UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"Effective activation activities (Warm up) as a key component in EFL classes"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Author: José Daniel Balón Figueroa.

Advisor: Ing. Tatiana Garcia Villao.

La Libertad – Ecuador

2024

La Libertad, February 8th, 2023

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "EFFECTIVE ACTIVATION ACTIVITIES (WARM UP) AS A KEY COMPONENT IN EFL CLASSES" prepared by JOSE DANIEL BALON FIGUEROA an ungraduated student of the Pedagogy of National and Foreign Languages Major, School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.
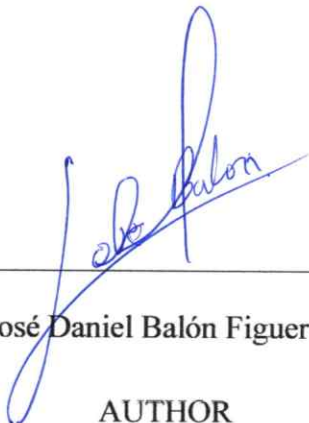
Sincerely,

_____

ING. TATIANA GARCÍA VILLAO MSc.

ADVISOR

La Libertad, February 8th, 2023

STATEMENT OF AUTHORSHIP

I, JOSE DANIEL BALON FIGUEROA with ID number 0928275247, students from Universidad Estatal Peninsula de Santa Elena, Faculty of Education Sciences and Languages, as a prerequisite to obtaining the bachelor's degree in Pedagogy of National and Foreign Language in my role as author of the research project "EFFECTIVE ACTIVATION ACTIVITIES (WARM UP) AS A KEY COMPONENT IN EFL CLASSES", certify that this research work is my authorship, except the quotes and reflections used in this research paper.
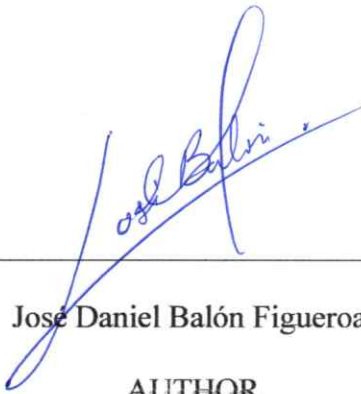
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AUTHOR

DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY

RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA

DE SANTA ELENA STATE UNIVERSITY.

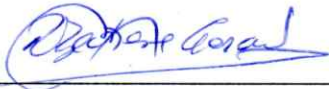José Daniel Balón Figueroa.

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ACKNOWLEDGMENT

I would like to take this opportunity to thank God and my family for their support during all these years. Especially, I would like to thank my beloved mom and dad, for supporting me through thick and thin, and also for having a lot of patience and love.

Finally, I want to thank all my teachers for teaching me such valuable knowledge for my professional future, since without them this would not be possible.

DEDICATION

I want to dedicate this research project to two special people, my grandparents. From heaven they bless me in every step I take. Also to my family for encouraging and supporting me all this time.

With love

José Daniel Balón Figueroa

ABSTRACT

The purpose of this study is to present the effectiveness of activation activities that can be applied in the EFL classroom to stimulate student participation. Whereas the research was carried out with 10 students of the eighth semester (8/2) of the pedagogy career of national and foreign languages, they as future teachers can find benefits when implementing activation activities in the classroom. In addition, it is a basic descriptive qualitative research structured for various levels. For data collection, a survey was applied in Microsoft Forms that was sent to the participants, through the interview they indicated various aspects related to the level of interest of the students during the activation activity. Therefore, is essential to mention that these types of activities are necessary for the teacher within the planning since as a positive result it tends to motivate, involve and arouse the interest of the students as a purpose of the class. Finally, is verified that not all teachers carry out activation activities at the beginning of the class to create a fruitful teaching and learning environment.

Keywords: motivate, benefits, activation activity, planning, interest.

RESUMEN

El propósito de este estudio es demostrar la efectividad de las actividades de activación que se pueden aplicar en el aula de EFL para estimular la participación de los estudiantes. Considerando que la investigación se realizó con 10 estudiantes del octavo semestre (8/2) de la carrera de pedagogía de lenguas nacionales y extranjeras, ellos como futuros docentes pueden encontrar beneficios al implementar actividades de activación en el aula. Además, es una investigación cualitativa descriptiva básica estructurada para varios niveles. Para la recolección de datos se aplicó una encuesta en Microsoft Forms que fue enviada a los participantes, a través de la entrevista indicaron diversos aspectos relacionados con el nivel de interés de los estudiantes durante la actividad de activación. Por lo tanto, es fundamental mencionar que este tipo de actividades son necesarias para el docente dentro de la planificación ya que como resultado positivo tiende a motivar, involucrar y despertar el interés de los estudiantes como propósito de la clase. Finalmente, se verifica que no todos los docentes realizan actividades de activación al inicio de la clase para crear un ambiente de enseñanza y aprendizaje fructífero.

Palabras claves: motivar, beneficios, actividad de activación, planificación, interés.

INDEX

INTRODUCTION

The main objective of this study is to stimulate the active participation of students in English classes through activation activities (warm-up) to develop the learning process in an effective and dynamic way.

Currently, students learn English from the first years, but the results obtained do not meet the expected learning expectations. For this reason, many teaching methods and techniques have emerged with the aim of stimulating students in the teaching and learning process. On the other hand, it has also been pointed out that English classes lack stimulating activities and do not effectively foster students' interest.

