



From Cold to Confident: Evaluating the Value of Warm-Ups in English Language Education

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Abstract:

The purpose of this study is to evaluate the value of warm-up exercises in the teaching of English. The study makes use of quantitative questionnaires and interviews as instruments for data collection that are conducted in 2023 at Salahaddin University's English Department in the College of Education in Erbil, Iraq. The purpose of the questionnaires and interviews is to find out opinions of teachers and students about the value of warm-up exercises in language learning. The results of this study showed that warm-up exercises significantly affect students' motivation and engagement levels, as well as their language learning process. Most teachers and students who participated believed that warm-up exercises are very helpful for English language learning. Students who take part in warm-up exercises feel more comfortable, confident, and ready to participate in the learning process. The findings of this study are important for teachers because they show that incorporating warm-up exercises in lessons can help them build strong relationships with their students. Teachers can improve students' overall language learning and create a positive learning environment by implementing warm-up exercises.

Keywords: English Language Classes, Classroom Environment, Motivation and Encouragement, Warm-up Activities

له ساردیه وه به رهو متمانه به خۆبون: هه ئسه نگاندى گرنكى گهرمكه ره وه كان له خویندى زمانى ئینگىزى

به راءهت ئىسماعيل فه قى عبدالله

به شى زمانى ئینگىزى، كۆلېزى پهروه ده، زانكۆى سه لاهه ددين، ههولېر، ههريمى كوردستان، عىراق.

پوخته

ئامانجى توژينه وه كه هه ئسه نگاندى گرنكى چالاكويه گهرمكه ره وه كان له وتنه وهى زمانى ئینگىزى. توژينه وه كه پرسىارنامهى چه ندىتى و چاوپېكه وتن به كارد هه ئى بۆ كۆكردنه وهى داتا له به شى زمانى ئینگىزى كۆلېزى پهروه دهى زانكۆى سه لاهه ددين له سالى ۲۰۲۳، ههولېر، عىراق. مه به ست له به كاره ئىنانى پرسىارنامه و چاوپېكه وتن كۆكردنه وهى راي مامۆستا و قوتابىانه له سه ر گرنكى چالاكويه گهرمكه ره وه كان بۆ فېربونى زمانى ئینگىزى. ده ره نجامه كان كاريگه رى به رچاوى ئه و چالاكياه پيشانده دن له سه ر هاندان و ئاستى به شداريكردى قوتابيان، ههروه ها پرۆسه ي فېربونى زمان. زۆربه ي ئه و مامۆستا و قوتابىانه ي كه به شداريان كرده بو باوه ريان وابو كه چالاكويه گهرمكه ره وه كان يارمه تيده رن له فېربونى زمانى ئینگىزى. ئه و قوتابىانه ي به شدارى له چالاكويه گهرمكه ره وه كان ده كه ن هه ست به دنىايى و متمانه به خۆبونى زياتر ده كه ن و ئاماده دن بۆ پرۆسه ي فېربون. ئه نجامه كانى ئه م توژينه وه يه گرنگيان هه يه بۆ مامۆستايان له به رته وهى ئه و ئه نجامانه نيشانده دن كه وا به كاره ئىنانى ئه و چالاكياه له وانه كان يارمه تيانده دن په يوه ندى به هېز له گه ل قوتابيه كانيان دروستبكه ن. مامۆستاكان ده توان فېربونى زمان لاي قوتابيان ئاسانترىكه ن و ژينگه يه كى فېربونى ئه رتيايه دروستبكه ن به به كاره ئىنانى ئه م چالاكياه.

كليله وشه كان: زمانى ئینگىزى، ژينگه ي پۆل، هاندان، چالاكويه گهرمكه ره وه كان.

1. Introduction:

Lessons in the English language can occasionally be dull and dreary. Students may lose interest in learning English due to the lesson's coldness. Because they are insecure about their language skills, English language learners frequently have trouble communicating in the beginning. This lack of confidence can be caused by a number of reasons, such as the worry that they will make a mistake, lack of familiarity with English language culture, and concerns about others' understanding of them. Warm-up exercises can be incorporated into teaching methods for English language learners as a way to address these problems. By using warm-ups in the classroom, this coldness can be transformed into warmth. Children, adolescents, and even adults dislike classes where there is not a sense of adventure. The learning process might be completely altered by adding five-to-ten-minute activities at the start of the lesson. Arends (2007) mentions that different techniques and even the activation of various body parts can be used to warm up. For the learning process to be successful, motivation is essential. By involving students in the learning process and utilizing innovative techniques, teachers can foster a positive learning environment. However, some students might have trouble interacting, using a limited vocabulary, or having other issues. Teachers should employ a variety of strategies

and encourage student interaction. Theories of motivation can support increasing students' interest in learning. To help students understand, teachers should link activities and materials to their attention.

