of these are called emotional disturbances. When a learner suffers from emotional distraction it means that he has a problem of attention.

There are also internal distractions such as mental disorders. Some learners are uncap able of understanding what others are saying which is considered as a mental deficit. Accordingly, there is damage in the left hemisphere of the brain (Wernickes' area),This is scientifically known as Wernicke's aphasia (Yue, 2013). Also, internal distraction is known as Attention Deficit Hyperactivity Diorder

(ADHD). Tannock (2007) states that this «a neurobiological condition with impairment on the levels of inattentive or hyperactive». From this we conclude that all mental functions can be slower than normal ones.

Consequences of Inattention

Inattention is a case of mind in which a person receives information but is not focusing on it, so that information is not coded (Kline, 1996). Attention and selection of the information as well as the ignorance of distractions deemed significant for the processing of data. If one of these components is missing the learning process does not take place.

Zero comprehension results from a breakdown in information processing that is due to lack of attention. However, in some states, inattention is essential for the state of attention as in an example offered by Lawrence (2012) when a student wants to pay attention to his lesson, he did divert his attention from the surroundings. Thus, this learner has formed a system that enables him to focus more; this process of leading attention is called attention control

Attention Control

According to Astle and Scerif (2009), define attention control as “the individual’s ability to choose what to pay attention to and what to ignore. It is also known as endogenous attention that selects what to pay attention to and inhibits distractions or unrelated aspects”.

Moreover, Corbetta and Shulman (2002) define it as “the individual’s goal-directed strategy that allows getting back to the flow after witnessing a break in attention”. Further, Eysenck et al. (2007) is a resistance to distractions interference,

which is recognized as inhibition. This means that, a totally focused person has to use the technique of attention control to implement distractions.

Since stimuli-driven is powerful than goal-directed and human's attention is diverted automatically, attention control plays a major role in directing one's focus to the intended point. In this regard, Eysenck et al. (2007) claim that "attentional control plays an important role in determining switching costs" (p. 346).

Then, Dörnyei and Ushioda (2011) present strategies for learners to boost self-motivation. They categorized them into five main classes. The First class is commitment control strategies that assist in rising learners' goals, by picturing the fruitful results. The second strategy offers learners self-reminders to focus, by reminding oneself of the deadlines that involve monitoring data and disregarding irrelevant tasks. This strategy is known as met cognitive control strategies. Third one, the satiation control strategies comprise making tasks more active and not boring. As for the fourth class, the emotion control strategies that contain self-encouragement strategies to breed positive emotions. These positive emotions work as a stood for negative emotions.

The last class is environmental control strategies, through this strategy, learners are setting aside environmental distractions and making a good use of the positive environmental effectiveness (p. 124-125).

The Role of Warm Up and Attention

Pupils need to be paying attention during the lesson. Warm-up activities improve the pupils' attention especially at the beginning of the lesson, and help focusing on specific things such as, pictures, hearing the songs to remain in memory for a long

time. As Schimdt (2011) stated "people learn about the things they attend to and do not learn much about the things they do not attend to".

Using the warm ups activities aid pupils to integrate with each other and motivate students to learn something new and, it can also aim to guide pupils' attention. On this point Then as Saraceni (2007) affirms that "by using warm up activity learners' attention can be taken and they can be invited to start thinking of lesson topic ".

The use of warm ups activities in the beginning of a lesson can have a positive influence on pupils' attention and learning if these tools are used in a good way.

Conclusion

To conclude, this chapter has shown us that there is a interrelated between warm-ups activities and attention. For efficient teaching and learning, teachers are requested to integrate warming up activities as a relevant stimulus to learners' attention and turn what is supposed to be a distraction to a useful way, as plays an important positive role to engage pupils and develop their skills to learn English language in an effective way if it is used appropriately and related to lessons' objectives.

Chapter three:

The field work and data analysis

Introduction

Research Methodology

Method

Population and Sampling

Pupils

Teachers

Questionnaire for pupils

Discussion of pupils Questionnaire

Description of the Interview

Teachers' interview

Description of the interview

Discussion of teachers' Interview

Conclusion

Introduction

In this chapter, after we take the permission from the headmaster and teachers, then we told them about the purpose of the study. The researcher collected much information to provide the readers with obvious information about his topic to prove our hypothesis.

In this practical part of the research, we tried to investigate how teachers have used warming up activities to facilitate teaching EFL, and we investigated the significant role of short time activities in enhancing pupils' attention in the beginning of the lesson and how it would help them to engage during the lesson.

Data Gathering Methods /Tools

For data collection, the researcher used two data gathering tools to collect information

The methods used to collect and analyze data about the importance of the short-time activities to attract middle school pupils' attention. In order to achieve this goal, we designed the questionnaire for third year pupils and we conducted interviews with teachers. So we used the mixed method. To achieve our aims and answer the research question.

Population and Sampling

In this study, the researcher has dealt with 38 pupils of third year middle school and dealt with 4 teachers from Lebsaira Fatima Zohra Middle School to collect data. The respondents of this study were collaborators and helpful in filling up the questionnaire.

Description and aims of the pupils' questionnaire

To describe the pupils' questionnaire, we have divided it into four sections which contained open and close-ended questions, and each question is supplemented with different comments. The first part is about personal information such as gender, age, In the second part we try to

know some general information about the difficulty of English language , is it easy or difficult for pupils to learn ? For the third part, we seek to know the pupils' opinions about warm up activities. While in The last part, we aimed to investigate the role of warming up activities in attracting the pupils' attention in learning EFL.

