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**WARM UP ACTIVITIES IN FOREIGN LANGUAGE
TEACHING ACROSS DIFFERENT AGES**

Magisterská diplomová práce

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Prohlášení:

Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

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ABSTRACT

This diploma thesis deals with the application of warm up activities on various developmental stages of foreign language learners. The theoretical part is provided with description of the role of warm up activities, characterization of the particular developmental stages inclusive of appropriate teaching strategies and delineation of age-appropriate warm up activities. The practical part strives to validate these theoretical principles providing observation of representative warm up activities and analysis of student and teacher-oriented questionnaires.

INTRODUCTION

Having the opportunity to teach both at basic school and language school made me wonder about the distinctions learners of different ages are abounding with, especially when being actively involved in the lesson. Consequently, I desired to ascertain more about this issue, specifically about warm up activities being generally applied as an activating tool to young, teenage and adult learners. Because of the fact that I study and teach English and German language, the focus of this thesis is in general on all foreign languages.

Being divided into two parts, the first part of this thesis lays the foundations that are subsequently being verified in the second - research part.

Regarding the theoretical part being divided into three chapters, the first chapter provides the definition of a warm up activity, highlights its importance and suggests the strategies for its realization in the teaching process.

The second chapter examines individual developmental phases propounding teaching strategies for young, teenage and adult learners.

Last but not least, the third chapter endeavours to classify warm up activities considering their appropriateness for particular ages of learners.

As for the practical part, its target is to validate the theory and find out the real situation in teaching practice considering the author's, students' and teachers' point of view. Specifically, its objective is to find out whether foreign language teachers incorporate warm up activities into their lessons, what types of activities they apply on different age groups, and what types of activities are appreciated by students.

The data were assembled, first, via author's observation of chosen warm up activities, second, via questionnaires for various foreign language students and third, via foreign language teachers' oriented questionnaire. Subsequently, analysis of the research part is conducted and the research questions (see the introduction to "Practical Part") are answered.

THEORETICAL PART

The theoretical part of this thesis is dedicated to a type of activity being implemented in the introductory stage of the lesson called *warm up activity*.

The objective of this part is to state general theoretical foundations underlying the research part concerning use of warm up activities in foreign language teaching with different ages of learners.

Consequently, three principal fields are explored, specifically the role of warm up activities, developmental stages of learners, and types of warm up activities with respect to the age of learners.

1 THE ROLE OF WARM UP ACTIVITIES IN THE LANGUAGE CLASSROOM

The first chapter deals with the definition of the term warm up activity, defines its role, main principles and, most importantly, it highlights its significance in language teaching.

1.1 THE DEFINITION OF THE TERM WARM UP ACTIVITY

The term *warm up*¹ is commonly used in the field of sports for preparatory stage of an athletic event or workout, characterized by practising and exercising before the performance takes place. Similarly, the process of teaching a foreign language requires the warm up stage that gives the students chance to become accustomed to using a different language, dispose of the distracting thoughts, draw their entire attention and evoke a learning mood at the beginning of the lesson. (Diril, 2015)

Rushidi (2013) describes the term as a phase helping students feel relaxed and move into a positive frame of mind, having a feeling that the learning is going to be easy and fun. Warm up can simultaneously be defined as an activity, facilitated by teachers, demanding an active involvement and enabling the students to use formerly acquired language. (Fuentes, n.d.)

According to Kay (1995), giving a definition of warm up as the first stage of a lesson plan, “*it is an effective way to help the students begin to think in English and to review previously introduced material. Different types of warm-ups help provide variety and interest in the lesson*”. (Kay, 1995, p. 6)

¹ *warm up* is spelled by various authors in different ways, e.g. “warm ups”, “warming up”, “warm-up”, etc. However, this thesis applies the term warm up activity.

1.2 THE SIGNIFICANCE OF WARM UP ACTIVITIES

To begin with, it is important to highlight the role and effects of the activities defined as warm up. It may be argued that warm up can be used (a) to activate learners, (b) to prepare learners for the next activity or (c) to motivate them. The following sub-chapters deal with each of these roles separately.

1.2.1 Warm up used as an activating device

As the word *activity* suggests, the students are supposed to be actively involved in the teaching process so that the learning is more efficient. As a matter of fact, active participation in the learning process can be termed as *active learning*, being introduced as a teaching method by R. W. Revans in 1990's. (Cbms, 2016, p.5) Bonwell (1991) claims that in active learning, students apart from passive listening are doing something, they are involved in higher-order thinking and engaged in diverse activities such as solving problems and discussions. The powerful impact of these techniques has been proved in several studies and by many researchers: "*Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers.*" (Chickering, Gamson, 1987, p.3) It follows that the crucial role of a warm up activity is considered to be activating students and engaging them directly in the learning process.

Subsequent effect that needs to be taken into account is activating background (prior) knowledge, which is fundamental for the instruction. In the introductory phase, it is principal to activate the pre-existing knowledge of the students and conjure up what has been learnt. (Christen, William, 1991)

Rumelhart (1980) argues that students are able to comprehend something only provided that they can associate it with the existing knowledge structure. In addition,

Garcia and Martin (2004, p. 17) characterize the warm up as “*the ship that goes from the known to the unknown in the attempt to activate the potential and passive vocabulary necessary for the journey.*” Students start to be conscious of the fact that they are not just blank slates but enter with highly-valued information and they even can conduce to each other (Lassche, 2005).

The prior knowledge is comprised of the subject knowledge, obtained in the education, and the encountered knowledge, achieved by social interaction. The connection of the both constituents when presenting the topic simplifies its acquisition as well. (Akther, 2014, p.4)

1.2.2 Warm up used as a preparation for new input

Moreover, another benefit worth mentioning is transition into a new topic and concepts that are to be taught during the lesson. Using an activity allowing the students to make relations with the topic of the lesson makes them keep the single train of thoughts and stay on the track for the remainder. (Zakhareuski, 2016)

Being aware of the topic in the initial part of the lesson is related to the goal orientation and motivation. Akther (2014) suggests that ascertainment of the learning objectives that go hand in hand with the task evokes higher effort with the students when performing the task. Furthermore, apprising the students of the lesson goals leads to further development of specific objectives in a shorter amount of time that is, for instance, focusing on a specific vocabulary that is to be needed later in the lesson, especially with the older students. (Ross, 2006)

1.2.3 Warm up used as a motivating device

Having the goals and expectations fosters motivation which, according to Karaoglu (2008), plays a relevant part in the process of learning. Generally, motivation is considered to be a decisive factor in the area of the human's inference, behaviour and actions. Lindsay and Knight (2006) distinguish between intrinsic – inner motivation and extrinsic motivation – influenced by the extrinsic factors.

Harmer (2001) maintains that the most demanding and simultaneously significant task for the teachers is to elicit the interest and evoke the inner motivation being essential for the language acquisition. Unfortunately, the most frequent is being motivated by the external factors such as by the marks, parents or requirements in the occupation. However, the personality of the teacher can impact the way students perceive the language learning. (Harmer, 2001)

Dornyei (2001) claims that using the creative techniques such as warm up activities can consciously boost the inner motivation of an individual. In order that the appropriate strategies can be used, it is important to identify the purpose of the target language studying (Karaoglu, 2008).

Provided that the teacher is aware of the intention, the warm up activity can easily be opted to serve the purpose (e.g. role play – booking the tickets imitating real life situations). In addition, the cooperative group activities set in the relaxed environment can boost one's confidence and thus increase the motivation. (Karaoglu, 2008)

Speaking of friendly relaxed atmosphere, it plays an important part in encouraging motivation and the whole learning process (Karaoglu, 2008). According to Dornyei (2001) it is essential to raise positive student's attitudes towards learning, provoke curiosity and attention and get learners involved. This can be achieved by implementing

the warm up activities that break the monotony, strengthen the relationships and put the students into a positive mood (Velandia, 2008). The feeling of safety and comfort in the environment of the classroom causes that the students feel secure, take more risks and they are more likely to express themselves (Karaoglu, 2008). Additionally, a friendly stress-free atmosphere accomplished by warm ups contributes to developing rapport between students and teachers (Language Ties, 2017).

1.3 THE STRATEGIES FOR IMPLEMENTING WARM UP ACTIVITIES

When preparing warm up activities, teachers must take into consideration a number of principles that should be followed to make the activity effective. According to Diril (2015) warm up activities should

- be success oriented,
- go hand in hand with the language objectives and comprise a relevant language,
- be part of everyday lesson plan,
- be well planned offering more than just a bit of fun,
- last approximately 10 minutes,
- be instructed briefly and clearly, teachers should make sure students understand,
- make all participants involved. (Diril, 2015)

A relatively similar set of principles to be considered when planning a productive warm up can be found in Diagram 1 below suggested by Velandia (2008):

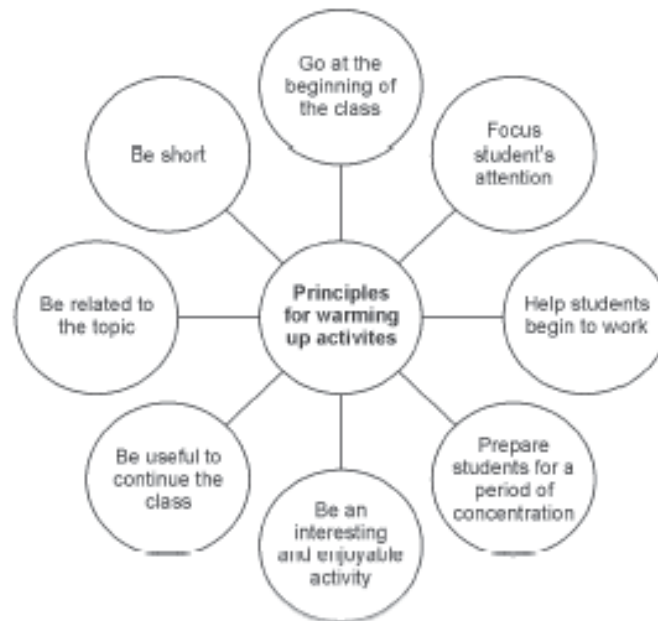


Diagram 1. Aspects to be considered in a warm up activity.

To sum up, the first chapter deals with the objective of the activity being implemented in the initial phase of the language classroom called warm up. There is no official definition of the term, nevertheless, many experts define the expression as an activity helping the students think in the target language, drawing their attention and evoking a learning mood. The principal role of this activity is to activate the learners and their prior knowledge, increase their motivation and set a friendly atmosphere. Teachers are supposed to beware of the various aspects when planning an effective warm up so that it serves the purpose.