The aim of this research is to investigate the effectiveness of warm-up activities in enhancing English language learning. The study seeks answers for the following questions: How do teachers perceive the effectiveness of warm-up activities in enhancing their teaching experience? How do students perceive the effectiveness of warm-up activities in enhancing their learning experience? How do students' perceptions and preferences regarding the presence or absence of warm-up activities in language learning lessons impact their evaluation for the lesson? Before moving to the theoretical background, let's look at some literature about warm up activities.

In a literature review exploring the effectiveness of warm-up activities in language learning, several studies were examined. Farida et al. (2020) conducted a quantitative study with first-grade students; they found that warmers and fillers were effective in increasing students' mastery of English vocabulary. The study used vocabulary tests and questionnaires as data collection instruments, and the results showed a significant improvement in students' post-test scores. Thorve (2022) emphasized the importance of learning various language skills, including vocabulary, grammar, and pronunciation, to effectively learn English. The author highlighted the value of creating a joyful and stress-free learning environment through the use of warmers, particularly games, as they can help create a healthy atmosphere in the classroom and make learning enjoyable for everyone. Aung and Tepsuriwong (2017) stated that warm-ups at the beginning of a lesson helps draw students' attention to the material and encourages participation. Additionally, warm-up exercises encourage students, get their attention at the start of class, help them recall prior knowledge, and help teachers and students discuss the objectives of the lesson.

Velandia (2008) discussed the experience of applying warming-up activities to seventh-grade students in a public school. The objective was to capture students' attention at the beginning of the class and engage them in subsequent steps. The use of warm-up activities was found to increase students' attention and facilitate their involvement in English classes. Data collected through journals, surveys, and field notes that supported the findings. Tosun and Yildiz (2015) examined the role of extracurricular activities (ECAs) as warm-up activities in the English language teaching process. The authors explored the relationship between warm-up activities and repetitions, emphasizing the importance of using ECAs to reinforce learning skills and memory. They proposed that warm-ups and repetitions are closely related and play integral roles in language acquisition. Diril (2015) summed up the value of warm-ups as follows: they are pedagogically important in teaching a foreign language; they help students relax and learn more effectively; they increase

motivation and interest while reducing the lesson's monotony; they encourage the use of language in novel ways; they support student concentration on learning; they facilitate freedom of motion; they support students in communicating their emotions; and they support students' ability to get along with others. Akther (2014) concludes that it is helpful to use warm up activities in language classrooms.

Overall, the reviewed literature suggests that warm-up activities have the potential to effectively engage students, enhance attention and motivation, and improve language learning outcomes. These activities provide a joyful and stress-free learning environment, reinforcing learning skills and memory. Further research on the specific types and timing of warm-up activities can contribute to a better understanding of their impact on language learning.

2. Theoretical Background

2.1 Lesson Plan

Lessons have a recognizable structure, beginning in a specific way, moving through various teaching and learning activities, and ending with a conclusion (Richards & Lockhart, 1994). The structure is organized along four dimensions: Opening, Sequencing, Pacing, and Closure. The opening consists of the teacher's strategies for making students focus on the lesson's learning objective. The first five minutes of a lesson, known as the opening or entry, are usually spent by the teacher using techniques to get the students' attention. It is crucial to engage students and encourage their curiosity at the beginning of a lesson (Aung & Tepsuriwong, 2017). A warm-up activity, new knowledge acquisition, and new knowledge practice are the three main components of effective English language lessons. Each component of the lesson is crucial to the development of lessons (Rincones, 2015). The beginning and the end of English language lessons have a significant impact on how well students at all ages perform.

A lesson plan serves as the lesson's framework. The lesson plan is the map if you think of a lesson as a journey. It displays your starting point, finishing point, and travel path. Lesson plans are the result of teachers' reflections on their classes, including their goals and intended methods of instruction. They are typically written, though not always. Plans come in as many varieties as there are instructors. In addition to describing each activity in great detail, trainee teachers frequently have to list the precise questions and instructions they will give the class as well as the timings for each activity. However, it is unrealistic to expect teachers to plan every lesson at this level of detail when they work full-time as educators (Robertson & Acklam, 2000). It will be much easier for teachers to do their jobs if they have a lesson plan in hand and are aware of it, and it also affects how well students perform.

The first five minutes of a lesson are usually devoted to the opening or entry, which consists of the techniques the teacher employs to draw the students' attention to the lesson's learning objectives (Watson Todd, 1997). The objectives of the lesson, how it relates to prior lessons, and the activities the students will complete should all be explained to them by the teacher in the opening (Lindsay, 2006). It is the method the teacher uses to prepare the students for the lesson. The beginning or introduction of the lesson is crucial in that it appears to be the point at which the teacher can judge whether or not the students are paying attention to the lesson. It could have an impact on how the lesson is taught later if something goes wrong at this point (Scrivener, 2012). Warm-ups, which are used in the first part of a lesson, have been found to help students pay attention and become more engaged (Aung & Tepsuriwong, 2017). The first and most crucial component of a lesson plan will be discussed in the paragraphs that follow.