Results of the Pupils' Questionnaire

Section One: General Information

Item 1. Pupils' preferable language

Table 1: pupils' preferable language

Option	Number	%
Arabic	9	24%
English	20	52%
French	9	24%
Total	38	100%

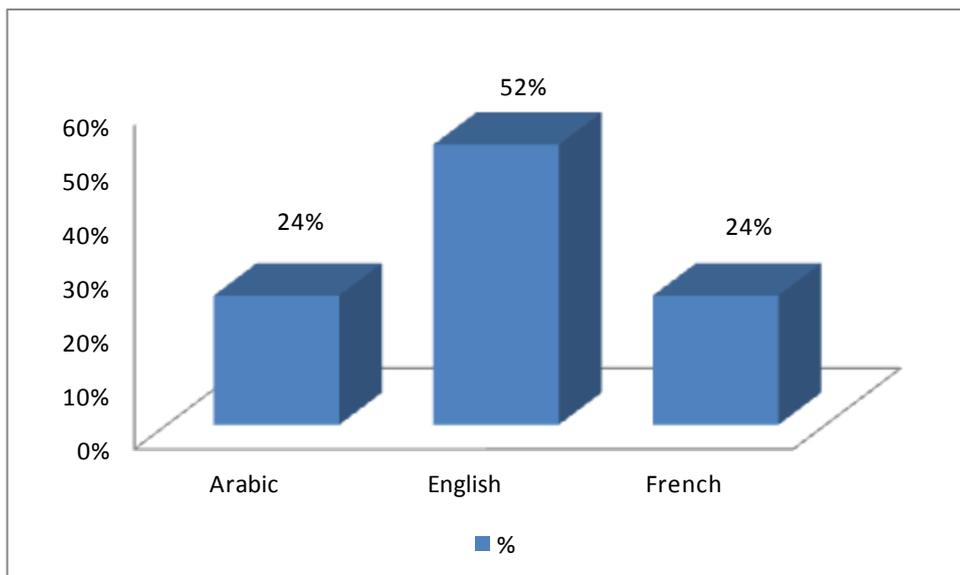


Figure 1 pupils' preferable language

The results of this question show that the majority of pupils about (52%) prefer English language may be because it is new language for them, and only (9%) who prefer French and Arabic languages may be because they learn them for a long period of time.

Item 2. In your opinion, is English language?

Table 2 : pupils' english opinion

Option	Number	%
Easy	31	81%
difficult	6	16%
No answer	1	3%
Total	38	100%

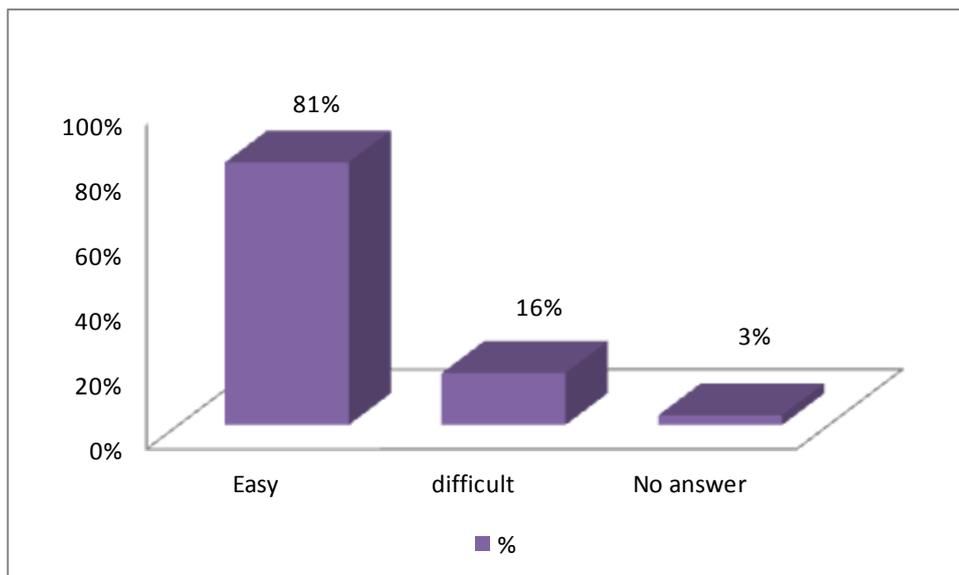


Figure 2 pupils' English opinion

This table indicates that (81%) of the pupils found that English language is easy to learn which seems they are highly motivated to study English, whereas (16%) found it difficult which means that is ambiguous language and (3%) have no answer and this is may be because the question are not motivated to answer this questionnaire or they do not understand the question.

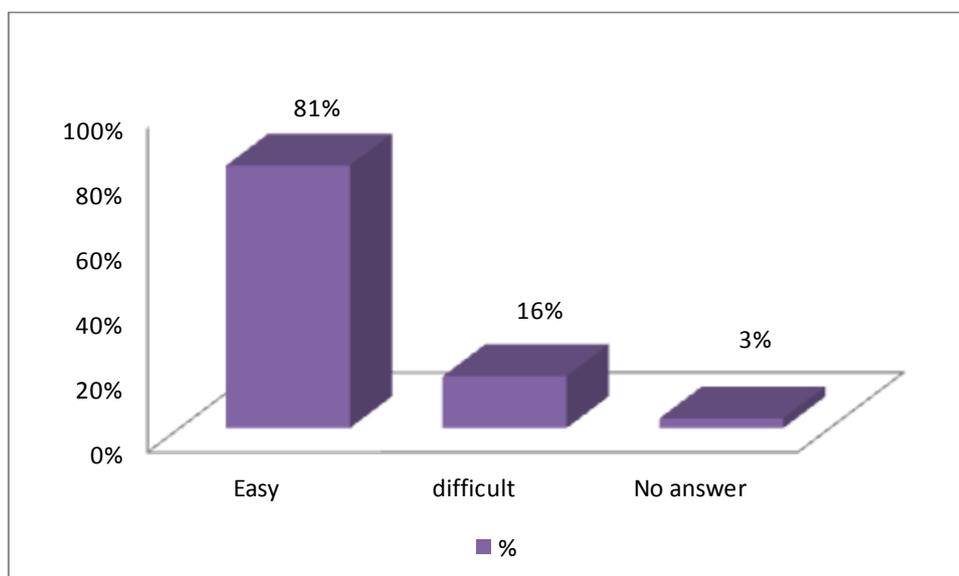


Figure 2 pupils' English opinion

Section Two: Pupils' Opinions about Warm up Activities

Item 3. What is the level of your English?

Table 3 pupils' English level

Option	Number	%
Good	21	56%
Average	15	39%
Bad	2	5%
Total	38	100%

The participants describe their level in English language as the following; that the higher percentage (56%) refers to pupils who have good level, whereas the pupils who are average (39%) while those (5%) refers to those who are weak percentage .