The next chapter focuses on differences between developmental stages of learners examining their physical, cognitive and psychosocial features, and discussing appropriate strategies and principles for teaching.

2 DEVELOPMENTAL STAGES OF LEARNERS

This chapter is concerned with the identification of physical, cognitive and psychosocial attributes of the students having impact on the learning process at diverse stages of the development. Moreover, appropriate teaching strategies efficient for the learners at these stages are considered as well.

When inquiring the teaching – learning process, it is imperative to take into consideration phases of individual's development and their characteristics in order to comprehend the changes in cognitive, physical and psychosocial domains. Developmental stages and their attributes have been investigated primarily by the branch of psychology called developmental psychology and simultaneously by the disciplines - pedagogy and andragogy. (Bastable, Dart, 2006)

The process of development has been explicated from diverse perspectives by various specialists. An influential psychologist *Erik Erikson* is credited with the theory distinguishing eight stages of the development, specifically: Period of infancy (0-18 months), Early Childhood (1.5 – 3 years), Play Age (3 – 5 years), School Age (5 – 12 years), Adolescence (12 – 18 years), Young Adult (18 – 40 years), Adulthood (40 – 65 years), Maturity (65+). (McLeod, 2013)

Bastable and Dart (2006) argue that different phases of development are classified in accordance with what developmental theorists and educational psychologists determine as specific patterns of behaviour peculiar to the stages of development. Nevertheless, these specific patterns of behaviour can never be examined in isolation since the chronological age is regarded as a relative indicator being in relation with physical and emotional condition of an individual, their motivation, environmental factors and various surrounding conditions. In spite of the fact that every individual is *sui generis*, typical

developmental attributes have been assigned to particular stages being perceived as milestones of normal progression. (Bastable, Dart, 2006, p. 4, 5)

Hammond, Orcutt, and Cheung (n.d.) assert that teachers must be conscious of the fact that learners develop through several “pathways of development” comprising: physical, social-interactive, emotional, psychological, cognitive, linguistic and moral-ethical. The role of teachers is then to identify implications of these pathways for the instruction since all of them have impact on students’ readiness to learn. (Hammond, Orcutt, and Cheung, n.d., p. 32,33)

2.1 SCHOOL AGE – YOUNG LEARNERS

One of the developmental stages being in concern of the majority of teachers termed, according to Erikson (see above for detail), School Age spans approximately the age of 5 to 12 years. The representatives of this phase are being integrated into the category termed as ‘*young learners*’ as well (Nunan, 2010, p.2).

As for the physical changes in the course of this phase, children are becoming stronger and faster, the gross and fine motor skills and movements are increasingly more coordinated which enables the learners to participate in numerous activities (Bastable, Dart, 2006, p. 17). This stage is primarily appropriate for performing psycho-motor activities such as skipping, running, dancing, throwing and catching a ball and others requiring movement (University of Illinois, 2017). In view of the fact that the central nervous system matures, they are capable of more complex behavioral and cognitive abilities. However, the rate of physical development of School Age children is considerably variable. (Houghton Mifflin Harcourt, 2016)

The cognitive component and its development was defined by Piaget (1951) as the *period of concrete operation*. This stage is distinctive by the development of logical and

rational thought processes and the ability to reason inductively and deductively though being limited to what can be manipulated. What is more, learners think more objectively, draw logical conclusions from the premises, comprehend cause and effect, their classification skills of objects and systems are being improved and they carry out mathematical operations. Nevertheless, literal thinking dominates with only shallow comprehension of abstractions. (Bastable, Dart, 2006, p. 17)

Regarding psychosocial development of School Age pupils, peer relationships and social acceptance plays a relevant part during this stage. The social acceptance is sought both from elders and peer group since the dependency on family decreases and, on the contrary, a sense of responsibility rises. On that account, peers serve as a source of emotional support having influence on the development of the self-esteem. (Chatterjee, 2011 – 2017)

According to Erikson, elementary school years are critical for self-confidence and its development. Learners have numerous opportunities to win recognition from the authorities or the other way round, they can be confronted by punishment in case of failure (Crain, 2011). The social recognition among adults and peers can be obtained by the accomplishment of competence at various tasks employing creativity and productivity. Therefore, involvement in organized games and group activities appears to be essential for learners' social acceptance and recognition. Because of the fact that eagerness for independence increases, learners tend to be disobedient and assert their will which might be challenging for teachers and their management of the class activities. (Chatterjee, 2011 – 2017)

2.1.1 Teaching Strategies for Young Learners

With regard to developmental stage when children start to attend primary school, this period is considered to be critical for the language acquisition. Extensive research has been trying to find an answer to the question of the most convenient age to start learning a foreign language and the general agreement seems to be that younger learners are more likely to attain native-like pronunciation, achieve higher level and, according to Robinson (1998), pupils starting learning foreign language in the elementary grades manifest academic gains in other areas as well. (Met, Phillips, 1999)

What is more, Krashen, Scarcella, and Long (1982) contend that numerous studies have proved that despite older students being more successful in the short run, the younger pupils demonstrate the linguistic competence in the long run. Other researches reveal the fact that human brain is flexible and most inclined towards language learning from birth to School Age, specifically through the age of 10 (Ghasemi, Hashemi, 2011).

In the view of the attributes of young learners discussed in the previous subchapter and bearing in mind various factors having impact on teaching – learning process of School Age children, teachers must take into consideration several circumstances determining the teaching process and apply several teaching strategies appropriate for this phase.

First of all, since School Age children do not have comprehension of abstractions, the language is understood through identification of its functions, according to what it does and what the children can do with it. Being aware of the language functions, teachers may find ways to incorporate them to the class activities. (Murray, Christison, 2011)

What is more, since younger learners are not able to comprehend abstract grammatical structures, the principal source and medium through which the language is

transferred and learnt is spoken language (Cameron, 2005, p.18). On that account, the activities primarily in the initial phase of the School Age stage should be orally based, aimed at listening and speaking (Murray, Christison, 2011, p. 79). According to Goethe Institut (2017), in the course of the first years of the primary education, reception takes priority over production, comprehension over speaking and speaking over writing with the least possible transmission of structures. Harmer (2007) also emphasizes the significance of quality pronunciation of teachers because younger School Age learners reproduce accent with high accuracy.

Halliwell (1992) claims that young children with the aid of intonation, gesture, facial expressions and all circumstances are able to grasp the general meaning of what is being said in spite of the fact that they do not understand particular words. (p.3)

Another fact worth awareness is that children try to construct the meaning and purpose for what has been said to them which can be comprehended only in terms of their limited prior knowledge. It follows that the role of teachers is to opt for the activities, topics and content relevant to the horizons of children containing achievable goal in order to induce appreciation being essential for learners. (Cameron, 2005)

In addition, because of the fact that young learners do not have any driving motivation, imagination and curiosity needs to be aroused through games and activities so that pupils pay attention (Moran, 2013).

However, attention and concentration span is short therefore the activities need to be either extremely engaging or learners will get bored and lose interest after just a few minutes. Therefore learners must be supplied with a wide range of activities enabling them to discover or make things, draw, sing, use their imagination, move from one place to another, learn from the things that surround them, involve senses, work as individuals, pairs or in groups. This way, learners will not be separated from their reality and will

acquire language naturally and indirectly, being most efficient way when teaching young learners. (Harmer, 2007)

The method primarily employed with younger children, encouraging physical activity, balance, spatial awareness and simultaneously learning language is called Total Physical Response (Murray, Christison, 2011, p. 79).

All of the above mentioned principles imply that teaching foreign language to learners of this developmental stage demands highly skilled and devoted teaching, nonetheless, the fact that children are usually cheerful and enthusiastic learners makes the process appealing to teachers.

2.2 ADOLESCENCE – TEENAGE LEARNERS

The further developmental stage being in interest of teachers, defined according to Erikson, Adolescence encompasses the age of 12 to 18 years. Other specialists term the participants on the learning process of this period as '*teenage learners*', being according to Lewis (2007) furthermore divided by most experts into young (12 to 14 years), middle (14 to 17 years) and late teenagers (17 to 19 years).

As for the term, most psychologists define adolescence as transition period between childhood and adulthood including mental, social, emotional and physical maturity. Teenagers experiencing these dramatic changes are being challenged to adjust to them and form their identity. (Murray, Christison, 2011)

From a physical maturation standpoint, adaptation to the significant rapid bodily changes occurs, growth accelerates and primary and secondary sex characteristics develop. Since adolescents have no time to adjust to those changes that take place with different teenagers at different times, with girls maturing even faster, they feel self-

conscious and dissimilar having feeling everybody is staring at them. (Murray, Christison, 2011)

Alexander (2009) contends that adolescents are prone to evade physical activity, but providing that the activity is appealing to them, they display energy and strength. It is also essential to be conscious of the fact that physical appearance is crucial in life of teenagers being tied to their self-esteem and self-confidence (Lewis, 2007). Variability during this period influences the lessons as well, as teenagers trying to deal with changes and finding personal identities can be indifferent and some of them simultaneously inquisitive (Moran, 2013).

Physical changes of adolescents further impact their cognitive and psychosocial aspect. The former component is characteristic of numerous developmental changes as well, as thinking advances, according to Piaget (1951), from concrete to *formal operations*.

Cognitive progress moves students to manipulating multiple variables even more intricately, searching for patterns and, most importantly, to abstract thinking. In defiance of Piaget's theory that this cognitive progress happens at the age of 12 to 14, several recent researches indicate that exhibition of formal thinking can be observed even earlier. What is more, students start to think systematically and inferentially, understand combining multiple variables and learn symbolic ideas such as grammar. Furthermore, in later adolescent age, their complex thinking allows them to see the world from multiple perspectives and argue opinions on philosophical and moral issues, therefore engaging students in diverse debates might be beneficial. Learners during this phase are capable of self-assessment and planning their learning and the role of teachers is to help them learn how to refine their reasoning and examine phenomena. (Hammond, Orcutt, and Cheung, n.d.)

The third component worth discussion, namely psychosocial, is defined by Erikson as a search for identity and independence. Teenagers having new responsibilities, examining new roles, recognizing new ideas and values, attempt to become independent and need to be accepted by a group of peers. Beliefs and opinions of parents and other adults are not relevant any longer since their role-models and source of identity have changed and, on that account, conflicts often arise resulting in feelings of insubordination, insecurity and confusion. Moreover, hormones along with these intense changes and social expectations inflict frequent fluctuating mood and struggle with self-esteem. Teachers therefore play an important part in support of students and identification of prospective problems. (Feiler, Tomonari, 2002)

2.2.1 Teaching Strategies for Teenage Learners

Teenage learners trying to overcome their transformation and dealing with confusion about their place in the world frequently lack motivation, energy and interest, therefore the classes with this age group might be the most challenging ones. Nonetheless, these students possess a great learning potential which in combination with teachers' patience and appropriate attitude might produce rewarding outcome.