Also, every teacher knows that the most important moments in class are the first few minutes. This is because it marks the beginning of the experience prior to teaching a new class topic. Getting started the right way can make the difference between a class that succeeds and one that doesn't.

Previous research shows in their study that activation activities involve engaging games that teachers use to spark and activate students' interest before the start of a class. Also, in English classes, warm-up activities are essential as students may be tired or unable to participate directly in the class, which may affect their interest. A good warm-up allows teachers to actively introduce English lessons and show confidence to students.

Likewise, communicative activities are essential for meaningful learning, especially when it comes to encouraging students to speak. However, students are often frustrated because English is not their native language and it is not easy to apply English pronunciation. Most of the students are unable to communicate fluently in English due to their limited vocabulary and lack of motivation.

For this reason, and due to the requirements of the new millennium, it is important to learn vocabulary. Promote quality learning by finding more viable alternatives to reach students, involve them, and capture all their interest and motivation to learn. Therefore, the role of the teacher is to maximize the stimulation of the students by using didactic techniques such as activation activities (warm-up) to develop skills and increase vocabulary.

CHAPTER I

THE PROBLEM

Research Topic

Educational Innovation of the English Language

Research Title

Effective activation activities (warm up) as a key component in EFL classes.

Problem Statement

The English language is considered one of the dominant languages on the world. For this reason, it is important to keep in mind that people increasingly need to be trained with the intention of facilitating communication in work and study matters, and thus be more competitive in today's world.

Referring to the educational field, the fiscal, private, and fisco-misional institutions must adapt to the changes of the educational reforms and in this way be able to provide quality education. It is of great importance that institutions and teachers improve and implement the new requirements of the professional world. In Ecuador, the English language is exposed to various variants such as teaching strategies and students who wish to learn a foreign language.

In addition, the teaching of the English language in some institutions shows traditional methods, where the book and the tape recorder are of vital importance. In addition, the translation of sentences causes poor performance when learning this language.

Ecuador remains one of the two countries in Latin America with the worst level of proficiency in the English language, only above Mexico. The score is 440 out of 1,000, according to the EF EPI (English Proficiency Index) 2021 report. (CASTILLO, 2021)

Moreover, in the province of Santa Elena, it can be seen that there are teachers who do not implement teaching strategies to help in the student learning process. Many opt for the translation process, which is a bit traditional, but first, it is important to highlight the level of which the student is and the methodology that we are going to use for the student to show interest in the class.

Besides, new teaching strategies, methods, and knowledge should be a fundamental need for teachers, through these processes teachers acquire new abilities and skills to improve the quality of teaching in an institution.

Although students receive English language classes since their school beginnings, it is observed that learning is not as expected. Given that in some cases the problem is not only the students who do not pay attention but rather the teachers who do not make use of English language teaching strategies, such as activation activities, which will cause some problems for student learning outcomes.

Having carried out an analysis of the problem of the scarce use of activation activities (warm-up) as a key component in EFL classes, some causes and their effects can be found for why the aforementioned problem occurs, which will be detailed below.

To begin with, the lack of organization and preparation of the teacher to improve the teaching of the English language leads to monotonous classes. In this way, the students do not

show the slightest interest in learning the English language because the classes are boring and routine.

As well as, the use of traditional methods in teaching the English language, which contains limited activities for students. These activities focus on translating and completing some exercises in the workbook, leaving aside the oral and communicative participation of the students.

To conclude, another cause is the lack of training in the activities (warm-up) by the teacher, which leads to the demotivation of the student in the learning process. Because in some cases the teachers do not update their knowledge, they tend to give monotonous classes and the students do not feel motivated to learn the language. Therefore, all these factors influence student performance.

Problem formulation

Main question

• How does the use of activation activities (warm-up) influence the development of the class?

Specific questions

•   What warm-up activities help develop English language skills?

•   What are the most important aspects of a "Warm-up" activity?

•   How do the "Warm up" activities intervene in the participation or interest in the students?

Objectives

General objectives

To determine the effectiveness of activation activities at various levels by teachers to stimulate the active participation of students.

Specific objectives

- To define the concept of warm-up activities as a strategies to motivate student participation during English class.
- To analyze if the activities of activation contribute to the skills development.
- To identify the interest in the students through the warm-up activities developed at the beginning of the class.

Justification

The research seeks to help teachers implement and develop English language skills in students through warm-up activities. Then, the warm-up activities can be used to enhance the learning process of the students and at the same time improve the atmosphere within the classroom. In this way, getting students to feel motivated and safe to participate in subsequent activities without fear of making mistakes. In addition, to analyze the effects caused by the lack of use of activation activities by the teachers of the Educational Institutions of Ecuador.

Furthermore, these activities will also facilitate the learning of the students of the Educational Institutions of Ecuador since they will be the hosts of warm-up activities and will have time to relax and talk without fear about the new class topic.

Moreover, the teacher, by using new activities, could make students have a sense of learning and, above all, obtain the necessary tools so that they know how to function better in a real context in which they will have the opportunity to apply what they have learned in a playful way, constantly improving their abilities and skills in the English language.

The direct beneficiaries of this research will be both teachers and students of different educational levels in the city of Santa Elena, putting into practice and taking this project as a reference for future research.

Finally, there is interest in improving the teaching of the English language using new techniques and teaching methods. This research topic is original because it promotes the use of effective activation activities (warm-up) to induce students in the topic to be treated in each class. In this way, students will be able to express themselves naturally and communication will flow better between students and the teacher, obtaining very good results.