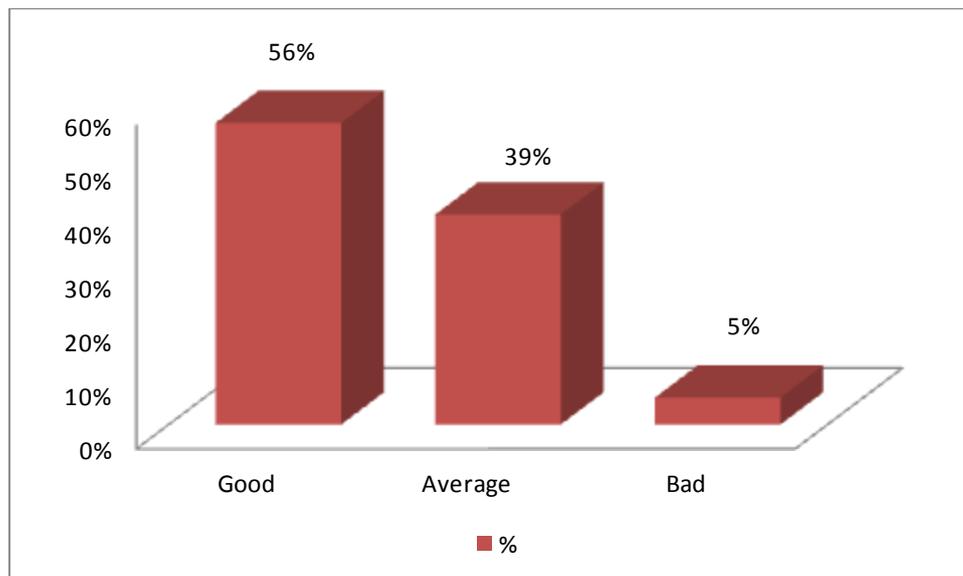


Figure 3 The level of pupils in English

Item 5. What are the main difficulties that you face during the lesson?

Table 5 Difficulties of pupils when learning English

Option	Number	%
a- Lack of motivation	9	24%
b- Lack of attention	14	37%
c- Lack of participation	10	25%
A+b	1	3%
All of them	1	3%
No answer	3	8%
Total	38	100%

This question was chosen precisely to show the difficulties that may face pupils' EFL, We have noticed that (37 %) of pupils have a lack of attention since there is no enthusiasm in the class or the lesson is not interesting while (24%) of pupils have a lack of motivation because the way of presenting the lesson are boring or the pupils feels bored and feels that it is not important to follow the teacher. (25%) of pupils has a lack of participation since they feel or the teacher's way of explaining cannot be understood. Moreover, (3%) of pupils claim that they have all of the mentioned difficulties and others (8%) have no answer. These are the main reasons for pupils that lead to the lack of learning English effectively in the classroom.

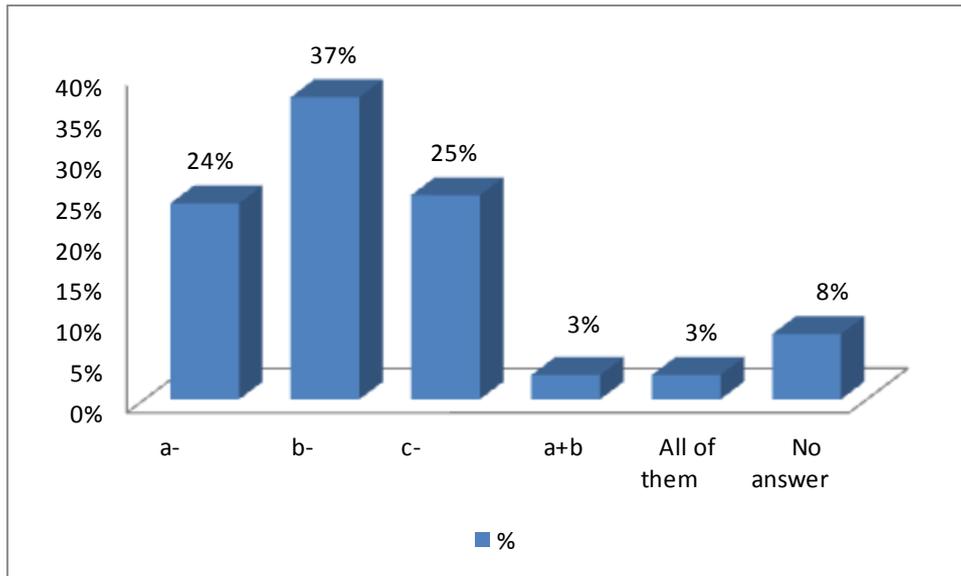


Figure 5 difficulties English pupils

Item 6. Do you like short activities?

Table 6 pupils who like short activities

Option	Number	%
Yes	36	95%
No	2	5%
Total	38	100%

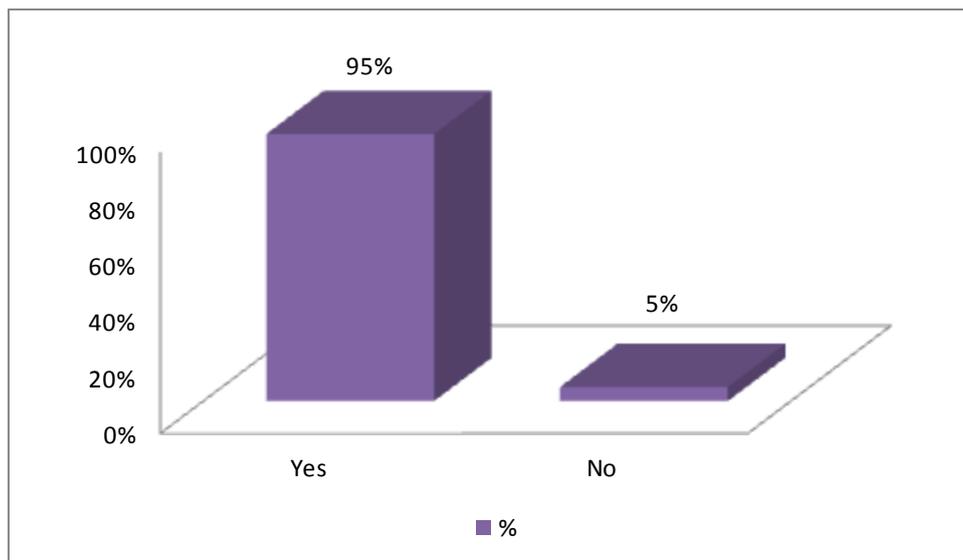


Figure 6 pupils who like short activities

The objective behind this question is to check whether the pupils like the short activities or not. According to the results mentioned in previous, 95% of the pupils like to use short time activities while studying English whereas, only (5 %) claim that they do not like to use them in their learning process. It can be deduced that the majority of pupils of third year EFL are aware of the vividness that those tools can add to their language classes.