The most efficient way to manage the classroom full of emotionally unstable adolescents is establishment of a strong rapport. The point is that a lot of teachers try to play 'cool' and be friends instead of being truly interested in their learners and showing respect to them. On one hand, adolescents demand attention and friendly environment but, on the other hand, in order to avoid disciplinary problems they must have a clear idea of the fact that teachers are still the authority figures. To make it short, teachers are supposed to be friendly but not to expect students to be their friends and they should establish their limits. (Lewis, 2007, p. 9, 10)

As for showing respect, teenage learners being ego driven should be allowed to be independent and take responsibility for their actions and learning. Contrary to young learners who acquire the language naturally and indirectly, teenage learners deliberately learn the language because of the fact that it is meaningful for them and they are acquainted with its purpose. (Ddeubel, 2010)

Consequently, motivation plays a vital part in the instruction of this developmental phase since, according to Harmer (1992, p.8), “*adolescents also can be highly intelligent if stimulated, and dedicated if involved.*” Motivation is influenced, among other things, by the level of challenge the students encounter as it can possibly discourage the learners being too low or too high. Moreover, it is essential to provoke enthusiasm and involvement with appropriate material, topics and activities. (Harmer, 1992, p.8)

Murray and Christisson (2011) claim that activities should provide opportunities for teenage learners to work co-operatively with their peers to strengthen relationships and share their ideas, give learners chance to make their own choices, introduce topics being attractive for them, incorporate open discussion concerning issues connected with adolescents’ interests, share opinions, embody movement and interaction. In addition, they suggest interconnection of abstract concepts adolescents are learning with real life situations and paying attention to development of complex thinking skills. (Murray and Christisson, 2011)

Anderson (2008) additionally emphasizes project work offering individuals to show their aptitude and role-play activities allowing them to express varied feelings.

However, teachers must take into consideration the fact that learners at this phase are self-conscious, shy and the problems during performing activities might occur. The producer of anxiety depends on various circumstances and factors since the participants

vary extensively. One learning situation can foster motivation with some learners and simultaneously be disagreeable for another group of participants. It implies that being familiar with students' needs and differences appears to be truly relevant. (Ddeubel, 2010)

Another fact worth discussion is implications of technology on contemporary teenagers' lives. Being surrounded by the world full of information and media having impact on them, teenagers are growing up faster. When considering use of technology in language teaching, it is significant to contemplate the activities that might be beneficial. (Lewis, 2007, p. 11)

Dale (2014) highlights advantages of blogging, interactive exercises, recording and editing spoken work digitally and watching videos.

Bearing in mind these principles and trying to gain insight into participants of this developmental stage may evoke mutual comprehension and, eventually, elicit rewarding lessons.

2.3 YOUNG ADULTS & ADULTHOOD – ADULT LEARNERS

The subsequent developmental period being in concern of foreign language teachers is divided, according to Erikson, into two phases, namely *Young Adults and Adulthood*. The former spans the age of 18 to 40, the latter encompasses the age of 40 to 65 years. Another experts and authors apply the term “*adult learners*” as well.

Generally, adult learners are characterized by several traits. Among these, Pappas (2013) lists maturity, self-confidence, autonomy and solid decision-making. Additionally, adult learners are generally more practical, purposeful, self-directed, experienced and able to multi-task. At the same time, they tend to be less open-minded and receptive to

change. All these characteristics have an impact on motivation and ability to learn. (Pappas, 2013)

Since the age gap between Young Adults and Adulthood seems to be prominent, it is appropriate to draw a distinction between physical, cognitive and psychosocial attributes and teaching strategies of the two stages.

2.3.1 Young Adults

Bastable and Myers (2014) define Young Adulthood as “*a time for establishing long-term, intimate relationships with other people, choosing a lifestyle and adjusting to it, deciding on occupation, and managing a home and family*”(p. 136). All of these new experiences and changes may be detrimental to the learning process, diminishing learners’ time, energy and concentration (Bastable and Myers, 2014, p. 136). Nonetheless, present-day process of turning into an adult appears to be, in comparison with the past, more gradual and varied, since Young Adults accomplish economic and psychological autonomy in longer period of time (Teipel, n.d.).

Regarding physical maturation at the initial part of this phase, the process is complete, physical abilities and capacity are at their peak inclusive of sensory abilities, reaction time and coordination (Boundless, 2016).

However, the changes and aging process is imminent, as by the end of this period a gradual decline occurs (Boundless, 2016).

Nevertheless, the status of health and aging is subordinate to lifestyle, eating habits and physical activity of the individual (Durkin, 2005, p. 209).

From the standpoint of cognitive development, at the turn of late adolescence and arising adulthood, individuals gradually start to have their thought patterns more flexible, starting to be aware of the fact that multiple opinions on issues exist and that more than

one way to approach the matter is potential. In comparison with Adolescents who are inclined to seeking the absolute truth, Young Adults start to assimilate and synthesize complex and contradictory situations. (Quinstreet, 2017)

The work of Durkin (2005) indicates that various facets of our environment can evince contradictory features and dealing with them requires the intellectual ability called *postformal reasoning* being defined as “*understanding that there may be multiple perspectives on a problem and that solutions may be context-dependent.*” (Durkin, 2005, p. 209)

However, absolute attainment of this stage of thinking gradually arrives during later adulthood. Regarding intelligence, according to investigations and application of psychometric techniques, some gains in the course of twenties and thirties are to be found. (Durkin, 2005)

Considering psychosocial development of Young Adults, they are primarily confronted by developmental tasks and life decisions regarding formation of life-long intimate relationships and commencement of career. Apparently, the main objective of this phase is to start a family and simultaneously to gain critical qualifications, launch a career and maintain the family. (Durkin, 2005)

Consequently, well-being of young people is contingent on to what extent these tasks are fulfilled. As attainment of these social demands can be dissatisfactory, strain and stress may occur. (Bastable, Dart, 2008)

Nevertheless, these milestones when attaining Adulthood are reached by contemporary generation completely out of traditional order. According to Arnett, a psychology professor, calling this phase “*emerging adulthood*”, young adults need more education to survive in information-based economy, are not in a hurry to marry as premarital sex, cohabitation and birth control are accepted and young women give

preference to education and career thus pregnancy is delayed beyond fertile years. Consequently, Young Adults give priority to traveling or studying abroad, avoid commitments and forestall the beginning of adult life from mid-twenties to mid-thirties. (Marantz Henig, 2010)

According to the author's teaching experience, having opportunities to travel, study abroad and necessity to meet the requirements in occupation are the most frequent motives for studying foreign languages.

2.3.1.1 Teaching Strategies for Young Adult Learners

Contrary to children, who are according to W. Post (n.d., p.2), "*viewed as empty vessels into which teachers can pour knowledge*", adult learners enter the teaching process with prior knowledge and a multitude of real life experiences that need to be taken into account. Thus it is imperative to bear this fact in mind, be respectful and base the teaching on trust, regard, patience, collaboration and opportunities to participate on discussions and sharing. Since adult students have to balance their busy schedule with numerous responsibilities and commitments, the time spent on attendance on language classes must be perceived as a rewarding investment. (W. Post, n.d.)

Consequently, adult students have particular reasons for learning the language, they are result-oriented having determinate and high expectation and, what is more, they demand instantaneous results (Pappas, 2013). On that account, it is necessary to opt for activities that serve the purpose and help them meet the target. Generally, adults give preference to practical knowledge forthwith applicable to their individual professional needs which implies that it is advisable to give practical examples, comprise role-play activities and include the activities that are age-appropriate (W. Post, n.d.).

In addition, everyday colloquial phrases may be practical and attractive to them as well (Moran, 2013). Adult learners being aware of the fact that the subject matter is meaningful and beneficial for them, they will be stimulated and driven by motivation being crucial for a successful learning process (Pappas, 2013).

The type of motivation being peculiar to adult students is defined by Gardner and Lambert (1972) as instrumental motivation, regarded as impetus to learn the target language for functional reasons and achievement of specific aims such as passing exams, financial rewards or gaining promotion. However, several barriers such as lack of time, financial resources, confidence, problems concerning scheduling and transportation issues might have a negative impact on motivation of adult learners (McDonough, 2013, p. 347).

What is more, it is significant to engage students in a variety of activities since the majority of adult students possess low tolerance for a passive listening, they need to be actively involved and be provided with diverse methods such as simulations, use of visual aids, PowerPoint presentations, group discussions, brainstorming and problem solving activities. (W. Post, n.d., p. 7, 9)

Shumin (2002) points out the fact that adults, when performing speaking activities, are concerned with making mistakes and being judged by others, and therefore hesitate to speak fluently. Consequently, learners need to be apprised of the fact that making mistakes is a natural process (Kavaliauskienė, Užpalienė, 2012).

Because of the fact that adult learners are self-directed and bear the responsibility for their decisions and success in their lives, it is indispensable for them to have control over learning, giving preference to autonomy and being given multiple options and choice. (Pappas, 2013)

Learners therefore need assurance about the fact that they are approaching their individual targets thus regular and systematic feedback and encouragement is desirable (McDonough, 2013, p. 347). In addition, they are in favor of peer relationship with the teacher who is considered to be rather facilitator and source of information than an authority figure (Post, n.d., p. 7).

Harmer (2000) claims that adult learners are peculiar to their negative characteristics as well, comprising criticism of teaching methods due to unfavorable previous experiences, being anxious and insecure since they experienced failure at school and being worried about their fading intellectual skills. Thus teachers' objective is to adjust the process to learners' specific needs and provide activities that are achievable and decrease the fear of failure. (Harmer, 2000, p. 85)

2.3.2 Adulthood

Subsequent developmental period, namely Adulthood, being termed by further authors as "middle adulthood" (e.g. Owens, 2005, Cohen et al., 2013) is being most frequently perceived as a transition period between Young Adulthood and Maturity. In the course of this period, accomplishment in the career occurs, sense of identity is developed, offspring have attained maturity and left, adult people can dedicate their time to their interests and they reflect on their success, achievements, values in life, benefit and contribution to family and society. (Bastable, Dart, 2008)

Generally, middle adulthood is viewed in a rather negative way, comprising midlife crisis and emergence of apparent features of aging process (Lachman, 2004).