2.2 Warm-Ups

Warm-ups can be used as a technique to motivate students. Warm-up exercises ought to connect the prior lesson to the present lesson by using both previous lessons and the current lesson. Some educators use warm ups to bring the students into the mode of learning (Tosun & Yildiz, 2015). Warm-up activities are frequently given less consideration in lesson plans than they should. An organized warm-up fosters relaxation, boosts motivation, spark their prior knowledge, and increases students' interest in the subject. They help students adopt the proper mindset for learning. When they are properly warmed-up, students are more productive in class because they can block out the outside world and focus on the task at hand (Gaspar et al., 2016). Therefore, warm-up activities can serve as a partition between learning and the learner's personal concerns, which keep them occupied. Students can still learn from these activities in spite of all the problems that exist outside the learning environment.

The phrase 'warm-up' is often used in sports to prepare athletes for athletic activities. Teachers should not start teaching immediately, as switching between languages requires mental control. In English classes, warm-up exercises are essential to help students adapt to the new environment and ensure they are ready to learn. This approach helps students feel more confident and prepared for their lessons (Diril, 2015). Making students relax in starting to speak, getting students to speak and think in English, and conditioning the students to be ready to study English create a massive difference in the atmosphere of the class (Farida et al., 2020). Similar to this, Rushidi (2013) defines warming up as a practice that encourages students to unwind and adopt a positive outlook toward learning. Thorve (2022) gives more detail to warmers as brief games with a 4-5minute time limit, aid in attracting students and fostering a positive environment in the classroom. Along with communication skills, they aid in the development of language and

entertainment skills. They also promote participation, an eco-friendly environment, and positive classroom interactions. Students improve their understanding, practice their language skills, and participate more actively in class activities by using warmers.

Warmers set the tone of the class, they maintain students focus on the task, and prepare learners' minds to learn and acquire new knowledge. Furthermore, warm-up activity adds more than just a bit of fun towards a lesson. Students like to participate in these kinds of activities because they consider them a low-risk task, and they feel less inhibited than taking part in a usual language practice task (Rincones, 2015). A warm-up to prepare students for a period of concentration may involve physical movement with activities that keep them active by standing up, walking, jumping, matching pictures with sentences or vocabulary, drawing or writing personal experiences or stories, and singing or listening to familiar songs and chants. These are, among others, enjoyable and motivating warm-ups (Velandia, 2008). Depending on the teachers' experiences and students' levels, warm-ups can take many different forms. It can be used to stimulate the body and mind through physical activities or mental exercises.

2.3 Principles of Warm up Activity

Velandia (2008) suggests some design guidelines for a warm-up exercise. He suggests that a warm-up exercise needs to be performed at the start of class. It will aid educators in catching the focus of the students. For students to become motivated right away, the lesson starters must be engaging. Since it serves as an introduction to later stages of a lesson, the activity is typically brief. The warm-up activity needs to be related to the lesson's subject matter so that students can easily participate in other activities to hone their language skills later on. The essential components of a warm-up activity have also been discussed by Robertson and Acklam (2000). They mention that an engaging warm-up activity is necessary to encourage students to practice their English. Due to the short duration of a warm-up activity, it will not be the primary focus of the lesson. The warm-up can be used as an opportunity for the students to review previously learned language. Velandia (2008) disagrees with Robertson and Acklam (2000) that the warm-up activity must be related to the lesson topic. He points out that the main goal of using warm-up activities is getting the students ready to work in English, so it is not necessary for them to be related to the lesson.

Every lesson has a beginning. Like the beginning of a book or a film, if it does not interest the reader, then it may not be successful. The teacher should try to engage the students from the very start of the lesson. A good way of doing this is through activities called warmers. Here are the main features of warmers: A warmer should be an interesting activity to encourage the students to use English; they are meant to be short activities;

they should not be a dominant part of the lesson; warmer activities do not necessarily have to be connected with the target language of the lesson. It is possible to adapt many activities to suit the teaching point, but the main purpose of warmers is to get the students ready to study and work in English; Warmers can often be adapted to provide revision, giving the students an opportunity to use previously studied language (Robertson & Acklam, 2000).

In the following ways, using warm-up exercises in language classes is beneficial: to motivate students, to get their attention at the start of class, to remind them of their prior knowledge, to build rapport with them and create a positive learning environment, to establish a clear lesson goal, and to motivate students (Aung & Tepsuriwong, 2017). Allwright (1984) considers that warm-up activities are designed to attract students' attention, to help them put aside distracting thoughts, and to get them ready to focus individually and as groups on whatever activities that follow. They will cause people to stop whatever they are doing or thinking and refocus their attention. These kinds of activities might also be called 'zealous', 'enthusiastic', or 'suggestive activities'.