Item 7. Which types of activities do you like most?

Table7 Types of activities

Option	Number	%
Pictures	0	0%
Songs	1	3%
Videos	0	0%
Games	0	0%
ICT	0	0%
Songs + games	1	3%
All of them	36	94%
Total	38	100%

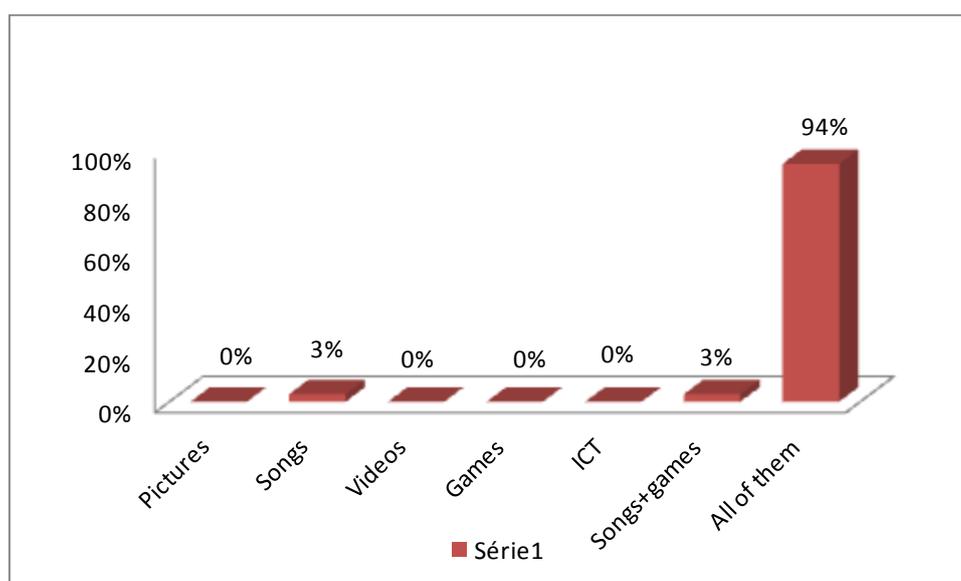


Figure 7 types of activities

Through the above and bar chart, we observe that (94%) shows that most pupils' like all the activities whereas, (3%) for both songs and games, but the lower percentage 0% for pictures, games, videos, and ICT. The statistics reveal that most of the middle school pupils' likes all warming up activities in the classroom because they attract their attention in the beginning of the lesson.

Item 8. What do you feel when your teacher use these activities in the classroom?

Table 8 pupils' feeling

Option	Number	%
Excited	23	60%
Active	14	37%
Bored	0	0%
Other	1	3%
Total	38	100%

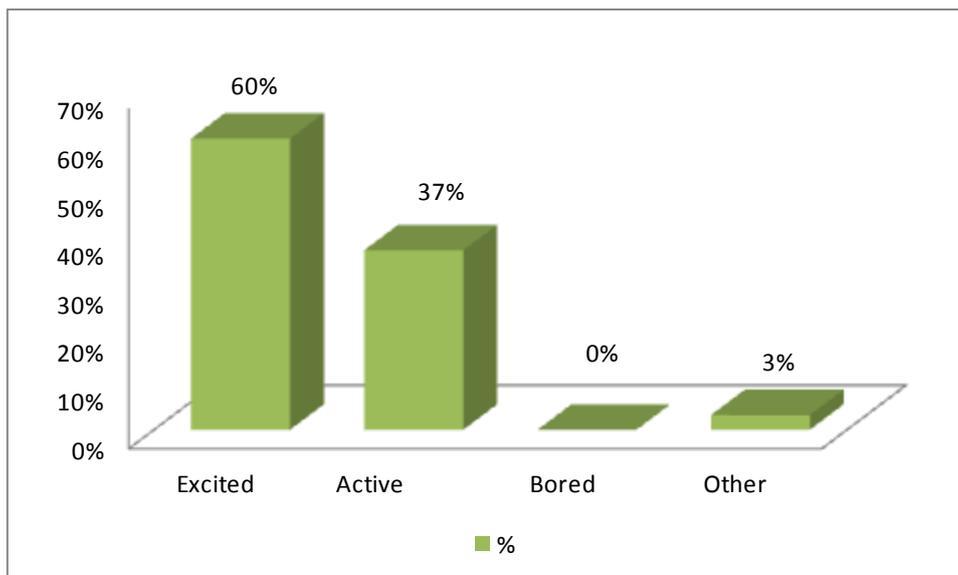


Figure 8 pupils' feeling

Throughout the results summarized in the table above, we noticed that 60% of pupils are excited in the classroom. This refers to the use warming up activities at the beginning of the lesson. 37% of pupils are bored since donot may be because they do not like English .3 % of pupils' prefer other things. We can conclude that warming up activities create a good atmosphere in the classroom.

Item 9 . How do you find warming up activities?