CHAPTER II

THEORETICAL FRAMEWORK

Background

For the following work, a bibliography containing a direct or indirect relationship to the subject being investigated was reviewed, which is fundamental and helps the development of this work; Effective activation activities (Warm- up) as a key component in EFL classes.

Research on the topic: "The role of a teacher of English as a foreign language" from the article Diario Occidente, concludes that by applying introductory motivational activities, the attention of the students was captured from the beginning of the class.

In this way, it can be analyzed that the teacher must achieve an effective accompaniment with the students. And in this way, the students can feel confident when starting the class. (Valencia, 2022)

Therefore, in this investigation, positive results will be obtained, since one of the main objectives of the "Warm-up" activities is that students are properly motivated when starting a class or a new topic, bringing with it a change in the scheme of a common class to a modern and innovative class.

These activities lead students to gain attention and make a transition between what they are doing so far and what is going to happen in the classes. They are activities that can allow the student to be connected between the classroom, the teacher and the students and many times with the subject that we are going to study. (Egea, 2021)

In their research paper: "Attention teachers: 12 different ways to start your classes". The main objective of this research was: "Generate expectations and activate the curiosity and

interest of the users necessary for the achievement of the learning objectives proposed for the class." (Carol & Manuel, 2018)

It is important to know that the beginning of a class is one of the crucial moments in the classroom, it can generate the entrance to an experience that will continue during the first minutes of classes. Getting started actively can make the difference between a smooth session and one that loses interest. Also, establish the expectations that the teacher has proposed for the class, analyzing and observing the climate in which it will be presented, factors that influence the learning process.

"The advantages of using warm-up activities to engage students in the teaching and learning process of the English language: an experience of the "Go Teacher" program of languages in Spanish: Uma experiência do programa "Go Professor"." (Baldomera & Mercedes., 2020)

In another case study called: A Warm-Up 'Mindset' Helps Students & Teachers, developed by Larry Ferlazzo on the Education Week blog page, it is observed that in this research, students attended the academic English course at the Center for Language, in which introductory motivational activities were applied, which helped the students reflect, develop and create ideas on the subject that was exposed; In addition, it caused them to relax and bring the mind to a positive state. (Ferlazzo, 2018)

In addition, there is another research made by Patricia Guzman, student of college Central del Ecuador at Fiscal Educative Institution Benito Juarez 2016-2017 period, whose main purpose was to analyze how playful activities contribute to learning vocabulary in the English language. "This work resulted in the playful activities contribute significantly to the learning of vocabulary of the English language, causing a positive effect on students." (Guzmán, 2018)

The last case was taken into consideration because the recreational activities have similar characteristics as the "Warm up" activities and were used to learn vocabulary of the English language, which yielded positive results in the students of this school.

The best warm-up activities are all about getting students engaged, and providing them with new interesting ways to work together and connect. They should make the students feel stimulated and allow for personalization where possible. Don't error correct during warm-up activities. The emphasis should be on fluency and building trust and rapport. (Oxford University Press ELT, 2021)

In another case study called: "The Benefits and Downsides of Creative Methods of Teaching in an EFL Classroom", developed by Jeta Rudishi at Tetovo University, in Macedonia in southeastern Europe, in which twenty students of English as a foreign language participated (EFL), it is observed that in this investigation, the students attended the academic English course at the Language Center, in which introductory motivational activities were applied, which helped the students to reflect, develop and create ideas on the subject that was exposed; In addition, it caused them to relax and bring the mind to a positive state.

The benefits of these techniques were to encourage and involve students in their own learning. (Rushidi, 2013)

These are activities that aim to break the ice with the students, learn their names, find out their motivations, foster relationships and interaction between them, learn about their fears regarding the new course and stimulate self-esteem and respect with their classmates and teachers. (ELESAPIENS, 2016)

Pedagogical basis

(Hernández, 2000) in the magazine Encuentro, with his article called "Language teaching methods and learning theories" declares that the teaching method is the way of teaching a language that contains principles and certain procedures that go from systematized way and that also represent the conception of the way in which the language is taught and learned. As a result of the aforementioned, the author points out that there are five types of methods which are divided into traditional and modern or current methods; the Grammar-Translation (G-T) method, the Direct method, the Audio-lingual method, less popular methods (Lozanov's suggestopedia, Gattegno's silent path, the total physical response (TPR) method), and finally the communicative approach.

Because of the aforementioned, the method that is related to the present research topic is the communicative approach, (Hernández, 2000) establishes that it is not a method but rather an approach that understands the learning of a language as the process of communicative forms. This method is oriented towards the achievement of communicative competence and in turn synthesizes the best of cognitivism. For the communicative methodology it is important that the student has knowledge of the language to be able to express and understand different functions through the actual communication. Finally, it can be said that the communicative approach emphasizes group work, group dynamics and mainly the needs of the person in personal growth.

Finally, it is concluded that the methods related to the current research topic are the communicative approach and the teaching method through games, the communicative approach because its main objective is to get the student to use the language in a real and its main characteristic is group work, which is what is sought when carrying out the activation activities

(warm up). On the other hand, the method of teaching through games in the same way is related to activation activities (warm up) since these are also fun games that help the student to start the class to activate their minds.

Theoretical Basis

According to (Muñoz, 2010) in his magazine called EAFIT University mentions that: "Foreign language teaching methodologies have evolved throughout history, mainly from linguistic and psychological theories." It also adds that the document describes the main teaching methodologies which are: behaviorism, cognitivism, and socio-constructivism.