3. Methodology

This study aimed to understand how teachers and students felt about the value of warm-up exercises for English language learning. The research design utilized both qualitative and quantitative methods. Two quantitative questionnaires served as the first tool, and qualitative interviews served as the second. The teachers and students in Salahaddin University's English Department of the College of Education make up the study's population. Because the study focuses on a particular population of teachers and students, its findings might not apply to all teachers and students.

Some statements were used in the creation of the questionnaires for teachers and students. The statements in the questionnaires and questions in the interviews were created by the researcher. A small sample of participants participated in a pilot study to assess the questionnaire's reliability. After calculating the Cronbach's Alpha reliability statistics, the researcher was able to edit and delete certain sections from the questionnaires. The researcher used factor analysis to assess the questionnaires' face validity and organized the statements and questions in a way so that the respondents feel easy and comfortable to answer. The respondents have to choose and tick an appropriate option from five options for each statement. For analysis, the researcher has converted the responses into mathematical figures as follows: Strongly agree = 1, Agree = 2, Neutral = 3, Disagree = 4, and Strongly disagree = 5. JASP, which is a statistics software, was used to do the descriptive statistics for the variables. To design interview questions, the researcher

used pre-structured questions. The results are presented in researcher's own words supported by quotations from the students.

In the academic year 2022-2023, at English Department, College of Education, Salahaddin University-Erbil the researcher selected three different groups of respondents for the study. 55 (42 females and 13 males between the ages 20 to 23) students from the third and fourth years, as well as 15 (9 females and 6 males between the ages 29 to 50) teachers with various academic titles, responded to the quantitative questionnaire. Also, 12 (10 females and 2 males between the ages of 18 to 20) first-year students were interviewed. The study triangulates its population because it includes three different participant groups. Moreover, the sample size was small, but the small sample was examined carefully and closely to analyze whether warm-up activities are seen as useful activities for the teachers and students in English language classroom or not. The researcher tried her best to make the study as objective and valid as possible.

4. Results

4.1 Results of the Teachers' Questionnaire

Cronbach's alpha, a widely utilized reliability coefficient, offers valuable insights into the internal consistency of a set of assessment items or variables. At a glance, a score of 0.849 points towards a commendable level of homogeneity within the variables. A result of 0.849 showcases a degree of interrelatedness and interdependence among the assessed variables, implying that they collectively capture the intended concept with remarkable reliability (*Goforth, 2015*).

Table 1: Reliability Statistics

Estimate	Cronbach's α
Point estimate	0.849

The factor loadings represent the level of correlation between each variable (V.1, V.2, etc.) and the underlying factors (Factor1, Factor2, and Factor3) in a factor analysis. For Factor 1, V.3 has the highest loading with 0.949, indicating a strong positive correlation between V.3 and Factor1. V.1 (loading 0.826), V.10 (loading 0.779), and V.2 (loading 0.757) also have relatively high loadings on Factor1, suggesting a moderate positive correlation with Factor 1. For Factor 2, V.7 has the highest loading (0.800), indicating a strong positive

correlation with this factor, V.8 (loading 0.705) and V.9 (loading 0.666) also have moderate to high loadings on Factor 2, suggesting a positive correlation. For Factor 3, V.5 has the highest loading with 1.051, indicating a very strong correlation with this factor. V.6 (loading 0.608) also has a moderate loading on Factor 3, suggesting a positive correlation. Uniqueness refers to the amount of variance in each variable that is not accounted for by the underlying factors. Variables with low uniqueness values (e.g., V.5, V.7) have their variance primarily explained by the factors, while variables with high uniqueness values (e.g., V.4, V.6, V.8) have a larger proportion of unique variance.

Table 2: Factor Loadings

	Factor 1	Factor 2	Factor 3	Uniqueness
V.3	0.949			0.110
V.1	0.826			0.342
V.10	0.779			0.245
V.2	0.757			0.217
V.7		0.800		0.020
V.8		0.705		0.555
V.9		0.666		0.365
V.5			1.051	0.002
V.6			0.608	0.585
V.4				0.806

Note. Applied rotation method is promax.

Table 3. shows descriptive statistics for the teachers' questionnaire of ten statements. The means for all the variables are between one and two. The highest standard

deviation is 0.941 for the seventh variable and the lowest is 0.414 for the first variable. It means that all the variables clustered around the mean.