Table 9 pupils' opinion about warming up activities

Option	Number	%
Interesting	28	74%
Boring	3	8%
Compulsory	7	18%
Total	38	100%

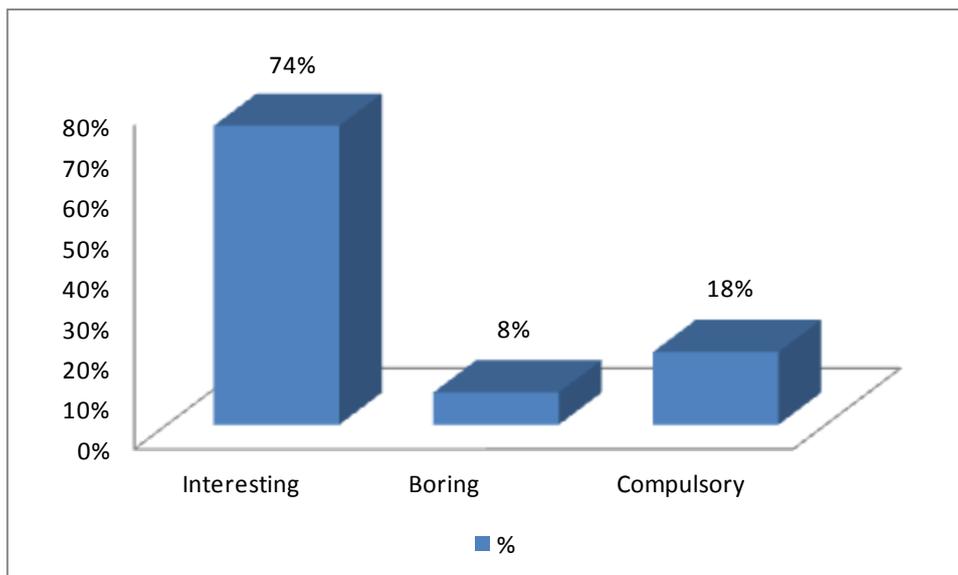


Figure 9 pupils' opinion about warming up activities

From the pupils' opinion about the use of warming up activities, the majority (72.72%) of pupils find that the use of warming up activities is interesting while (18%) of pupils who find that the use of warming up activities is compulsory, and only 8% think that it is boring. Consequently, we conclude that warming up activities can be an essential part of the lesson and play a big role to motivate and engage pupils.

Section Three: Pupils 'Attention

Item 10. In the beginning of the lesson, do you agree that warming up activities attract your attention?

Table 10 activities attract pupils' attention

Option	Number	%
Agree	34	89%
Disagree	4	11%
Total	38	100%

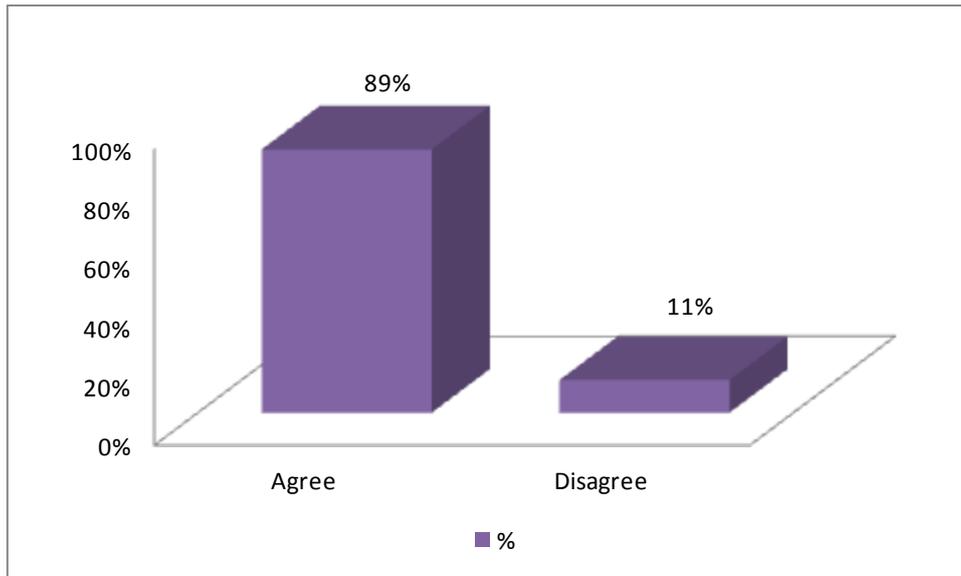


Figure 10 activities attract pupils' attention

The results of this question show that the majority of third year pupils' in middle schools agree that the use of warming up activities helps them to improve their attention at the beginning of lesson. The proof is (89 %) of pupils because is a beneficial tool to increase their concentration and comprehension during the lesson. In contrast, only (11%) of pupils are not agree perhaps they are not interested and attentive to study English language.

Item 11. Do you find yourself making a great effort when taking activity?

Table 11 the efforts of pupils' when taking short time activities

Option	Number	%
Yes	25	66%
No	13	34%
Total	38	100%

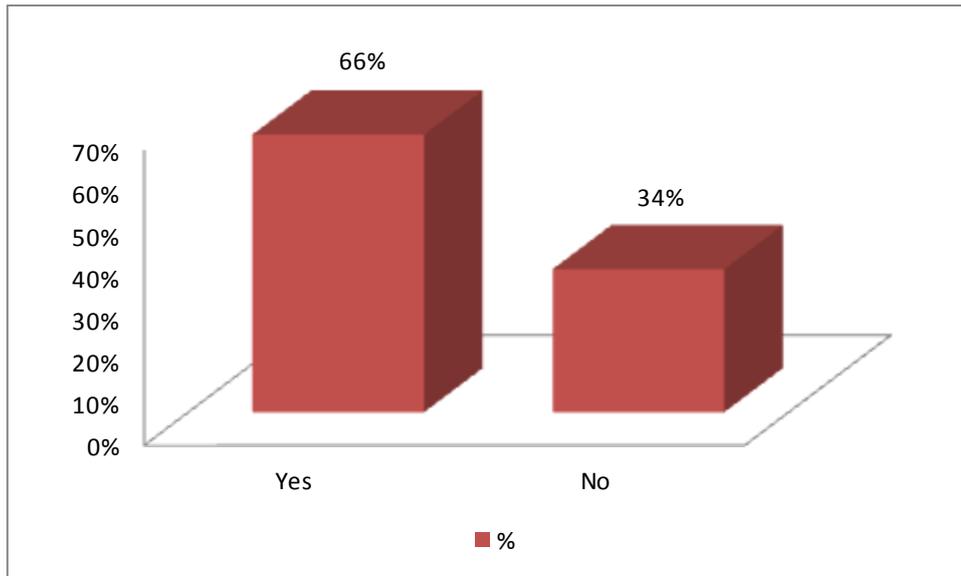


Figure 11 the efforts of pupils' when taking short time activities

This question offers that 66% of pupils state that are taking great effort when the teacher uses short activities while 34% of them state that they are not taking effort. According to pupils' answers, those taking great effort are motivated and active rather than others.