The behaviorist theory according to Skinner (1953) who made some assumptions, the same ones that consider that the only objective in terms of psychology is the behavior of the person since what happens in the brain cannot be observed or measured. Another important characteristic of behaviorists is that they believe that people function through stimuli and responses. In relation to the aforementioned, it is said that the behaviorist theory is related to the classic example of the audio-lingual method, the same one that comes from a structural perspective of language.

On the other hand, the cognitivist theory developed by (Piaget, 1980) the same one that emphasizes the study of internal processes which lead to learning through cognitive processes. According to (Pozo, 1989) these processes help the development of strategic capacities and significant learning, which refers to the contents that are related to what the student already knew.

The socio-constructivist current promoted by Vygotsky is related to the social aspect and the influence of the sociocultural context. The partner - constructivism the teacher has an

advisory role since he helps the student to discover the special capacities that he possesses. In the same way, an example of this theory is the communicative approach which consists of the cognitive and social processes when learning a foreign language.

An activation activity (warm up) are fun games which are used by the teacher to activate the students. Its main objective is to motivate and prepare them to learn by stimulating their minds and bodies in some cases. These activities should last at least five minutes to enhance student learning. On the other hand warm up: it is an effective way to help students to start thinking in English and to review previously introduced material. (Velandia, 2008)

Legal Basis

This research work is supported by the laws of the Constitution of Ecuador and
the

Organic Law of Intercultural Education (LOEI):

In Article 27 of the Ecuadorian Constitution, it states that "Education will focus on the human being and will guarantee their holistic development, within the framework of respect for human rights, the sustainable environment and democracy; It will be participatory, compulsory, intercultural, democratic, inclusive and diverse, of quality and warmth." This refers to finding ways to provide solutions to problems in institutions through methodologies and materials that serve to improve education and that it is of quality and warmth. (LOEI, 2011)

In Article 347 of the Ecuadorian Constitution, it states that "it will be the responsibility of the State: 1. Strengthen public education and coeducation; ensure the permanent improvement of quality, the expansion of coverage, the physical infrastructure and the necessary equipment of public educational institutions". In other words, this article can be interpreted as follows;

Education is open to changes which will be of great help thanks to the new teaching strategies through which the teacher will teach his classes. (LOEI, 2011)

Variable of study

(Rushidi, 2013) In his research paper describes the "Warm up" activity as follows: This is a preparatory stage in which students are helped to relax and bring them into a positive state of mind, with the aim of learning easy and fun.

That is to say, it is an introductory activity of short duration, which the teachers carry out for the students and which has the purpose of capturing their attention and motivating them in the best way, encouraging them so that in this way the students do not feel tense at the moment to receive a new topic of any matter. This activity is done with the intention of making knowledge more understandable and less boring.

(Velandia, 2008) Refers to the Warm-up activity as an effective way to help students start to think in English and review previously introduced material. There are different types of warmups that help provide a variety of activities of interest in each lesson.

In this way, students will be exposed to various activities that involve walking, jumping, running, drawing, singing, etc.; All these activities are created in English especially to arouse their attention at the beginning of each class, in such a way that they must develop abilities where concentration intervenes to respond in the language and associate what they previously learned with the new knowledge they are going to acquire.

It is very necessary that English teachers plan their class daily with the introductory "Warm up" activities, making good use of the time to make the classroom a place with a calm and ideal environment, which encourages and encourages the student to learn the language.

English in a participatory way, not only at the beginning but throughout the class.

In addition, according to what has been mentioned, there are different types of activities that can enhance the skills of students. Likewise, these techniques will be of great benefit when students learn vocabulary related to compound verbs or phrasal verbs, since greater concentration and stimulation are needed to assimilate them.

Examples of activation activities (warm-up):

Table 1

Warm-up 1

Warm-up: Cold, warm, hot
Warmer type: kinesthetic-vocabulary-grammar **Level:** A1 **Material:** post-its with class objects **Linguistic target:** class objects, definite article
Contextualization: None
Activity Steps

1. You form teams of 3 people.
2. You give each team 10 empty post-its. They have to write the name of an object that is currently in class on it.
3. Once they are complete, you leave them on the other team's table. They can't see them yet.
4. You lead an example. You show it to the class, but you can't see it. They have to help you get to said class object and stick the post-it there.
5. To do this, they can only use three words: cold (you are very far from the object), warm (you are neither far nor close) and hot (you are close to the object).
6. Once you believe what the object is, you have to say aloud said object with its definite article: The chair? If it is correct, you hook the post-it and the next teammate continues with the same routine until everyone has hooked.
7. The first team to correctly hook all the post-its wins.

*Note***:** This example of a warm-up 1 activity was cited from Collection of 6 WARMERS to activate an ELE class, created by Sergio Delgado (2021).

Table 2

Warm-up 2

Warm-up: I want to be Sandro Rey

Warmer type: Role-play, reading-conversational
Level: B2 (adaptable to lower levels)
Material: Dictionaries or manuals of Spanish for foreigners
Linguistic objective: Future, hypothesis structures, opinion reactions with subjunctive

Contextualization: Ask your students if they know what a fortune teller is and if they normally "get it right" in their country. Tell them that normally in Spain they are not very successful and that there is one who is famous for that reason: Sandro Rey (you can change it to the most famous fortune teller in your country at that time).

Today's goal is to decide who we think is the best "Sandro Rey" in the class, that is, who is the best "fortune teller who never gets it right".

Activity Steps

1.   - Ask each of your students to write a question about their lives whose answer they want to be guessed.

2.   - We use the Bibliomancy warmer: each student must choose two numbers (the maximum number will depend on the number of pages in the dictionary or the Spanish manual).