Concerning physical maturation during this developmental phase, numerous noticeable external as well as internal changes arise (Durkin, 2005, p.213). Lachman (2004) points out changes in eyesight and sensory functioning which may have influence

on the learning process and ability to learn. Nevertheless, attributes of aging process appear differently with every individual, being impacted by various factors such as heredity, health habits, and lifestyle. (Lachman, 2004)

Physical developmental changes of this period of adulthood are interwoven with cognitive and psychosocial changes as well. With regard to cognitive changes, thinking pattern called *postformal thinking* gradually arrives on an individual basis (see Chapter 2.3.1. for detail). As for the level of intelligence, on one hand, fluid intelligence referring to conscious processing of the new concepts and abstract reasoning gradually decreases, on the other hand, crystallized intelligence being connected with the range of vocabulary and stored knowledge obtained by experience, increases (Quinstreet, 2017). Durkin (2005) also indicates that decline in numeric skill, memory and reaction time occurs as well. Despite of the fact that some facets of cognitive functioning imply deterioration, middle-aged people are able to offset them with numerous life-long experiences (Lachman, 2004, p. 319).

As for psychosocial changes, despite the fact that numerous diverse factors and occurrences may have impacted progress of adults' lives, developmentalists argue that it is possible to define some developmental patterns. Erikson (1980) delineates this phase as conflict between generativity and stagnation. The former relates to forming and contributing to next generation with respect to family, career or the whole society, and the latter is, on the contrary, achieved when an individual comes to realization that there is just a little to offer to the new generation and thus he failed in generativity. (Durkin, 2005, p. 214)

In addition, it is argued that middle adulthood is characteristic for a "midlife crisis" being an inevitable event, described as a period of reevaluation and reflection on adults' lives so far (Salkind, 2005).

Lachman (2004) argues that regardless of common expectation that midlife crisis occurs, the research proves the opposite. As a matter of fact, usual causation of the crisis appears to be incidents such as divorce, illness, job loss and financial problems that can occur at any time in the course of adulthood. Susceptibility to succumb to crisis is derived from the traits of personality. (Lachman, 2004, p. 315)

There is no doubt that middle adults may confront various challenges, however, this period includes positives as well since the majority of adults maintain close relationship with their children and parents, they are settled and financially secure, independent and exploring new interests (Lachman, 2004, p. 314).

2.3.2.1 Teaching Strategies for Middle Adult Learners

Generally, the traits of middle adult learners are predominantly the same as those of young adults (see Chapter 2.3.1.1. for detail) as they similarly enter the teaching process with a great deal of a life-long experience, they have to coordinate numerous responsibilities, they are self-directed, oriented on instantaneous results and have specific expectations (Crawford, 2004).

Nevertheless, it is relevant to mention some dissimilarities that need to be taken into account when dealing with older students. Middle-aged learners are, much more than younger students, anxious about failure as they accept the stereotype of older people having strongly deteriorating memory and not being capable of learning foreign language any more. Thus it is essential to reduce the fear of failure, increase their confidence providing relevant motivating material and trying to reduce the barriers. (Schlepppegrell, n.d.)

As a matter of fact, decline in memory functioning is diminutive during this phase, yet minor problems may occur in short-term memory functioning primarily when

they encounter meaningless learning and pure memorization (Merriam, 1991). In addition, the amount of information needs to be regulated and adjusted to older learners' needs since fast-paced drills and activities may not be beneficial (Davis, 2012).

On the contrary, the most efficient appears to be integrating new concepts into learners' pre-existing knowledge, e.g. when learning vocabulary (Costandi, 2014). The potential obstacle for middle-aged students is, however, proper pronunciation since hearing loss makes the identification of unknown sounds even more challenging (Beiber, 2013). It follows that the classroom environment should be corresponding with age; abound with adequate lightening and elimination of distracting background noise (Schlepppegrell, n.d.).

Last but not least, it is advisable to modify the teaching process to encourage learners to speak fluently reducing the focus on error and pronunciation correction and supporting the use of their own developed learning strategies and thus supporting their confidence (Schlepppegrell, n.d.).

To sum it up, this chapter concentrates on developmental phases of foreign language students examining changes in cognitive, physical and psychosocial components being influential in the course of the teaching process. The particular stages being dealt with are divided according to the psychologist Eric Ericson, namely School Age, Adolescence, Young Adult and Adulthood. Other experts term the participants as young, teenage and adult learners. What is more, suitable teaching strategies for these learners are discussed and suggested as well. However, since every single student and every class is unique and, simultaneously, numerous surrounding conditions affect the learners, these milestones and their attributes should not be taken literally and as universally applicable.

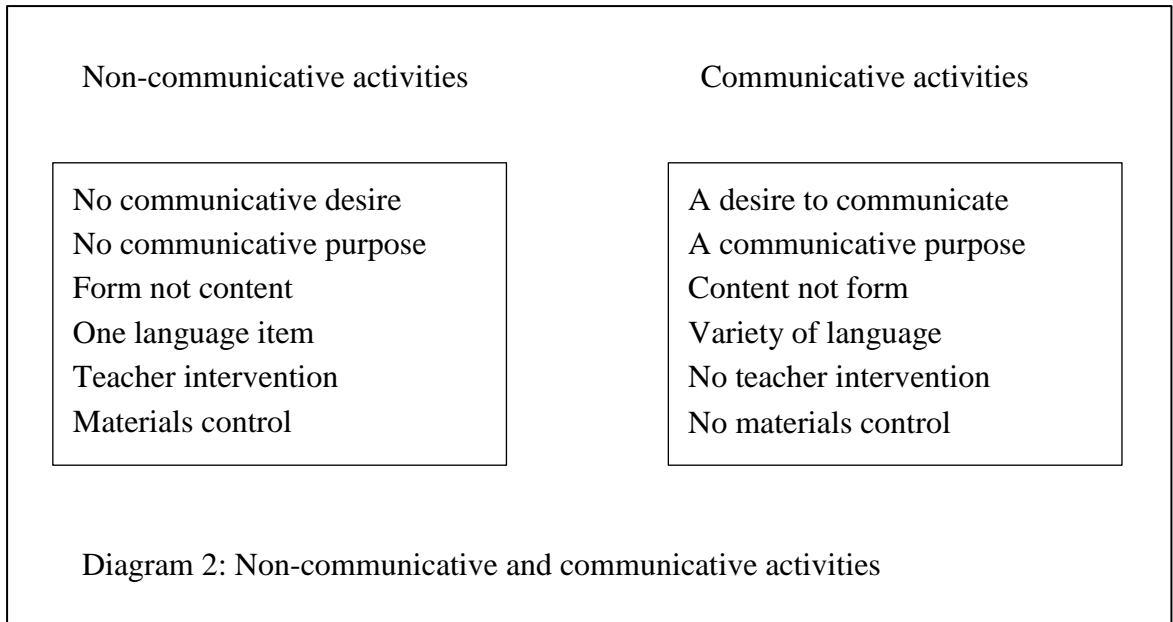
The following chapter inquiries into the types of warm up activities, being critical for activating students in the initial part of the lesson. Moreover, these activities are examined with respect to the developmental stages of learners.

3 AGE-APPROPRIATE WARM UP ACTIVITIES

On the grounds of the fact that the purpose of a warm up activity is to motivate and engage students in an active participation rather than passive perception of information, (see Chapter 1 for detail), students should be given the opportunity to produce the target language, be involved in active movement or motivated by games. Consequently, this chapter deals with speaking, physical, and game-like activities. On top of that, these types of activities are considered in accordance with the developmental stages of learners, namely young, teenage and adult learners as discussed in Chapter 2.

3.1 COMMUNICATIVE ACTIVITIES

Harmer (1992) gives a definition of communicative activities as provoking desire to communicate and providing students with a communicative purpose enabling them to use a variety of language. In addition, he draws a comparison with non-communicative activities, as depicted in Diagram 2 below:



The Diagram 2 above also suggests that the communicative type of activities concentrates on the content and fluency rather than form and accuracy. Thus teachers are not supposed to intervene in the flow of speech of learners. (Harmer, 1992, p. 50)

Further attributes assigned to communicative activities are the presence of an information gap, standing for a gap between the learners in the piece of information they possess and feedback, as a kind of response the learners receive to get an idea of how successful the communication was (Johnson, Morrow, 1981). Kippel (1984) also mentions opinion gap device, representing activities that involve students in describing, defending and sharing their feelings and ideas on controversial topics.

As a matter of fact, communicative activities play a crucial role in a method called Communicative Language Teaching (CLT), directing its attention to a communicative competence and functions of language (Littlewood, 1981).

In spite of the fact that communicative activities cover writing and reading skills as well, the main focus of the introductory part of the lesson is activating students, hence oral production is in the center of our attention. When facilitating speaking activities,

Kayi (2006) suggests engaging all the students equally, providing authentic real-life communicative situations and tasks, avoiding frequent correction of pronunciation mistakes, circulating around classroom when working in groups and diagnosing problems afterwards.

Considering oral communicative activities division, various authors state diverse categories. Harmer (1992) is concerned with seven categories: *reaching a consensus, discussion, relaying instructions, communication games, problem solving, talking about yourself, simulation and role play.*

Regarding *reaching a consensus*, this type of activity requires the participants to reach an agreement after a discussion on some topic takes place. The task concludes only when the consensus is reached (Walqui, 2009). To get an idea, students may be instructed to agree on ten objects they would take with them on holiday. It follows that this activity is feasible in pairs or groups and from the elementary level upwards. (Harmer, 1992)

Referring to developmental stages of learners (see Chapter 2 for detail) this task-based problem solving activity appears to be appropriate primarily for teenage and adult learners as it provides the learners with opportunity to be given a choice, speak fluently, discuss the subject matter in groups or pairs and share ideas.

Subsequent and simultaneously the most prevalent type of speaking activity is *discussion*, being aimed to come to the conclusion, find solutions and share ideas in groups or in the class (Kayi, 2006). When planning a functional discussion, several issues need to be taken into account. First of all, the topic or the statement must be level and age-appropriate, hence “the translational and rotational dynamics of optically anisotropic colloidal particles in viscoelastic polymer gels” may not probably be a convenient topic for any of the levels and ages. Moreover, it is advisable to avoid taboo topics concerning politics, religion and sex. (Tekhnologic, 2015)

Additionally, Scrivener (2005) suggests providing students with a preparation time, setting a specific problem rather than a general issue, dividing students into “buzz groups” allowing them to work in a more friendly environment, using open questions or generating a discussion using supporting material such as pictures. With respect to the level and age of participants (see Chapter 2 for detail), discussion is highly suitable for more advanced teenage and adult learners, since it encourages critical thinking, expressing complex ideas and may deal with issues concerning their interests.