Item 12. Do you think that warm up activities helps you to know the topic of lesson?

Table12 pupils ' thoughts that warming up helpful to know lesson of topic .

Option	Number	%
Yes	36	95%
No	2	5%
Total	38	100%

In this question, pupils were asked if warming up activities are helpful to know the topic of lesson. The higher rate (95%) of pupils has indicated that they help them to be ready for the lecture. Hence, this will help them to open their mind for new lesson while just (5%) do not concentrate.

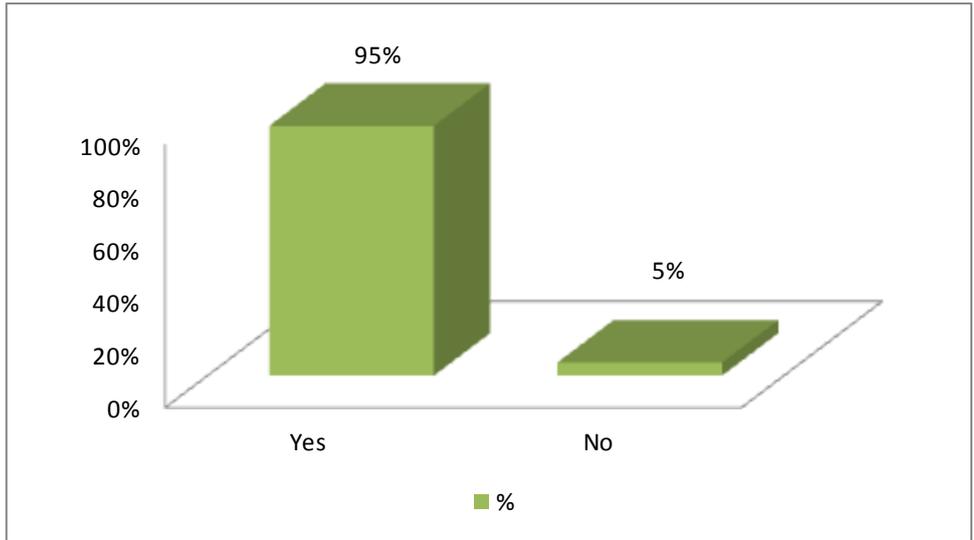


Figure12 pupils ' thoughts that warming up helpful to know lesson of topic .

Item 13. Do you think that warming up activities have a big role in improving your attention?

Table 13 pupils' opinion of the significant role of warming up activities

Option	Number	%
Yes	29	76 %
No	9	24%
Total	38	100%

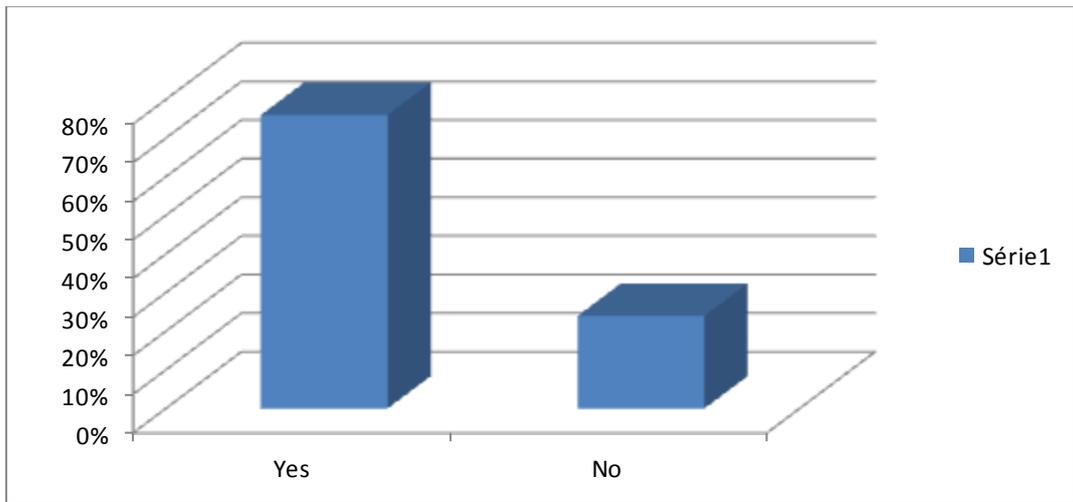


Figure 13 pupils' opinion of the significant role of warming up activities

After we have dealt with the previous questions, through this question we have known the opinion of pupils about warming up activities. We have reached the conclusion that 76 % of pupils agree that short time activities catch their attention and thus making them easier to concentrate during lesson while the rest 24% of pupils do not agree with this method and consider it useless to improve their attention in learning EFL.

The discussion of pupils' questionnaire

The analysis of the pupils' questionnaire revealed that the majority of pupils find difficulties when learning English foreign language, especially a lack of attention during the lesson. the majority of students illustrated that the use of warm up activities has a great help for them because it will support the teaching and the learning process and provide the students good atmosphere in the lesson .

Furthermore, we found that all the pupils are highly integrated with warm ups activities in the beginning of lessons. According to them , warm ups activities are important for them in learning English; they increase collaboration among students and make them familiar with each other .

Teachers' Interview

Description of the interview

The interview is considered open-ended questions; it aims to collect data from the interview teachers' for the study. It was administered to the teachers of English at Lebsaira Fatima Zohra Middle School . Four teachers were selected to answer the questions of the interview in order to receive valid answers. They were answered according to their experiences in teaching English foreign language.

The analysis of interview

Question one: How long have you been teaching English?

The teachers' responses were categorized into four. The First teacher has been teaching English Language since 26 years old whereas the second teacher has been teaching since 21 years. Then third teacher since 15 years , and the last teacher for 3 years . This means that they have different experiences.

Question two: In your opinion .Which activity is the most important one? Why?