3.   - Each student is given a pair of those numbers and will become the official fortune teller. With those two numbers, you must go to the exact page of the dictionary (or Spanish manual), and select two or three words that you think are interesting to make your prediction.

4.   - Next, the question will be asked and the official diviner must guess the future using the two or three words that she has chosen using hypothesis structures.

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*Note***:** This example of warm-up activity 2 activity was cited from Collection of 6 WARMERS to activate an ELE class, created by Sergio Delgado (2021).

CHAPTER III

METHODOLOGY

Method

This research: Effective activation activities (Warm-up) as a key component in EFL classes, has a qualitative approach.

According to (Aspers & Corte, 2019) qualitative research is an iterative process that seeks to improve understanding for the scientific community through the execution of new significant selections that result from the approach to the phenomenon studied. In addition, it serves as a tool that improves research designs and establishes a relationship with quantitative research. In addition, it can facilitate communication between researchers by addressing criticism of the methods and standards to be evaluated in qualitative research.

This study has a qualitative approach because the phenomenon to be investigated is studied in its own natural space, using information obtained through research instruments, which will be analyzed and interpreted with the support of literature and official documents.

Level or type of investigation

For the structuring of this investigative work, the level is of an exploratory type, since through it will allow obtaining real and relevant data and information to carry out the verification of the proposed hypothesis. In addition, it will be of a descriptive type because a deep analysis of the variables raised through contextualization is carried out, and a detailed description of the theoretical framework.

Research techniques and instruments

According to (SANCHEZ, FERNANDEZ, & DIAZ, 2021) in relation to the analysis and processing of the investigated information, analytical induction, the constant comparative method, content analysis and discourse analysis are emphasized. In addition, each of these processes allows us to reveal the action of the subjects involved in this research, being one of the aspects that enrich and add complexity to the collection of information in the analysis and treatment of qualitative research.

When making decisions in the research process, research techniques and instruments are essential because obtaining essential information to establish the final conclusions of this work will depend on them.

Research modality

In this research work, the modalities that will be taken into account for the elaboration are:

Countryside

The development of this research will be carried out at Universidad Estatal Península de Santa Elena.

In the development of this research work, direct contact with the students and teachers of the respective Academic Institution is essential because their comments and opinions are of great importance for the development of this research. Additionally, an interview will be carried out and applied to establish and know the reasons why the problem occurs in the educational institutions, thus delving into the information of interest for the study of the investigation.

Experimental

The present research project embraces this modality since the researcher manipulates the study. That is, she has worked or has applied the didactic technique of "warm up" with students of a specific course inside and outside the Academic Institution to develop their interest and commitment. Additionally, an interview will be applied to the course's fellow teachers to learn about the problem while the results of the experimentation are presented in the academic article.

Questionnaire

In order to obtain data results on effective activation activities, it was necessary to apply a questionnaire focused on how the teacher's teaching influences and what strategies and resources can be implemented to help improve student learning.

According to (Momin & Khalid, 2012), the questionnaire is a useful tool to obtain information from the interview. Through data collection, the researcher must efficiently provide security in what is required. In addition, it is necessary to carry out an investigation to capture the variables that are of interest for the study and to carry out an analysis of each response, ensuring reliability and results. However, there are different forms of surveys such as mail surveys and online surveys. The goal is to ask a few questions, and the participants. In this case, 10 students with experience as teachers in pre-professional practices, provide basic information to answer these questions.

Type of questions

Open- ended Questions

According to (Ferrario & Stantcheva, 2022), the illustration and practice of open questions to produce efficiency and confidence in people. In this way, have direct contact with

the object of study in order to gather sufficient information for the analysis of the problem. Additionally, these question types do not limit respondents with specific answer choices. In addition, they are a valid tool to obtain a perceptive thought.

The type of questions was open-ended questions where the participants were able to expand the options to answer the questions. Likewise, the survey had 9 questions related to the problem, and it was also an interview using technological tools such as Microsoft Forms. In short, the purpose of this questionnaire is to obtain information on aspects that help the teacher's teaching, applying activation activities to students, and how student participation influences after applying an appropriate activity.

Data Collection Processing and Resources

According to (Barrett, 2018) the collection of information or data through interviews is one of the main characteristics of the qualitative study. The interview includes direct research questions. Additionally, they can provide an easy and straightforward approach to data collection. In general, the interviews are usually face-to-face, although the use of technological tools can provide fundamental support and be of great help to learn the results of the investigation.

Population and Sample

"The population is a set of elements that contain certain characteristics that are intended to be studied." (Ventura-León, 2017)

Based on the reference can be deduced that the population is the set of people, objects, or facts; in the present investigative case, 10 participants of the eighth semester (8/2) of the School of Pedagogy of National and Foreign Languages of the Universidad Estatal Península de Santa

Elena who has already experienced teaching work through pre-professional practices. In addition, it is a set of people who share particular characteristics in a place and at a certain time, while the sample is a subset that represents the population, with which the study to be carried out is actually carried out, from which results and general conclusions will be obtained.

Table 3

Population & Sample

Population	Sample
Students of the Eighth Semester (8/2)	10

Note: Based on the information presented, table 3 of the population and sample with the participants to be evaluated in this research was prepared. Created by Jose Balón, (2023).

Chapter IV

Results

This chapter contains the results of the grounded theory methodological study and the qualitative analysis of the data, including the practical steps involved in the analysis. Moreover, the connection of the findings on effective activation activities (warm up) as a key component in EFL classes. In addition, the collected data clarify and answer the research questions.