Relaying instructions refers to students giving each other instructions so that the task is performed successfully. An example activity is “describe and draw”, being accomplished by one student listening to instructions and drawing a picture according to what the other student, describing his picture, instructs. (Harmer, 1992, p. 126)

Since this information gap activity lets students’ imagination run riot, it is a perfect match for young learners.

Byrne and Rixon (1979) claim that the majority of *communication games* feature the information gap motivating students to use the language to complete game-like tasks. Harmer (1992) ranks into this category “find the difference games”, “describe and arrange”, “story reconstruction” and “poem reconstruction”. This type of games is easy to organize in terms of time and equipment, practicable in pairs or small groups and the results can be immediately evaluated (Byrne and Rixon, 1979, p. 12). These games can be implemented in the classroom with all the levels and ages, since the activity and language used can be adjusted as necessary.

As for *problem solving* activities, requiring students to use their language to find a solution to a problem, demanding a high participation and eliciting motivation, they are particularly appropriate for the fairly advanced teenage learners as they can relate to the problem and become personally involved. Students may be, for instance, provided with a

complex situation being supposed to make suggestions to the principal of a school about a problematic student. (Ur, 2009, p. 128)

According to the information stated in Chapter 2.3.1.1., problem solving is applicable to adult learners as well.

Another type of oral communicative activity worth mentioning, *talking about yourself*, creating a positive atmosphere especially in new groups, is considered to be, apart from the warm up activity, an optimal ice breaker as well (Harmer, 1992, p. 131). Students, working in pairs, may be supposed to ascertain the things they have in common and share their findings afterwards (Ur, 2009, p. 128). Since this type of activity does not necessarily require any advanced language and complex mental processes, young learners seem to be the most suitable developmental stage.

Last but not least, *simulation and role play* feign real-life situations compelling using a real-world English (Harmer, 1992, p. 132). The former relates to situations when students simulate and participate as themselves. The latter requires the participants to play roles and pretend to be someone else, abounding with different personality traits. (Ur, 2009, p. 132)

Both of them can possibly be performed in pairs or small groups being given role cards, and set in specific contexts providing a functional language (Scrivener, 2005, p. 156,157,159). Since demonstrating real life situations, simulations and role plays are practical and forthwith applicable, being highly effective with adult learners. Nevertheless, they are efficacious for young and teenage learners as well, enabling them to use their language in a natural way and simultaneously to practise the subject matter.

3.2 PHYSICAL ACTIVITIES

Further type of activities applied for the purpose of activating learners at the beginning of the lesson constitutes physical activities, requiring physical movement and simultaneously reinforcing foreign language learning.

The research of Zarr, Ferguson and Glenberg (2013) reveals that the same neuron systems are used to see an action and to comprehend the action described in language, explaining that: *“If language comprehension is a simulation process that uses neural systems of action, then perhaps we can better teach kids how to understand what they read by getting them to literally simulate the actions.”* (Glenberg, 2013)

It proves the existence of a strong correlation between the physical activity and foreign language acquisition, being most importantly significant for young learners, as they acquire the foreign language as naturally as their first language. (Pesce, n.d.)

Incorporating physical activity into language classes employs kinesthetic learning being primarily favorable to kinesthetic modality learners². Moreover, kinesthetic physical activity involves the right hemisphere of the human brain along with the left side being responsible for the language processing. (Helgsen, 2002)

In addition, Hannaford (1995) claims that *“movement, from earliest infancy and throughout our lives, plays an important role in the creation of nerve cell networks, which are actually the essence of learning”* (p. 96).

The method emphasizing the importance of integrating a physical activity into language classroom, focusing especially on learners responding to commands with physical action, is called Total Physical Response (TPR), established by Asher in 1969 (Murray, Christison, 2011).

² Kinesthetic modality learners – students who learn best through physical activity (Helgsen, 2002)

Physical activities and TPR activities are attributed numerous benefits such as creating a pleasant atmosphere, using language for the meaningful purposes, encompassing collaboration, providing a rich context, associating bodily movement with a concept, fostering engagement, enhancing motivation when participating movement games and establishing rapport. (Lubin, 2017, Savic, 2014)

On top of that, movement causes production of the chemical dopamine, helping students understand patterns and learn faster (Helgesen, 2002).

However, self-confident students who are not used to this type of activities, primarily teenage or adult learners concerned with how they appear may feel embarrassed and disagreeable when performing some movement requiring tasks (see Chapter 2 for detail).

Regarding particular types of physical activities, Savic (2014) classifies *commands, physical storytelling and miming*. Furthermore, Clarke (2008) highlights *movement games, action songs and role-plays*.

As for *commands*, being particularly peculiar to TPR, students demonstrate comprehension by responding physically to them. The typical representative of the command activity is Simon Says, being adaptable to teaching parts of the body, giving directions, action words and the objects learners can touch. (Dyson, n.d.)

Commands, incorporating movement, balance and spatial awareness, involving senses and natural acquisition, appear to be the most efficient for young learners (see Chapter 2).

During *physical storytelling and role-playing*, students may be supposed to mime or dramatize the story or role-play, perform pre-arranged action or they can stand up when the character speaks, all being helpful when internalizing the target language (Dyson, n.d., p. 4).

Miming activities, commonly termed as charades, require students who receive a flashcard containing a secret word or a sentence to mime and act it out to other participants of the team (Pesce, n.d.). This activity is feasible with any level and age, however, more suitable for young and teenage learners.

Movement games, being a natural part of childhood, encompassing physical activity that contains a competitive element, energize, rouse and motivate students to participate and accomplish a certain goal that needs to be well defined. Besides, clear rules and monitoring are imperative elements for a realization of a successful movement game. (Lewis, Bedson, 1999)

Since teenagers and adults may feel reluctant to play “childish” games, movement games are chiefly rewarding with young learners and young teenagers (see Chapter 2).

Lastly, *action songs* represent a combination of TPR and music, functioning as memory aids that imprint the language and physical activity into the long-term memory. Importantly, appropriate gestures need to be elected for the words. (Stevie, 2017)

A well-known example used to teach the parts of the body is an action song Head, shoulders, knees and toes which fits like a glove especially for young learners (Pesce, n.d).

3.3 GAME-LIKE ACTIVITIES

As far as game-like activities are concerned, it is desirable to distinguish them from other activities in the foreign language classroom. Numerous characteristics of games have been given, nevertheless, they are coincident with the crux of the matter. Lewis and Bedson (1999) interpret games as incorporating “*visible act of rules which guide the children’s action, and an element of strategy – children must successfully apply their language skills*” (p. 5). Goldberg, Graber et al. (1982) put stress on presence of an

“*element of contest*” that appears between the participants or between the players and the game materials (p. 400). Moreover, Hadfield (1999) asserts games to have except for rules and a goal also an element of fun (p. 8).

Considering the pedagogical values and functions of games, they provide a meaningful communication context, mood enhancement, competitiveness and cooperation, incidental language acquisition, consolidation of relationships and active participation of students including bashful ones especially when played in the groups (TheGalicianlad, 2016).

In addition, games motivate and stimulate learners to be involved in the activity, improve retention and, besides, they work as a diagnostic tool for the teachers as well (Lukianenko, n.d.). What is more, learners can be provided the same amount of the focused controlled practice as in the course of the traditional drill (Hadfield, 1999, p. 8). The most importantly, the language in connection with action is not any longer a disembodied thing (Lee, 1986, p. 2).

When organizing game-like activities, it is crucial (i) to give the directions and rules of the activity clearly so that everyone understands, (ii) monitor the process to forestall cheating and (iii) make heterogeneous groups to balance the competences (Dobson, 1992).

Regarding classification of games into categories, they may be difficult to define as they often coincide. Nevertheless, several authors essayed categorizing the games, specifically, Hadfield (1999) distinguishes *arranging games, information gap games, guessing games, search games, matching games, exchanging games, collecting games, board games and role play games*, all of them belonging either to *linguistic* or *communicative games* (p.8).

Linguistic games put emphasis on correct linguistic structures and accuracy, whereas *communicative games* concentrate on fluent communication (Hadfield, 1999, p.8). Communicative games have been discussed above.

Game-like activities enumeration also comprises types of activities that have already been examined above, namely *information gap* and *role play games* (see Chapter 3.1.), being constituents of more categories, since their focus overlaps. *Search games* are, according to Hadfield (1999), a variation of information gap, involving the whole class.

With regard to further game-like warm up activities, *arranging games* being also termed *sequencing* or *ordering games*, they require participants to arrange picture flashcards, sections of a narrative or even the participants of the game into a specific order, employing sequencing skill which is necessary at every age and level (Hadfield, 1999, p.8, Basilicato, 2017).

As for the familiar *guessing games*, according to Lado (2012), they demand students to “*elicit, confirm, clarify, and identify information when using question-and-answer routines*”, involving information gap principle (p. 70). Since the language being applied during this game is relatively adaptable and learners are practising speaking skills in a meaningful natural way, it is applicable to all the ages.

Matching games, as the name suggests, are based on matching corresponding words, pictures or cards, feasible in pairs or including the whole class (Jacobs, n.d.). This activity also offers a variety of possibilities to practise vocabulary and speaking skills being essential to all learners.

Exchanging and *collecting games* are being implemented primarily by playing with cards as the former are based on exchanging cards or alternatively ideas to make a favorable barter and the latter on collecting cards to complete a set (Hadfield, 1999, p.8).

Last but not least, Lewis and Bedson (1999) characterize *board games* as games encompassing moving markers along a path (p. 17). Because of the fact that this activity is open-ended, it can be adjusted according to learners' needs and thus applicable to all the stages of learners.

Generally speaking, game like activities arouse the feeling that they are supposed to be designed only for young learners as the games play important part in their life, however, on account of their strong pedagogical values they should not be underestimated. Consequently, making teenage and adult learners see the language learning point, they should be implemented into classes of these developmental stages as well.

To sum it up, this chapter examines communicative, physical and game-like warm up activities with respect to age particularities. Since communicative activities predominantly demand advanced speaking skills and some amount of a life experience, teenage and adult learners are convenient candidates. Conversely, physical activities seem to be perfect for young learners as they incorporate movement, miming, songs or dramatizing being all principal for their acquisition. As for game-like activities, on the grounds of their diversity and flexibility they are applicable to young, teenage and also adult learners.