Table 3: Descriptive Statistics

	Mean	Std. Deviation
V.1	1.200	0.414
V.2	1.267	0.594
V.3	1.533	0.743
V.4	1.333	0.488
V.5	1.933	0.704
V.6	2.133	0.834
V.7	1.800	0.941
V.8	1.800	0.676
V.9	1.467	0.516
V.10	1.667	0.816

Figure 1. presents a spider map of the ten statements in the teachers' questionnaire. It is apparent from that the blue web which stands for strongly agree is wider than the others, and the red web is also clear that stands for agree. For the first statement 12 respondents strongly agreed, and 3 agreed. For the second statement 12 strongly agreed, 2 agreed, and 1 chose neutral. For the third statement 9 respondents strongly agreed, 4 agreed, and 2 chose neutral. For the fourth statement 10 strongly agreed and 5 agreed. For the fifth statement 4 strongly agreed, 8 agreed, and 3 chose neutral. For the sixth statement 4 strongly agreed, 5 agreed, and 6 chose neutral. For the seventh statement 7 respondents strongly agreed, 5 agreed, 2 chose neutral, and 1 disagreed. For the eighth statement 5 strongly agreed, 8 agreed, and 2 chose neutral. For the ninth statement 8

strongly agreed and 7 agreed. For the tenth which is the last statement 8 strongly agreed, 4 agreed, and 3 chose neutral.

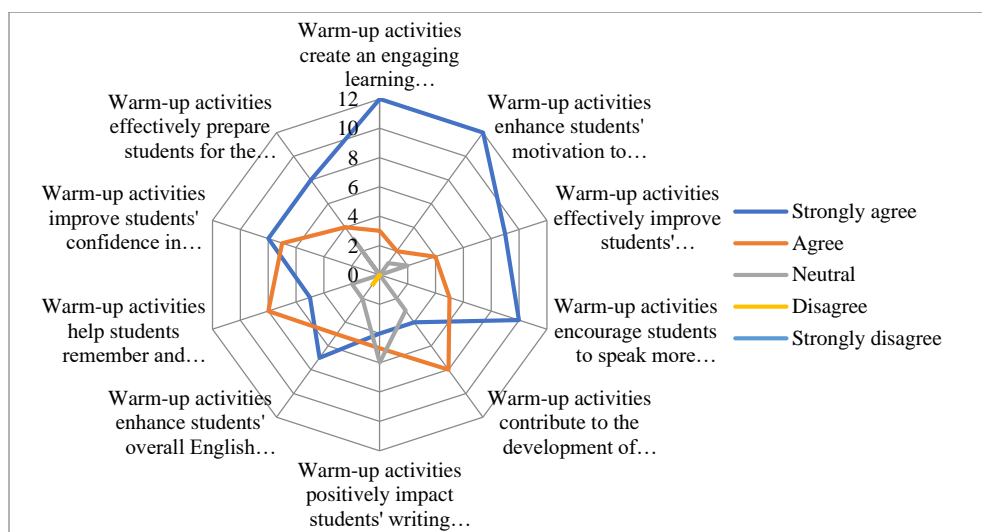


Figure 1: Spider Map of the Teachers' Responses

4.2 Results of Students' Questionnaire

Cronbach's α , the measure of internal consistency, is 0.788. This suggests that there is a moderately high internal consistency among the items in the test or questionnaire. It indicates that the items are reasonably measuring the same construct, although there may be some room for improvement in terms of consistency. Overall, it suggests that the items are fairly reliable in measuring the intended construct, but there may be some variability or measurement error present.

Table 4: Reliability Statistics

Estimate	Cronbach's α
Point estimate	0.788

In Table 5, there are three factors labeled as Factor 1, Factor 2, and Factor 3. Each variable is listed under the respective factor to which it is most strongly associated. For Factor 1, variables V.7, V.6, and V.8 have significant loadings, indicating a strong positive association with this factor. The highest loading is observed for V.7 (1.100), followed by V.6 (0.630), and V.8 (0.502). This suggests that these variables are strongly related to each

other and can be considered as indicators of Factor1. Factor 2 is characterized by significant loadings for variables V.1, V.9, V.3, and V.2. The loading for V.1 is 0.642 and for is V.9 (0.611) which indicate a positive association. V.3 (0.427) and V.2 (0.424) also have some degree of association with Factor 2, but with smaller loadings. This suggests that V.1 and V.9 are the primary indicators of Factor 2, while the other variables make a smaller contribution. Factor3 is indicated by variables V.4 and V.5, with loadings of 0.853 and 0.551. The uniqueness values indicate the amount of variance in each variable that is not explained by the factors. Generally, lower uniqueness values suggest that a larger proportion of the variance in the variable is accounted for by the factors. Variables V.7, V.6, V.8, V.4, and V.5 have relatively low uniqueness values, suggesting that a substantial portion of their variance is explained by the factors.