Interpretation of data from focus group

To obtain the data, a focus group was carried out through an interview with 10 participants. The analysis and interpretation of the questions are below:

Figure 1

Question 1: How does the teacher encourage the student to participate in warm-up activities at

the beginning of class?
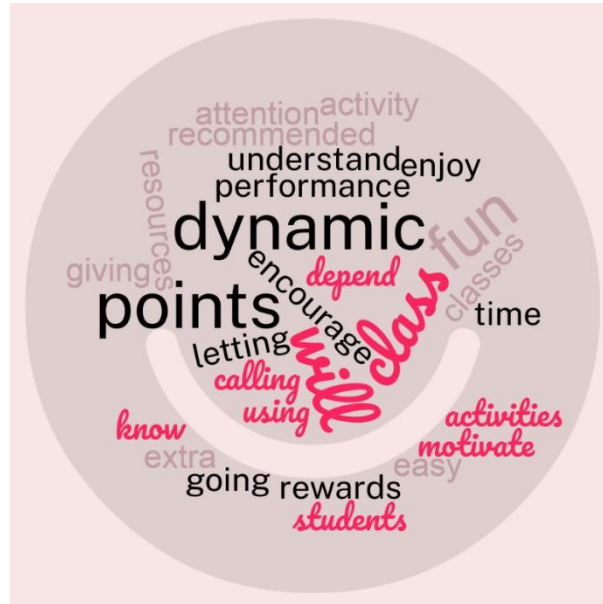
Note: Figure 1, sample of keywords using the nubedepalabras.es platform created by José Balón
(2023)

The most frequent words: encourage, funny, rewards.

Analysis: Based on the statement, 3 out of 5 participants agreed that student engagement

is defined through easy-to-understand, dynamic, and fun activities. Whereas, 2 out of 5

participants consider that the class is usually motivated by rewarding students for their correct

participation

Figure 2

Question 2 What kind of warm-up activities do you include in your class?

Note: Figure 2, sample of keywords using the nubedepalabras.es platform created by José Balón (2023)

The most frequent words: dynamic, vocabulary, comfortable.

Analysis: Based on the statement, 3 out of 5 participants agreed that they apply warm-up activities showing flexibility and movement around the class. This keeps the student active and participatory. Despite this, 2 out of 5 participants consider dynamic activities important, taking into account the age and number of students in the classroom.

Figure 3

Question 3 What are the strategies that he uses to carry out the warm-up activities?

Note: Figure 3, sample of keywords using the nubedepalabras.es platform created by José Balón (2023)

The most frequent words: group, participate, strategy.

Analysis: Based on the statement, 3 out of 5 participants agreed that they apply warm-up activities evaluating the new class topic and showing the relationship between the activities to create a suitable environment. Despite this, 2 out of 5 participants consider that to develop the participation of the whole class, it is necessary to divide the students into groups and establish healthy competition.

Figure 4

Question 4 How long does it take to do a warm-up activity in class?
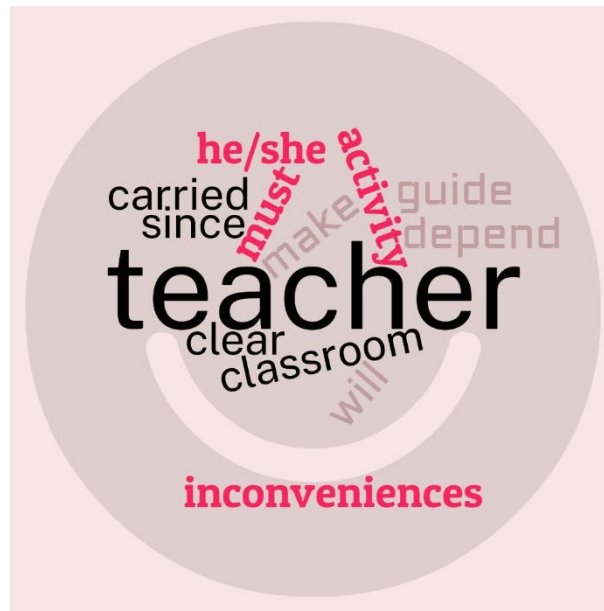

Note: Figure 4, sample of keywords using the nubedepalabras.es platform created by José Balón (2023)

The most frequent words: minutes, class, resources.

Analysis: Based on the statement, 3 out of 5 participants agreed that the activation activities should be simple using the necessary resources, and last approximately 5 minutes maximum time. Whereas 2 out of 5 participants mentioned that based on experiences, the activation activities are applied according to the class topic, and for students to better understand, this activity should last from 8 to 10 minutes.

Figure 5

Question 5 Who is in charge of giving the instructions for the warm-up activities?

Note: Figure 5, sample of keywords using the nubedepalabras.es platform created by José Balón (2023)

The most frequent words: teacher, classroom, clear.

Analysis: Based on the statement, 5 out of 5 participants agreed that the teacher is in charge of creating and giving the necessary instructions for the activation activities. In spite of that, it is important to create security in the students, generally, a question is asked to the students with the intention of making clear the instructions already established.

Figure 6

Question 6 How do you include all of your students in activation activities?

Note: Figure 6, sample of keywords using the nubedepalabras.es platform created by José Balón (2023)

The most frequent words: classroom, effective, number.