4 SUMMARY OF THEORETICAL PART

To summarize, the theoretical part of the present thesis inquires into warm up activities and things related to them from various points of view, theoretically underlying the research presented in the practical part.

First of all, the term warm up activity is introduced, being presented as an activity helping learners think in foreign language, evoking a learning mood and inducing a positive atmosphere. In addition, the description of its principal roles is included, namely warm up activities functioning as an activating device, as a motivating device and serving as a preparation for new input. Several strategies for their implementation are suggested as well.

Secondly, developmental stages of foreign language students are analysed and teaching strategies for the particular ages are suggested. The youngest group is represented by young learners acquiring the foreign language in a natural way with emphasis on spoken language and physical activities arousing their attention. Teenage learners, representing the second age group, are usually emotionally unstable, self-conscious, lack motivation and interest. It is concluded that they need to be motivated and acquainted with the purpose of the activities. Lastly, young adults and middle adults entering the learning process with lifelong experiences and specific targets can often be result-oriented and overly self-critical.

Last but not least, warm up activities are divided into three categories according to their principal objective – communicative, physical and game-like activities. According to the theory, communicative activities developing speaking skills are concluded to be adequate for adult learners, physical activities are perfect for young learners as they play significant part of their lives, and game-like activities being adaptive are applicable to all the age groups.

PRACTICAL PART

The objective of the practical part is to confirm the theoretical foundations of this thesis and get the readers acquainted with the actual situation in teaching practice and the view of warm up activities. Specifically, it strives to answer the following research questions:

- 1) *Do foreign language teachers incorporate warm up activities into lessons?*
- 2) *What are their reasons for including or leaving out warm up activities?*
- 3) *What types of warm up activities prove to be efficient with young, teenage and adult learners?*
- 4) *What types of warm up activities are appreciated by learners of different ages?*
- 5) *How do learners of different ages feel when participating in warm up activities?*

What is more, the outcome of this research can help foreign language teachers opt for the most appropriate types of warm up activities with respect to age and preferences of students.

The data were assembled using various investigative methods, namely observation and questionnaire. As for the observation method, a number of warm up activities were designed and conducted. Two sets of questionnaires were prepared; one for students and one for teachers. Surveys concerning students' and teachers' point of view were conducted both in schools and on the internet as well.

Thus the research part deals with the process of acquiring the information, analysis and discussion of the results, being divided into three chapters according to applied method.

5 WARM UP ACTIVITIES OBSERVATION

The first perspective being taken into account was obtained by observation of chosen representative warm up activities applied to learners of different ages in English and German language classes. These activities were examined in the course of my teaching practice that took place at basic school in Olomouc and simultaneously, during the lessons I taught in language school in Olomouc.

The activities described below (see Chapters 5.1 to 5.7) represent all three categories of age-appropriate activities as discussed in Chapter 3, i.e. communicative, physical and game-like activities. Some of the activities were employed with more than one age group to investigate the differences in their realization and their final outcomes. The observation was performed from the author's point of view giving the answer to the research question number three (see above). Concerning students' and pupils' standpoint, they comment on these particular activities in the questionnaire, being inquired into in Chapter 6. In addition, observation of the author serves as an information source that was compared to the information attained via questionnaires to give more objective answer.

5.1 NUMBER GROUPS

Age group: young learners, 10 – 11 years old

Category: physical activity – movement game

Language: English

Level: beginner

Objective: numbers revision and practice, activating and motivating learners

Time: 10 minutes

Teaching aids: CD player, CD with song from the course book Project 1

Source: ESL Kids Games & Activities (<http://www.eslkidstuff.com>)

Description:

Pupils are instructed to move around the classroom and listen to a song. Once the song stops and the teacher calls out some number, they are supposed to form groups according to the number they hear. The participants should move rapidly so that they could be a part of some group. Those who are not successful and do not manage to form the group must sit down on their seat. Since much movement is needed, this activity requires enough space and eliminated obstructions.

Observation:

This physical activity was a perfect match for young learners providing participants with the opportunity to engage their senses combined with movement and a game-like competitive element (see Chapter 2.1.1 for detail). When conducting the activity, monitoring played a crucial part since the pupils could incline to cheating and arguing about who was the first to form the group. Nevertheless, there were no such problems, learners were fair and no complication emerged. What is more, pupils seemed enthusiastic about this game which created a positive atmosphere.

It is safe to conclude that the aims of this activity were met and it helped to activate and motivate the pupils who had to think fast to make groups and thus subconsciously practised numbers.

5.2 THE FLY SWATTER GAME

Age group: young learners, 10 – 11 years old

Category: physical activity – movement game

Language: English

Level: beginner

Objective: numbers revision and practice, activating and motivating learners

Time: 10 minutes

Teaching aids: flashcards/whiteboard markers, white board, two fly swatters

Source: Language teaching games (<http://languageteachinggames.blogspot.cz>)

Description:

The implementation of this activity requires teachers either to stick the flashcards with numbers on them or write the numbers on the whiteboard. Subsequently, they should divide the class into two teams and give the pupils instructions that one representative of each team should swat the number that the teacher calls out and write it in words on the whiteboard. Whoever slaps the number first and, besides, writes the number correctly scores a point for his or her team. Both players leave and let other classmates compete.

Observation:

When playing this movement game, learners involve their senses and physical activity, practise listening and writing skills and train their reflexes. On that account, I had no hesitation in applying this activity to young learners. (see Chapter 2.1.1)

This game was implemented the first time I taught this class therefore I could not anticipate the course of this activity. Having explained the rules in English, pupils were divided into two teams – boys against girls. There was no need to switch to Czech when giving instructions since young learners grasp the meaning of what is being said provided that teachers use appropriate gestures (see Chapter 2.1.1.).

In the course of the activity, learners were so engaged in the game and enthusiastic about it that it was difficult to monitor them and calm them down. The fact that I did not know their names made it problematic for me mainly when some of the participants attempted to cheat. The reason they were so competitive may be the way they were divided into teams – boys and girls, as young learners incline to giving preference to identical gender. Even though the objective to practise subject matter, activate and motivate the learners was accomplished, they were excessively energetic, not willing to stop the game. Contrary to the first activity used with this group of learners (see above), this game is rather feasible with a relatively small number of pupils (approx. 10 pupils) so that the monitoring is possible.

A modification of this activity:

Age group: teenagers, 15 years old

Level: pre-intermediate

Objective: irregular verbs revision and practice, activating and motivating learners

Description:

Because of the adaptability of this game, it can be practised with students for various purposes. In this instance, teenage students are supposed to slap the bare

infinitive form of irregular verb and name remaining two forms – past simple and past participle. Remainder of the rules is the same as of the game with numbers (see above).

Observation:

In spite of the fact that this activity is designed to be used chiefly with young learners (see above), I decided to review this conclusion. In this case, students were aware of the meaningful objective and the fact that they were practising grammar which should be stimulating for them (see Chapter 2.2.1.).

First of all, students were unresponsive and reluctant to stand up and move to the front of the classroom when instructed. Nevertheless, shortly after the game started, most of them started to enjoy the activity. Since the members of this age group vary significantly being emotionally unstable and influenced by various circumstances and factors (see Chapter 2.2.1.), some individuals were self-conscious when they did not succeed and became aim of their classmates' attention which validates the theory discussed in Chapter 2.2. What is more, students standing in the background were not fully engaged all the time trying to silently communicate with their peers. Concerning their overall behaviour, in contradistinction to young learners, there were no considerable problems, the game was easy to manage and the warming up objective was accomplished.

5.3 STORYTELLING

Age group: teenage learners, 15 years old

Category: communicative activity – communication game

Language: English

Level: pre-intermediate

Objective: active use of language

Time: 10 minutes

Teaching aids: none

Source (inspiration): Budden, 2011 (www.teachingenglish.org.uk)

Description:

Students are given instructions on taking their chair and moving to the front of the class and creating a circle. Students are supposed to sit down and tell a story together. Teacher commences the story saying “Once upon a time, there was a...” and each of them should add one word to continue the story. The story can develop in various ways obliging students to listen carefully and concentrate to be capable of continuing the story coherently. To make the storytelling activity more demanding, students can instead of adding one word make whole sentences.

Observation:

The aim of this activity was to make the learners use the acquired language actively, and at the same time, to practise past simple and past continuous tense and word order in a natural meaningful way. Teenage learners requiring a reasonable communicative purpose, are able to utilize their learning potential (see Chapter 2.2.1).

As for the course of the first part of this activity when they were supposed to think up one word only, all the participants were engaged, they paid attention and it came up to my expectations. As soon as the game was transformed into the way that they were required to make sentences, it took a lot of time for them to figure out some sentence. What is more, the same problem as during the physical activity (see Chapter 5.2)

emerged and a girl appeared to be humiliated when the rest of class was waiting for her sentence for a long time. All things considered, this activity took more time than expected as they were thinking too long, nevertheless, all the participants were equally engaged and used the language in entertaining creative way.

5.4 KOMMANDO PIMPERLE

Age group: teenage learners, 15 years old

Category: physical activity – commands

Language: German

Level: beginner

Objective: activation, positive atmosphere

Time: 5 - 10 minutes

Teaching aids: none

Source (inspiration): Gruppenspiele (www.gruppenspiele-hits.de)

Description:

Students respond physically to commands that are called out by teacher training their fast reaction and concentration. The order is carried out only provided that the word “kommando” is uttered. Students can be commanded: “Kommando Pimperle” signifying that they should tap on the desks using their index finger; “Kommando Flach” requiring students to put their palms down on the desks; “Kommando Hoch” meaning that they should raise their hands; “Kommando Rücken” signifying that they should put their hands upside down on the desks; “Kommando Faus” for putting their fists down on the desks; “Kommando Kant” ordering to put flanks of their hands on the desks; and

“Kommando Spitze” commanding to lay their fingertips on the desk. Those who make a mistake are eliminated.

Observation:

This TPR activity (see Chapter 3.2.) was incorporated in German language lesson with teenage students having been attending German classes for two years. This game is comparable to English game Simon Says being felicitous mainly for young learners (see Chapter 3.2.). Despite this fact, this activity functioned well with teenagers as well, serving as an energizing tool. When playing this activity, observing was problematic as it was difficult to notice those who have made a mistake, thus playing with a small number of students (approx. 10 students) would be better to manage. However, students were honest and confessed when a mistake occurred. What is more, they were so captivated that the game was played twice in a row.