Table 5: Factor Loadings

	Factor 1	Factor 2	Factor 3	Uniqueness
V.7	1.100			0.000
V.6	0.630			0.443
V.8	0.502			0.665
V.1		0.642		0.666
V.9		0.611		0.363
V.3		0.427		0.596
V.2		0.424		0.569
V.4			0.853	0.244
V.5			0.551	0.650

Note. Applied rotation method is promax.

Table 6. shows descriptive statistics for the students' questionnaire of nine statements. The means are either one or two for all the nine variables. The highest

standard deviation is 1.009 for the third variable and the lowest is 0.688 for the eighth variable. It means that all the variables are clustered around the mean; only the third variable is more spread out.

Table 6: Descriptive Statistics

	Mean	Std. Deviation
V.1	1.764	0.816
V.2	1.873	0.721
V.3	1.982	1.009
V.4	2.182	0.841
V.5	2.164	0.856
V.6	1.964	0.981
V.7	2.200	0.911
V.8	1.836	0.688
V.9	1.891	0.916

Figure 2. presents spider map of the nine statements in students' questionnaire. It is apparent from the web that the red web which stands for agree is wider than the others, and the blue web also stands for strongly agree. For the first statement 24 respondents strongly agreed, 22 agreed, 7 chose neutral, and 2 disagreed. For the second statement 21 strongly agreed, 20 agreed, 9 chose neutral, 4 disagreed, and 1 strongly disagreed. For the third statement 9 respondents strongly agreed, 4 agreed, and 2 chose neutral. For the fourth statement 12 strongly agreed, 24 agreed, 16 chose neutral, and 3 disagreed. For the fifth statement 12 strongly agreed, 26 agreed, 13 chose neutral, and 4 disagreed. For the sixth statement 19 strongly agreed, 25 agreed, 7 chose neutral, 2 disagreed, and 2 strongly disagreed. For the seventh statement 12 respondents strongly agreed, 25 agreed, 14 chose neutral, 3 disagreed, and 1 strongly disagreed. For the eighth statement 18 strongly

agreed, 28 agreed, and 9 chose neutral. For the ninth statement 23 strongly agreed, 18 agreed, 11 chose neutral, and 3 disagreed.

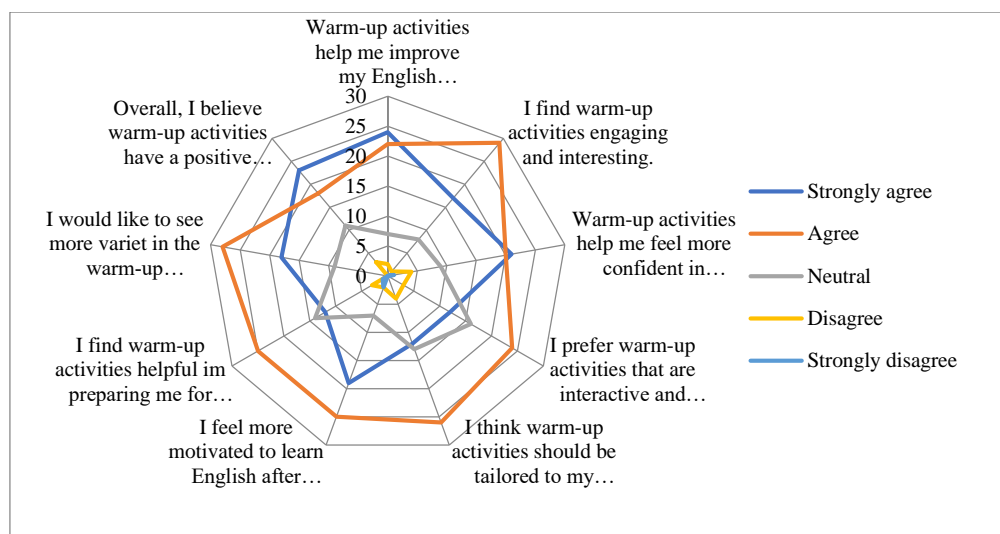


Figure 2: Spider Map of the Students' Responses

4.3 Results of the Interviews

The second tool of gathering data involved interviewing 12 first-year English majors at Salahaddin University's College of Education; two males and ten females between the ages 18 to 20. Just two males took part in the interviews due to the low number of males. The students have been asked to watch two videos with and without warm-up exercises. They were first year students and had no knowledge of warm-up exercises. The interviewer then questioned them about which videos were better and why. They first watched two videos, the first of which included warm-up exercises and the second of which did not. Only two of the twelve students thought the second video was better. The first video, according to every other student, was better. They were then asked to elaborate on why it was better. These are some quotations from the students:

"First of all, I have been watching the first video lately. I love her way of teaching, especially her accent. The second video made me bored, so I just skipped it. The first video is quite easy to understand, and her positive attitude helps me stay engaged in the video. I don't get bored when watching it."

"I like the first video because it is very amazing, and it uses the best and easy method for learners and they don't forget what it says."