This question defines three short activities which are warm up, energizers ,icebreakers. Three teachers answered that the energizers are the most important strategies because they motivate pupils and let them focus on their lesson then make them ready to do their best whereas only one teacher thought that warm up activity is the most significant one because it attract students' attention since beginning of lesson . Therefore, we can state that the teachers, when planning the lesson, need these activities to help pupils concentrate in the lesson and help them in learning English.

Question three: Which activity do you rely on in teaching English?

As response to this question, the majority of teachers state that they rely on warm up activities that contain short activities such as games, songs, pictures because they facilitate the lesson. However, only one teacher say that relies on all of them, and each one according to its importance and role in the lesson. This means that warming up activities are the most useful activities for the success of the lesson.

Question four: what does warming up mean to you?

By asking this question, teachers define warm up activities as follows:

- The first teacher said that warming up activities refer to the work which is in the beginning of the lesson. They need more pupils' attention.

- Second teacher said that warming up to me activities at the start of the lesson that deserve more attention than they usually receive.
- Third teacher defines warming up as giving general idea about what is going to be taught . Although it can be used just to catch the pupils' attention.
- The last one defined warm the most important part of his /her lesson and the most difficult.

Therefore, we conclude that teachers' definitions of warming up activities illustrate that the use of these tools have a big role to attract pupils' attention at the beginning of the lesson.

Question five : Which specific warm up activities do you use in the beginning of the lesson?

Please state why?

Some teachers did not give us specific warm up activity and they differ in their comments from one to the other. Only one teacher stated that he uses the game (back to the board) or describing picture because all the pupils take part during this activity because they feel more comfortable , whereas the other teachers agree that cannot mention a specific activity. This depends on the class itself and the topic of the lesson

Question six: what warm up activity don't use in the beginning of lesson? Please state why?

Regarding this question , teachers provided different answers the majority of them state that generally any kind of warming up activities must be done in the beginning of lesson . Only one states that there is one activity which is revising the previous lesson because it is boring and not attractive. From there we conclude that there is no special activity that teachers do not use.

Question seven: what is your perception on the use of warm up activities to concentrate on new lesson?

As for this question, the interviewees were asked to express their opinions about the use of warm up activities to foster pupils' concentration in classroom. All of them agree that warm-up activities for classroom are an excellent teaching tool and they cannot start the lesson directly without warm up. We can say that starting a lesson with a good activity sets up for better chance of success.

Question eight: How does the implementation of warm up activities make a change in pupils?

This question was used to seek information about the behaviour of pupils when using warm up activities in the beginning of lesson. Two Teachers asserted that warm -ups are extremely useful tools to start the class and to get the class thinking in English .Warm ups get students both excited and using the target language as much as possible. The other two confirmed that the implementation of warm up activities depends on each teacher. It can be a game, a song or any other exciting activity. This can rise the pupils attention and make them interested. Therefore, it can be said that warm-ups activities motivate the pupils and encourage them to learn and to participate in the class.

Question nine: Do you agree that warm up activities are beneficial tools to catch pupils' attention? Justify your answer?

This question was asked, in order to identify the benefits of these short activities in catching pupils' attention .All of the interviewees stated yes and they affirmed by comments the importance of these tools in classroom. These are some of the interviews' replies:

Teacher 1: Yes, of course ,learners can have fun ,get to know each other and learn something new at the same time just they like need to warm their muscle before the activities ; pupils need to warm up their brains .

Teacher 2: Yes, of course the warm up activities are beneficial tools to catch pupils ' attention because this is the solution or the first way to concentrate and leads to a successful lesson.

According to the teachers' responses, we can state that these tools motivate pupils to follow the rest of lesson with the teacher when planning the lesson.

The discussion of teachers' interview

The analysis of the teachers' interview indicated that the majority of teachers use of warming up activities in the beginning of lesson thus they can easily control for the students who are not pay attention in classroom . The use of short activities aid teachers to facilitate the lesson and make it more vitality and activity. Teachers select appropriately the short activities according to lessons methodology and objectives, Their objectives are to encourage pupils and make them concentration during the lesson to use these different warming up activities in the classroom.

All the Teachers agree that warming up activities are the major tool to improve pupils' attention in classroom the majority of teachers see that warming up activities are very important in teaching English because it is the unique opportunity for the students to learn English language .

Conclusion

As conclusion, the analysis of data gathered from the students' questionnaire and teachers' interview indicates that are aware of the importance of short time activities and their effectiveness to help both of them. Therefore ,teachers use warm up activity to make the lesson interesting , whereas students get a chance to communicate and share their ideas with each other , the result have shown that teachers and students are aware of the importance of implementing warming up activities to success the lesson .

General conclusion

In conclusion of the research has shown that to start a class with an interesting activity helps the pupils for encourage them to learn ESL , also using warm up activity can be an effective way that provide enjoyment, pleasure, involvement, motivation among pupils . Moreover , teachers can use warm up to get students' attention at the beginning of the class to learn English and reaching one's aims without any disturbances ,However, this paper has found that different teachers use warm up activity for different purposes. Someone may use warm up to take students' attention, someone may use it to participate pupils in classroom and someone may use it to attract their attention during the lesson and to motivate the pupils . It is better to use an easy activity as warm up at the beginning to help the students solve the activity easily and motivate them to participate in further activities. They also increase EFL pupils' involvement, and interest and allow the teacher to be creative when presenting topics. In sum, after the investigation that has been made during this period we conclude that the use of warm ups activities improve pupils' attention in Middle school.

Recommendations

- 1- Opening class with the main activity in order to make the class interesting
- 2- The pupils do not give attention to lesson when they find it boring. Warm up activity can bring variety in class and hold the students' attention.
- 3- The use of warm up activities can be as motivators to encourage pupils to learn English as foreign language
- 4 -. Teachers can use, games, pictures, songs or video clips to bring a change in classroom environment.
- 5- The choice of the appropriate warm up activity can be a good factor that increases learners' attention.
- 6-Teacher should use warm ups activities when teaching English to facilitate both the learning and teaching processes.
- 7- Students can get a chance to communicate and share their ideas with each other in warm up session and to open their mind for new lesson and to interact with each other.
- 8- It is necessary to tell the students why they are doing certain tasks. A warm up session can be a good time to know the objective of lesson at the end of session .