5.5 “DAS KLEINE KÜKEN PIEPT” ACTION SONG

Age group: teenage learners, 15 years old

Category: physical activity – action song

Language: German

Level: beginner

Objective: activation, positive atmosphere

Time: 5 minutes

Teaching aids: CD player/ PC, song, flashcards

Source (inspiration): Cecil, McCormick, 2009, A feast of rhyme, rhythm and song

Description:

Participants of this action song activity are given a flashcard with name of an animal written on it. Afterwards, teacher instructs students to stand up and sit down every time they hear the name of their animal in the song. English version of this song is called The Little Chick Cheep.

Observation:

Another TPR activity applied to the same German language students as the abovementioned activity (see Chapter 4.4.) was used with the same principal target – warming up the students. Despite being generally more suitable for younger pupils who are always enthusiastic about TPR songs (see Chapters 2.1., 2.1.1.), I wanted to energize exactly this group of passive teenagers reluctant to do anything. On the whole, this objective was accomplished only with a part of the participants since it is always a challenge to satisfy all the members of this “problematic” age group (see Chapter 2.2.1.). Approximately half of the participants moving according to what they were instructed seemed to enjoy the action song, whereas the other half did not respond at all. Some of them confessed that they just did not hear the name of their animal since the song is relatively fast, however, they just could have felt disinclined to standing up. To sum it up, this warm up activity was not as efficient with this age group as expected.

5.6 WHO AM I?

Age group: young adult learners, 18-40 years old

Category: game-like activities – guessing game

Language: English

Level: upper-intermediate

Objective: practising question forming, active use of language

Time: 10 minutes

Teaching aids: sticky flashcards

Source (inspiration): David M., 2013, Who am I? (<http://eslkidsgames.com>)

Description:

Students are given sticky flashcards with a name of a famous personality, they are prohibited to look at their cards and they should stick the card on their forehead. All the players can see their team mates' cards striving to figure out who they are. However, they are not supposed to ask questions about themselves, they hold a conversation together, asking each other questions about topics that are peculiar to these personalities functioning as hints.

Observation:

This information gap activity (see Chapter 3.1. for detail) was utilized with a group of students being able to speak fluent English to get them talking in the initial part of the lesson. Instead of using the familiar version of this game, specifically inquiring about themselves, they were ordered to converse about topics distinctive to the personalities written on their team mates' foreheads.

Participants of this game were slightly confused as they had an urge to ask questions about themselves as soon as they were given a hint. Once they were asked a question, they were thinking for quite a long time about how to respond. After a lapse of time, they comprehended the essence of this game which evolved into an amusing activity. Since this activity focuses on fluency, I avoided instantaneous correction of

mistakes and the problems were diagnosed afterthought. Remarkable phenomenon is that when being corrected, they apologized for their mistakes as they do not accept them to be natural (see Chapter 2.3.1.1.). On the whole, this game proved to be effective with this particular age group.

A modification of this activity:

Age group: middle adult learners, 40-65 years old

Level: pre-intermediate

Description:

The procedure is similar to the one described above, except the fact that, contrary to the abovementioned activity, the participants are instructed to keep asking yes/no questions about themselves to figure out who they are.

Observation:

This guessing activity was implemented also with middle adult learners with lower level of English. The principal objective of this game was meaningful application of language as well as natural practising of question formation.

As for the activity itself, the information gap compelled the participants to speak which was essentially the purpose. Nevertheless, instead of making sentences utilizing their existing vocabulary, they were inquiring about unknown words they wanted to use thus, strictly speaking, they were not speaking. What is more, they had compulsion to translate word by word their projected Czech sentences being unable to switch to thinking in the English language. Importantly, this phenomenon is observed to be frequent with

adult learners. In spite of the fact that this game concentrates on fluency, I occasionally intervened in the speech and corrected the most serious mistake, especially word order when making questions. All things considered, I regard this warm up activity to be efficient for adult learners particularly for those of this level. However, it is important to make the students aware of the fact that they need to speak only English, employing their existing vocabulary and simultaneously making simple sentences so that the target of this activity can be met.

5.7 ROLE PLAY

Age group: young adult learners, 18-40 years old

Category: communicative activities – role play

Language: English

Level: intermediate

Objective: use of language in real life situations

Time: 10 minutes

Teaching aids: flashcards

Source: Free role playing games (<http://busyteacher.org>)

Description:

Participants are instructed to play roles that are delineated on flashcards they are given. The aim of this activity is to agree on some solution to the problem discussed. This activity is feasible in pairs as well as in small groups of students.

Observation:

Because of the fact that this activity is a perfect match for adult learners (see Chapter 3.1., 2.3.1.1.), especially those of higher level of English being able to carry on a conversation, I incorporate this activity into lessons relatively often.

As for this group of students, they handled this activity exceedingly well. They were given a choice and autonomy to deal with various situations, they identified with their roles and seemed to be entertained as well. They were engaged in the dialogues being concluded by reaching an agreement.

The remark worth mentioning is that facilitators of this activity should consider the appropriateness of the roles given to participants thoroughly. This group consisting of a couple and their female friend got into a disagreeable situation when the boy and his female friend were supposed to play an engaged couple which made the real girlfriend jealous. What is more, when played with married couples, teachers should avoid taboo and intimate topics such as infidelity that may be potential inducement of a displeasing moment which occurred in one of my classes as well.

Regarding the correction of mistakes, the fluent speech was not being interrupted and the problems were discussed afterwards.

On the whole, when the roles are thought-out and carefully chosen, I regard this activity to be highly efficient.

To sum it up, this chapter examines the author's observation of warm up activities implemented during English and German language teaching of young, teenage and adult learners.

According to the observation, young learners despite being fully engaged in all the physical activities that took place, they got excessively boisterous and they were

difficult to monitor. As for teenage learners, part of the participants, though reluctantly, became involved in warm up activities and enjoyed them, however, some individuals may have felt uncomfortable when being in the center of attention. Adult learners being concerned with making mistakes kept apologizing when performing communicative activities and interrupted their speech by inquiring about unknown words. In terms of adults, teachers should be careful about the topic they opt for.

The following chapter takes into consideration the second point of view, namely foreign language students' perspective. Specifically, it investigates how students of various age groups perceive warm up activities used in lessons of English and German language.

6 ANALYSIS OF STUDENTS' QUESTIONNAIRES

This chapter is concerned with the evaluation of the questionnaires for foreign language students providing the second point of view being critical for the unbiased conclusion. As a matter of fact, young, teenage and adult learners were supposed to express their standpoint to warm up activities incorporated into English and German language lessons taught by the author. Their attitude was investigated via questionnaire, striving to answer the research questions number one, three, four and five.

The analysis is divided into four parts according to the age of the partaking learners. The division of the age groups is inspired by Erikson's classification discussed in the theoretical part (see Chapter 2). As for the respondents, the total number of 39 learners comprises of 6 pupils aged 6-11, 20 pupils aged 12-18, 7 students aged 19-40 and 6 students aged 41-65.

The questionnaire was conducted in March 2017 after the observation during teaching practice and lessons taught in language school were carried out.

6.1 QUESTIONNAIRE FOR YOUNG LEARNERS AGED 6-11

This questionnaire (see Appendix 1 for original Czech version, Appendix 2 for translated version) represents the standpoint of the youngest participants of the investigation consisting of 4 girls and 2 boys. During the teaching practice I had the possibility to teach the class of 18 pupils, however, most of them were on a trip the moment they were supposed to fill in this questionnaire.

The first section of this survey inquires about general questions comprising sex, age, type of school studying, what language and for how long they have been studying this language. They are English language learners attending the first stage of the basic

school. Half of the students (3 out of 6, i.e. 50 per cent) have been having English classes for 3 years, whereas, the other half for 5 years.

The second section of the survey contains 6 specific questions concerning their personal attitude to warm up activities they partook in. These questions are examined separately (see below).

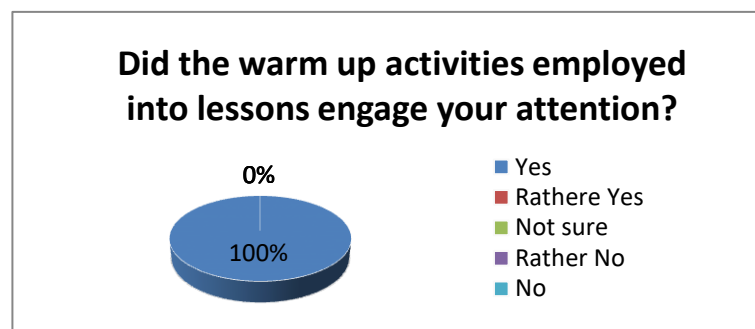


Figure 1: Did the warm up activities employed into lessons engage your attention?

The first specific question (Figure 1) aims to find out whether the activities employed into lessons (see Chapter 5.1 and 5.2) caught learners' attention to be compared with the author's observation. According to the survey, it is crystal clear that all pupils (6 out of 6, i.e. 100 per cent) appreciated the activities. As the pupils were usually so engaged that they did not want to stop the activities (see Chapter 5.2), this finding was rather anticipated.

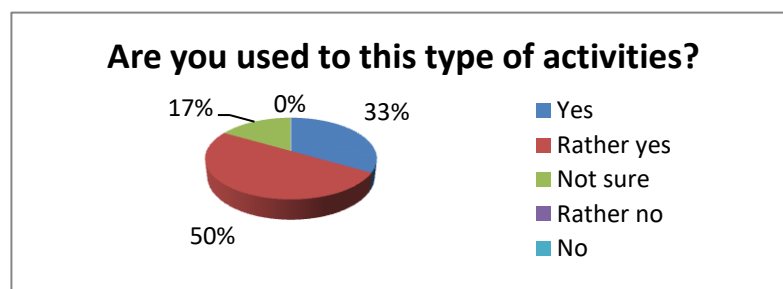


Figure 2: Are you used to this type of activities?

The second question (Figure 2) strives to partially answer the research question number one (see the introduction to the practical part) trying to ascertain whether foreign language teachers incorporate any warm up activities in their lessons. According to the answers of young learners, their English teacher rather uses warm up activities, as 3 out of 6 students (i.e. 50 per cent) picked the answer “Rather yes”, 2 pupils claim that their teacher uses this type of activities, however, one pupil was not sure.