"The first video is better than the second one because the second one is boring and I don't like to continue watching."

"Because the first one is good enough for me to understand, while the second video I can't understand it completely and that's boring for me."

"Honestly, I think both of them are good. I watch both of them in YouTube. But I prefer the first one because the video is enjoyable and not hard to understand."

"I like the first video because it's fun and interesting, but the second one seems a bit boring to me."

The second question in the interview was watching two more videos and telling the interviewer why they think the video is better. In the first video, there was a warm-up exercise, but there was none in the second. Out of twelve students, nine believed the first video was better, while only three believed the second video to be better. Here are a few of the students' comments that they provided to explain why they thought the first video was better.

"In my opinion, the first video is better than the second one because at first, I thought the teacher in the second video was an AI, not a person, due to his robotic speech. However, the teacher in the first video uses an interactive method to facilitate better understanding. He possesses effective teaching techniques."

"Because he does it in action, or I can say he uses the body language, it makes it faster and easier to understand."

"His body language while speaking makes me feel fun and excited."

"He is explaining in a sarcastic way so it's not bothering while watching."

“He looks more fun and the video is interesting. I like to learn while the teacher looks excited, happy, and loud.”

5. Discussion

The purpose of this study was to determine whether warm-up exercises can improve English language learning. The research aimed to address the following questions: How do teachers view the value of warm-up exercises in improving their classroom experiences? What effect do students believe warm-up exercises have had on improving their learning? How do students' perceptions and preferences about the inclusion or exclusion of warm-up exercises in English language learning affect their assessment of the effectiveness of English language lessons?

The results of the questionnaire show that most of the teachers agree with the effective influence of warm-up activities on the overall learning process. The means of all the statements were between one and two which means that the respondents were either strongly agreed or agreed. “Warm-up activities create an engaging learning environment for English language learners.” was the first statement; most of the teachers strongly agreed and three respondents agreed. All the teachers strongly confirm that warm-ups create an engaging learning environment. “Warm-up activities enhance students' motivation to learn English.” was the second statement; all the teachers either strongly agreed or agreed, and only one teacher chose neutral. This means that almost all the teachers see warm ups as an enhancement for students' motivation for learning. This result can be supported by Velandia (2008), who discussed the experience of applying warming up activities to seventh-grade students in a public school. He concluded that the use of warm-up activities was found to increase students' attention and facilitate their involvement in English classes. Peterson's (2010) statement also matches with this result. He says that beginning the lesson plan with a quick warm-up activity may help students to concentrate on the intended subject and spark their creativity.

“Warm-up activities effectively improve students' listening skills in English.” was the third statement. All the teachers either strongly agreed or agreed; only two teachers chose neutral. These activities encourage students to focus more and this helps them in improving their listening skills. “Warm-up activities encourage students to speak more English in the lesson.” was the fourth statement. All the teachers either strongly agreed or agreed. Diril (2015) confirms similar results. He summed up that warm-up activities help students relax and learn more effectively; they encourage the use of language in novel ways; they support student concentration on learning; they facilitate freedom of motion;

they support students in communicating their emotions; and they support students' ability to get along with others.

"Warm-up activities contribute to the development of students' reading comprehension in English." was the fifth statement. Most of the teachers agreed or strongly agreed; three of the respondents chose neutral. "Warm-up activities positively impact students' writing skills in English." was the sixth statement. Four interviewees strongly agreed; five agreed; six chose neutral. More teachers see warm-up activities as positively affecting writing. At the same time, a large number chose neutral which means that they are not sure. "Warm-up activities enhance students' overall English language proficiency." was the seventh statement. Most of the respondents either strongly agreed or agreed. Only two students chose neutral and one disagreed.

"Warm-up activities help students remember and apply vocabulary learned in English lessons." was the eighth statement. The respondents either agreed or strongly agreed. However, two respondents chose neutral. This is supported by Farida *et al.* (2020) and Thorve (2022) who found that warmers were effective in increasing students' mastery of English vocabulary. They emphasized the importance of learning various language skills, including vocabulary, grammar, and pronunciation. The authors highlighted the value of creating a joyful and stress-free learning environment through the use of warmers. "Warm-up activities improve students' confidence in using English." was the ninth statement. All the respondents either strongly agreed or agreed. It seems that all the teachers believe that warm-ups increase students' confidence. "Warm-up activities effectively prepare students for the main lesson content in English." was the tenth statement. Most of the students strongly agreed and agreed while three students chose neutral.