Analysis: Based on the statement, 5 out of 5 participants agreed that organization is important for the participation of all students. In addition, 4 out of 5 participants mentioned, generally in our country the classrooms have around 20 to 25 students. The best way to get everyone involved is to divide the class into 2 groups and choose a leader to represent the group. Finally, the students who are not leaders will defend their group to be the winners of the activity.

Figure 7

Question 7 What kind of skills does the student develop through the use of warm-up activities?
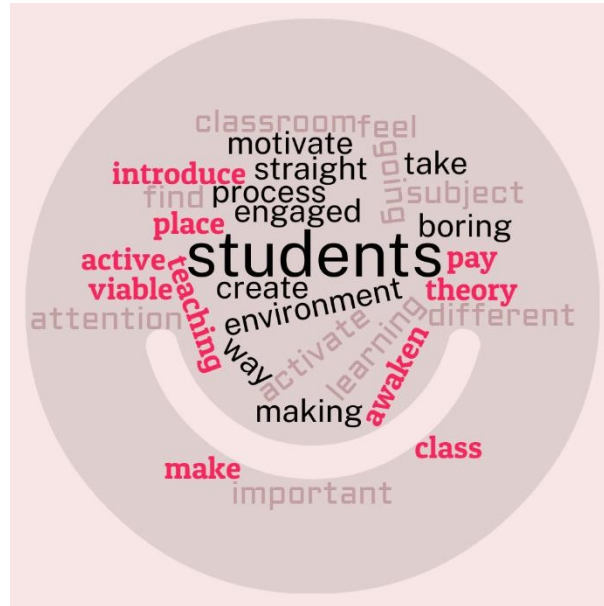

Note: Figure 7, sample of keywords using the nubedepalabras.es platform created by José Balón (2023)

The most frequent words: develop, skills, students.

Analysis: Based on the statement, 3 out of 5 participants agreed that students can develop learning skills such as speaking and listening by using activation activities. In addition, 4 out of 5 participants mentioned that the ability is developed according to the topic to be discussed in class, generally, students tend to get confused in grammar activities, and in relation to this, that ability can be developed or improved.

Figure 8

Question 8 Why is the warm-up important in the lesson plan?

Note: Figure 8, sample of keywords using the nubedepalabras.es platform created by José Balón (2023)

The most frequent words: Attention, environment, class.

Analysis: Based on the statement, 4 out of 5 participants agreed that applying an activation activity in the lesson plan is a good strategy at the beginning of class. In addition, it wakes up and activates the students and the classroom environment, complying with the teaching and learning process. Moreover, 3 out of 5 participants mentioned that the activation activity serves as an introduction to the new class topic, making students feel engaged by the class that is going to take place.

Figure 9

Question 9 What is the reaction of the students in the class, after carrying out a warm-up?

Note: Figure 9, sample of keywords using the nubedepalabras.es platform created by José Balón (2023)

The most frequent words: activities, participate, learn.

Analysis: According to the statement, 5 out of 5 participants mentioned that after applying some type of activation activity, students felt more comfortable and safe to participate in classes. In addition, 4 out of 5 participants added that the activation activity has an important factor, since students are active in participating and learning. In this way, the traditional activities of the teacher are left aside. Considering that each teacher promotes his way of teaching and observes his own results.

Analysis and discussion of the interview or focus group vs bibliographic review

Nowadays, data collection is a vital aspect on research due to the valuable information, opinions and points of views of a focus group previously collected by a questionnaire. Moreover, the objective of a survey is to gather facts to have the knowledge required to carry out the investigation and analysis the process properly. Similarly, the information provided by the questionnaire determines the development and management of the research, as well as the application of the purpose.

Currently, there are several ways to compile data from a group of people, the globalization and accessibility provided by electronic devices make it a process simpler to handle with. Nevertheless, this research was carried out through the use of technological tools (Google forms), emphasizing the freedom of the interviewee to express their ideas, knowledge and emotions through written media. In addition, there was a great acceptance of the participants to carry out the interview in digital media, expediting the collection of data and duration in terms of time.

Whereas open-ended questions are free-form survey questions that allow the respondent to answer based on their full knowledge, feelings, beliefs, and understanding. Indeed, the participants expressed valuable information based on their pre-professional work experience and practice, the importance of applying warm-up activities as a technique to start the class in an appropriate and fun way.

Activation activities being an essential aspect of this research, different open questions were brought to the interview in this regard. The affirmation of the participants to know basic principles of warm-up activities is not a distant topic in the current Ecuadorian educational

system, despite the number of educational institutions that provide English language teaching in the country.

In addition, the knowledge acquisition process of the students was a fruitful topic to discuss, it is important to highlight the strategies applied in the classroom to improve this process mentioned above, where the student's motivation plays an important role in the day to day of the class.

Furthermore, the use of teaching resources in easy-to-understand warm-up activities is an essential part of skill acquisition because of its impact on the students' learning experience. Thus, student exposure to various materials can help improve their understanding and knowledge of the world. In addition, for a good understanding of the dynamic and fun activities, it requires various didactic resources. This can be evidenced in the answers of the participants, they mentioned that the use of flashcards for the acquisition of vocabulary is part of the learning process of the students, emphasizing that these processes can be applied at different levels. However, is necessary to recognize that these tools provide an improvement in the perception of the students, together with the ability to identify properties, classify, solve problems and establish similarities and differences.

Therefore, answers of the participants, we noticed that the motivation of the students is a fundamental factor that is related to the learning process, as a consequence the interest of the student to engage throughout the class. Such as, the disinterest of the student is notable when the teacher enters the classroom and begins to teach a class, without first giving them the necessary participation to wake them up and connect them during the class.