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APPENDICES

pupils ' Questionnaire

Dear pupils ,

This questionnaire **investigate the effectiveness role of warming up activities such games, songs, etc .To improve pupils' attention at the beginning of lesson.** This study specific to pupil's third year .In order to achieve the effectiveness of these activities and to know whether they are used in the educational medium, we are very grateful to your help in filling out this questionnaire.

Miss Zerarka Amina

يستكشف هذا الاستبيان دور فعالية أنشطة الإحماء مثل الألعاب والأغاني وغير ذلك. لتحسين الانتباه في بداية الدرس. هذه الدراسة خاصة لتلاميذ السنة الثالثة من أجل تحقيق فعالية هذه الأنشطة ومعرفة ما إذا كانت تستخدم في الوسط التعليمي، نحن ممتنون للغاية لمساعدتكم في ملء هذا الاستبيان

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Part one: personal information

Name: الاسم :

Gender: الجنس :

Age: العمر :

Part two: Background information

✓ Tick the right answer?

اختر الإجابة المناسبة

Q 1/ which language do you prefer?

اي لغة تفضل؟

• English الانجليزية

- French الفرنسية
- Arabic العربية

Q 2/ in your opinion, is English language?

في رأيك ، هل اللغة الإنجليزية؟

- Easy سهل
- Difficult صعب

Part three : Pupil's opinion about warm up activities

Q 1/ what's the level of your English?

ماهو مستواك في اللغة الانجليزية ؟

- Good جيد
- Average متوسط
- Bad ضعيف

Q 2/ what difficulties you face during the lesson? ماهي الصعوبات التي تواجهها خلال الدرس؟

- Lack of motivation عدم وجود الحافز
- Lack of attention نقص الانتباه
- Lack of participation عدم المشاركة

Q 3/ Do you like short activities?

هل تحب الأنشطة القصيرة؟

- Yes
- No

Q4 / which types of activities do you like most?

أي نوع من الأنشطة تحب أكثر؟

Arrange them according to your priority 1-5

رتبهم حسب أولوياتك

- Pictures الصور
- Songs الأغاني
- Videos فيديو
- Games الألعاب
- ICT تكنولوجيا المعلومات والاتصالات

- Other أخرى

Q5 / what is your feeling when teacher use these activities in classroom?

ما هو شعورك عندما يستخدم المعلم هذه الأنشطة؟

- Exited متحمس
- Active نشيط
- Boring ممل
- Other أخرى

Q6/ for you .Do you think that warm up activities:

بالنسبة لك. هل تعتقد أن أنشطة الاحماء :

- an interesting مهمة
- boring مملة
- compulsory الزامية

Part four : pupil's Attention

Q1/ in the beginning of lesson, do you agree that warming up activities attract your attention?

في بداية الدرس. هل أنشطة الإحماء تجذب انتباهك؟

Agree

Disagree

Q2/ Do you find yourself making a great effort when taking activity?

هل تجد نفسك تبذل جهدا عند ممارسة النشاط؟

Yes

No

Please , Justify your answer

.....

.....

Q3/ do you think that warm up activities helps you to know the topic of lesson?

هل تعتقد أن أنشطة الإحماء تساعدك على معرفة موضوع الدرس؟

Yes

No

Please , Justify your answer

.....

.....

Q4/ Do you think that warming up activities have a big role to improve your attention?

هل تعتقد أن أنشطة الإحماء لها دور كبير في تحسين انتباهك؟

Yes

No

If, yes . Justify your answer.....

.....

.....

Thank you 

Interview for teacher

Dear teacher,

This study is meant for a study on **role of warm up activities such songs, pictures, etc., to improve English foreign language pupils' attention** in the beginning of lesson. We will be so grateful if you answer the following questions of the interview that aims to collect data about a master thesis dissertation. Your co-operation will be highly appreciated.

Q1/-How long have you been teaching English?

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Q2-There are three short activities which are, warm up, energizer, and Ice -breakers. In your opinion, which activity is the most important one? Why?

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Q3/- which activity do you rely on in teaching English?

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Q4/-what does warming up mean to you?

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Q5/- which specific warm up activity do you use in the beginning of lesson? Please state why?

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Q6/- what warm up activity don't use in the beginning of lesson? Please state why ?

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Q7/-what is your perception on the use of warm up activities to concentrate on new lesson?

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Q8 /-How does implementation of warm up activities make a change to pupils?

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Q9/- Do you agree that warm up activities beneficial tools to catch pupil's attention?

Justify your answer?

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المخلص

في الختام ، أظهر البحث أن بدء فصل دراسي بنشاط مثير للاهتمام يشجع التلاميذ على تعلم اللغة الإنجليزية كلغة ثانية ، كما أن استخدام نشاط الإحماء يمكن أن يكون وسيلة فعالة توفر المتعة والسرور والمشاركة والتحفيز لدى التلاميذ. علاوة على ذلك ، يمكن للمدرسين استخدام الإحماء لجذب انتباه الطلاب في بداية الفصل لتعلم اللغة الإنجليزية وتحقيق أهدافهم دون أي اضطرابات ، ومع ذلك ، فقد وجدت هذه الورقة أن المدرسين المختلفين يستخدمون نشاط الإحماء لأغراض مختلفة. قد يستخدم شخص ما الإحماء لجذب انتباه الطلاب ، وقد يستخدمه شخص ما لمشاركة التلاميذ في الفصل ، وقد يستخدمه شخص آخر لجذب انتباههم خلال الدرس وتحفيز التلاميذ. من الأفضل استخدام نشاط سهل حيث يساعد الإحماء في البداية الطلاب على حل النشاط بسهولة وتحفيزهم على المشاركة في أنشطة أخرى. كما أنها تزيد من مشاركة التلاميذ في اللغة الإنجليزية وتهتم بهم وتتيح لمعلم اللغة الإنجليزية أن يكون مبدعاً عند تقديم الموضوعات. باختصار ، بعد التحقيق الذي تم إجراؤه خلال هذه الفترة، نستنتج أن استخدام أنشطة الإحماء يحسن انتباه التلاميذ في المدارس المتوسطة وتشجعهم في تعلم اللغة الإنجليزية