The results of the questionnaire that was filled by the students show that most of the students agree with the effective influence of warm-up activities on their learning process. The means of all the statements were between one and two which means that the respondents were either strongly agreed or agreed, and rarely chose neutral and disagree. "Warm-up activities help me improve my English language skills." was the first statement. Most of the respondents either strongly agreed or agreed. Seven respondents chose neutral and only two students disagreed. They believed that warm-ups are important for the improvement of English. "I find warm-up activities engaging and interesting." was the second statement. Most of the respondents agreed, strongly agreed, and very few chose neutral; one student disagreed. It seems that the students are interested in these activities in the class. Arends (2007) confirmed that for the learning process to be successful, motivation is essential. By involving students in the learning process and utilizing innovative techniques, teachers can foster a positive learning environment.

“Warm-up activities help me feel more confident in speaking English.” was the third statement. Most of the respondents strongly agreed or agreed, very few chose neutral and disagree. “I prefer warm-up activities that are interactive and involve group work.” was the fourth statement. A large number of respondents agreed and strongly agreed: 16 chose neutral and 3 disagreed. “I think warm-up activities should be tailored to my English language level and needs.” was the fifth statement. Most of the respondents either agreed or strongly agreed, and very few chose neutral and disagree. “I feel more motivated to learn English after participating in warm-up activities.” was the sixth statement. A large number agreed and strongly agreed; 7 respondents chose neutral; 4 chose disagree and strongly disagree. Aung and Tepsuriwong (2017) confirmed the results of the above statement by stating that warm-ups help draw students’ attention to the material and encourages participation. Additionally, warm-up exercises encourage students, get their attention at the start of class, help them recall prior knowledge, and help teachers and students discuss the objectives of the lesson.

“I find warm-up activities helpful in preparing me for the main lesson content.” was the seventh statement. Most of the respondents agreed or strongly agreed, 14 chose neutral, 3 disagreed, and 1 strongly disagreed. Robertson and Acklam (2000) mentioned that the main purpose of warmers is to get the students ready to study and work in English. One of the goals of using warming up exercises, according to Garcia and Martin (2004), is to get students’ background knowledge going and get them ready for the lesson. “I would like to see more variety in the warm-up activities used in my English language classes.” was the eighth statement. Most of the respondents either agreed or strongly agreed; 9 students chose neutral. “Overall, I believe warm-up activities have a positive impact on my English language learning experience.” was the last statement. Most of the respondents agreed and strongly agreed; only few chose neutral or disagree. This can be supported by Flanigan’s (2011) finding that warm-up activities aid students in practicing and improving their four language skills (listening, speaking, writing, and reading).

From both questionnaires, it can be seen that most of the teachers strongly agreed with the statements, while the students mostly chose agreement from the scale. This may be due to the experience of teachers and their knowledge about warmers. The students might not have much information about these activities.

Based on the interviews conducted with 12 first-year English majors, it is evident that the majority of the students preferred the videos that incorporated warm-up exercises. Out of the 12 students, 10 expressed a preference for the first video, while 2 students favored the second video. The reasons provided by the students for their preference of the first video over the second video included the enjoyment of the teaching style, ease of understanding, positive attitude of the instructor, and engaging content. The

students pointed out that the first video was more engaging and interesting, and that they did not feel bored while watching it. They appreciated the accent and teaching technique of the instructor in the first video, noting that it helped them stay focused and motivated. The second video, on the other hand, was perceived as boring and less understandable by most of the students.

In the second set of videos, which included a warm-up exercise in the first video but not in the second, the students again displayed a strong preference for the video with the warm-up exercise. Nine out of the 12 students believed that the first video was better, while only three favored the second video. Students cited factors such as the teaching skills of the instructor, interactive teaching methods, effective use of body language, and a fun and exciting learning experience as reasons for their preference. However, it is worth noting that a minority of students had a different opinion and preferred the videos without warm-up exercises. This highlights the individual variability in learning preferences and reinforces the idea that instructional materials should cater to different learning styles and preferences. Future research could explore further aspects of warm-up exercises and their impact on language learning outcomes, as well as investigate individual differences that may influence students' preferences.

6. Conclusion

In conclusion, using warm-up activities can be an effective way to start a class with an engaging activity, to help students set a positive attitude for learning, and to keep them engaged in class. Results of the study have presented that in a language classroom a warm-up activity can be used for many reasons. One of the reasons is to establish a good relationship among students and teachers and to set a positive learning environment for the students to make them comfortable in the classroom. Then, warm-ups can be used to motivate the students so that they become interested in learning. Moreover, teachers can use warm up to get students' attention at the beginning of the class. Also, the use of warm-ups can be a good exercise for the students to recall their background knowledge. Both teachers and students prefer English language lessons with warm-up exercises. They believe that the inclusion of warm-up exercises in English language lessons have a positive impact on students' engagement and understanding. These findings will be helpful for educators to ensure them that incorporating warm-up activities can enhance the effectiveness of English language learning materials. Further research on the kinds of warm-ups that work well for student improvement might be a worthy effort. Furthermore, a longitudinal study concerning warm-up exercises in English language programs will reveal important findings regarding these exercises.

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