Finally, this chapter provides the basis of the methodology developed by the researcher in charge of this project, in order to use the appropriate instrument for complete data collection.

The data was used to arrive at the most real information that can be used in favor of education. In addition, the methodology developed was tailored to this research project, in order to avoid limitations that could bias the results.

Chapter V

Study reflections

In relation to the objectives set at the beginning of this research, the information collected through the application of instruments to the participants, which supports the theoretical framework, it was possible to reach the following conclusions.

Firstly, based on the results obtained, I show that 5 out of 10 teachers in their classes correctly carry out the activation activities to motivate and create interest in students, so this average is not enough for students to achieve the acquisition of the necessary skills and knowledge. Likewise, it was possible to determine which are the principles and aspects that the activation activities have, among which we can mention: the relevance, the level of knowledge, activities that must be interesting, fun, of short duration, that attract attention and prepare the student for a period of concentration, thus ending the monotony of the class.

Moreover, the curiosity and commitment of the students when they were presented with the activation activities, demonstrating a process of learning acquisition, since it was something new and fun for them. In addition, the participation of each student was encouraged thanks to the different tools used such as flashcards, photographs, and music. Therefore, the first intuition as a teacher makes us interpret and understand that the innovation of didactic resources and the application of activation activities make a great difference in the teaching and learning process, specifically in young learners.

In addition, was verified that in the classes in which activation activities were applied, the performance of the students in the development of vocabulary, concentration and attention, class participation, and the application of learning styles improved. All of which favor the teachinglearning process. In addition, in the results can be observed that students have more problems when it comes to identifying the real meaning of the vocabulary in context, that is, of

the compound verbs that they use less frequently, contrary to what happens with the active vocabulary which are the verbs that are used frequently. The importance of vocabulary acquisition is evident because it helps build a wide range of words to describe events and emotions. It facilitates detailed conversation on various topics and the concretion in the expression of desires and feelings.

Furthermore, the vocabulary acquisition process is a daily challenge in which the teacher and students work together to achieve an adequate average of vocabulary words. However, vocabulary teaching strategies tend to become an outdated process where repetition and memorization of words are part of the routine, making the vocabulary learning process a predictable activity among students. Therefore, it concluded that the application of activities helps to increase the interest and participation of the students in the class since they are motivated to create an environment conducive to learning the English language.

Besides, the development of abilities and skills through the use of expressive and communicative activities such as activation activities, these being part of the didactic strategies, should be used in a class with students who are learning a foreign language. The teacher must use various motivating introductory activities that can be found both in books and on the Internet related to the subject to be treated to capture the attention of the students.

Despite all the results and benefits of the application of activation activities, the number of students per classroom can be considered a disadvantage, due to the organization and management of the class. However, when implementing these types of activities, it is about involving all students in the same objective, activating their learning system, and creating a fruitful environment with the whole class. The work of these activities can be divided into groups depending on the organization of the teacher with the rest of the class, this can generate a

positive aspect as a result of the prolonged activity, creating healthy competition between classmates, trying to promote participation through of prizes such as additional points for class participation, etc.

On the contrary, the level of interest of the students increases with the execution of initial dynamics. However, in the virtual modality it becomes difficult to monitor their level of immersion since situations such as connectivity problems, poor Internet service and on certain occasions not counting with adequate equipment to receive classes; these are computers with damaged cameras or speakers, cell phones that do not have all the necessary functions to carry out online activities, among others. However, for this type of problem, it is recommended that each student, depending on the level of studies, be in charge of the activation activities, this would prolong active participation among all.

Finally, motivate students to participate in activation activities, fulfilling the role of facilitator of learning in terms of the use of abilities and skills, always helping the student to lose the fear of speaking and expressing their feelings, doubts, and concerns. In addition, is recommended to encourage the use of activation activities for teachers, this can be done through constant training, promoting the use of new methodologies and teaching-learning strategies of the English language. Therefore, is suggested to train teachers in the new communication strategies of the English language through online courses that are currently one of the most useful resources worldwide or by reading updated articles on the topic of interest.

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ANNEXES

Annex 1: Anti -plagiarism Report

ANTI-PLAGIARISM REPORT

In my role as Adviser of the research paper entitled "EFFECTIVE ACTIVATION ACTIVITIES (WARM- UP) AS A KEY COMPONENT IN EFL CLASSES" prepared by JOSÉ DANIEL BALÓN FIGUEROA undergraduate student of PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES Career, Faculty of Education and Languages at Universidad Estatal Peninusla de Santa Elena, I declare that after having analyzed in the URKUND anti-plagiarism system, and after having fulfilled the required assessment requirements, this executed project finds 2% of the permitted assessment, therefore this report is issued.

Sincerely,

ING. TATIANA GARCÍA VILLAO MSc.

ADVISOR

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Annex 2: Questionnaire

 Analyze each of the questions and answer according to your knowledge based on experiences as a teacher in pre-professional practices.

Question 1: How does the teacher encourage the student to participate in warm-up activities at the beginning of class?

Question 2: What kind of warm-up activities do you include in your class?

Question 3: What are the strategies that he uses to carry out the warm-up activities?

Question 4: How long does it take to do a warm-up activity in class?

Question 5: Who is in charge of giving the instructions for the warm-up activities?

Question 6: How do you include all of your students in activation activities?

Question 7: What kind of skills does the student develop through the use of warm-up activities?

Question 8: Why is the warm-up important in the lesson plan?

Question 9: What is the reaction of the students in the class, after carrying out a warm-up?