As for the third specific question, learners were supposed to name two warm up activities that they remember were employed in the lessons taught by the author. All the respondents recall movement games Number Groups (see Chapter 5.1) and The Fly Swatter Game (see Chapter 5.2). Their impression of these games is described in the Figure 3 below:

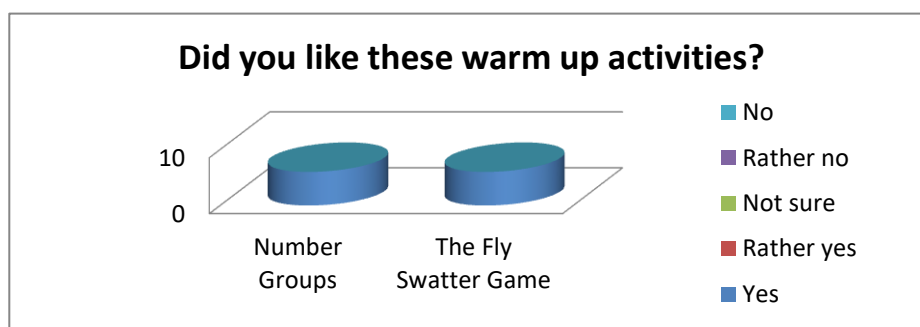
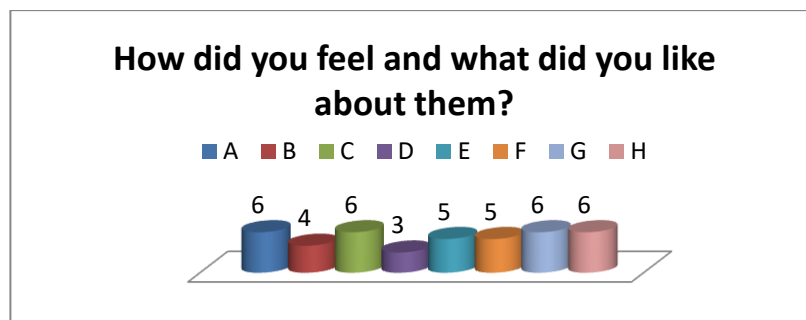


Figure 3: Did you like these warm up activities?

The aim of this question (Figure 3) was to find out whether the learners were favourable to particular chosen activities included in the lessons. As mentioned in Chapters 5.1 and 5.2, young learners were overly enthusiastic about movement games thus the result was rather predictable. All the participants (6 out of 6, i.e. 100 per cent) expressed their persuasion that these activities were attractive to them. This fact supports the theory that physical activities are generally the best option for this age group.



*Figure 4: How did you feel and what did you like about them?*³

Concerning the subsequent question (Figure 4), it relates to feelings learners perceived in the course of the warm up activities. As it can be observed in the Figure 4, all the learners (6 out of 6, i.e. 100 per cent) appreciated positive atmosphere, practising the topic (numbers) and enjoyment of the activities together with possibility to speak English. What is more, all the learners like competing. The second most frequent answer (5 out of 6, i.e. 83 per cent) was being driven by motivation and starting to talk. The majority (4 out of 6, i.e. 66 per cent) of participants enjoyed work in pairs and groups as well. However, only half of them (3 out of 6, i.e. 50 per cent) felt awakened by these activities. Clarification for this might be the fact that young learners are generally vivacious all the time and do not need to be overly energized.

The last question, specifically “*How did you feel and what exactly didn’t you like about them?*” aims to ascertain potential negative feelings about these activities that may have occurred. Respondents were provided multiple options (see Appendix 1, 2), nevertheless, only 1 boy out of 6 learners expressed his negative feelings he confronted, marking off the answer: “*I am afraid of speaking in front of others*”. It follows that even though young learners incline to showing off, there may be some diffident individuals feeling more comfortable when being in the background.

³ A: I enjoyed them, I could use the language actively; B: I appreciated pair work/group work; C: I like competing; D: They were activating (they woke me up); E: They were motivating; F: They got me talking; G: I could revise and practise the previous topic; H: positive atmosphere

6.2 QUESTIONNAIRE FOR TEENAGE LEARNERS AGED 12-18

The subsequent age group being a constituent of the research, specifically, teenage learners were provided the questionnaire identical to the one of young learners (see Appendix 1 for original Czech version, Appendix 2 for translated version) in order to ascertain and compare their perspective. The total number of respondents comprises 20 learners consisting of 10 boys and 10 girls. 4 girls and 4 boys out of total (8 out of 20, i.e. 40 per cent) expressed their attitude to warm up activities as a part of German language lessons, whereas 6 girls and 6 boys (12 out of 20, i.e. 60 per cent) provided opinion on warm up activities in English language lessons.

As for general questions, all the respondents aged 12-18 attend the second stage of basic school having been studying German for 2 years and English for about 5 to 10 years which may have had impact on their evaluation.

The specific questions regarding the evaluation of warm up activities included in both English and German language lessons taught by the author of this thesis are inspected below.

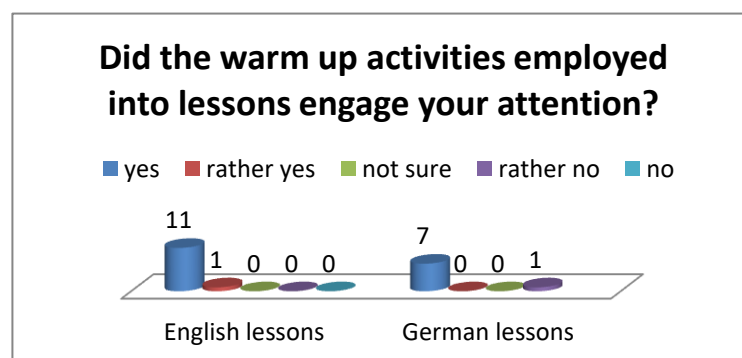


Figure 5: Did the warm up activities employed into lessons engage your attention?

The intention of question asked in Figure 5 was to evaluate all warm up activities that took place in lessons of English and German language in order to draw a comparison

with the author’s observation. Figure above suggests that the majority, specifically, 92 per cent (11 out of 12) of English language teenage learners and 88 per cent (7 out of 8) of German language teenage learners found the activities (see Chapters 5.2, 5.3, 5.4, 5.5) appealing. The reason for this result might be the fact that warm up activities are rather uncommon for them (see Figure 6 below).

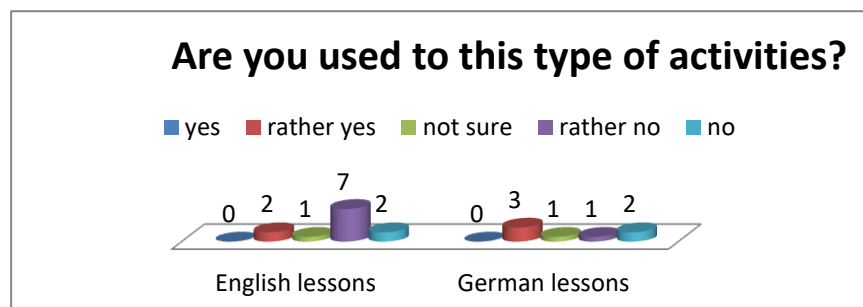


Figure 6: Are you used to this type of activities?

The second specific question (Figure 6) teenagers were asked endeavours to approach the answer to research question number one (see Chapter “Practical Part”). According to the results, teenage learners of English are rather not accustomed to warm up activities as 7 out of 12 (i.e. 58 per cent) learners side with answer “rather no” and further 2 students (17 per cent) support the idea choosing option “no”. Altogether, the majority of the respondents (75 per cent) confess that warm up activities are not usually embodied in their lessons.

However, the results concerning German classes were not so unequivocal, the most selected option was “rather yes”. Since this result is rather ambiguous, more investigation would be needed to draw any relevant conclusions.

The subsequent question requires the students to think back on any warm up activities they remember were used in both English and German language lessons that were taught by the author. Regarding English lessons, all the students (12 out of 12, i.e.

100 per cent) stated “The Fly Swatter Game” (see Chapter 5.2) and, additionally, 9 students out of 12 (i.e. 75 per cent) recalled “Storytelling” (see Chapter 5.3) as well. What is more, 1 student mentioned he appreciated “interactive activities” and some other student highlighted “making sentences using *used to*”. Regarding German classes, activity that impressed most on learners’ memory (8 out of 8) was “Kommando Pimperle” (see Chapter 5.4) and “Das Kleine Küken Piept Action Song” (see Chapter 5.5) – 7 out of 8 learners, i.e. 88 per cent. Their overall opinions are specified in Figure 7 which is to be found below.

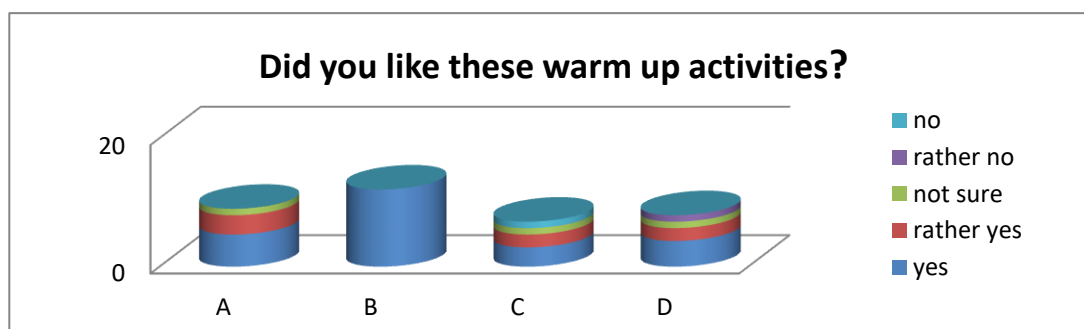


Figure 7: Did you like these warm up activities?⁴

This question (Figure 7) aims to find out the success rate of particular chosen activities embodied into lessons. On the whole, the movement game “The Fly Swatter Game” seems to be attractive to all teenage learners (12 out of 12). Compared to the author’s observation, this result is rather unexpected as participants seemed to be reluctant at the beginning of the activity and some individuals appeared to be embarrassed (see Chapter 5.2.). On the contrary, the least successful turned out to be action song “Das Kleine Küken Piept” since only 3 out of 8 learners (i.e. 38 per cent) chose option “Yes” which also corresponds with the author’s evaluation (see Chapter 5.5.). The remaining activities – “Storytelling” and “Kommando Pimperle” were,

⁴ A: Storytelling; B: The Fly Swatter Game; C: Action Song; D: Kommando Pimperle

according to survey, rather satisfactory. It follows that physical activities including a meaningful purpose (irregular verbs revision) can be for teenage learners even more effective than communicative activities.

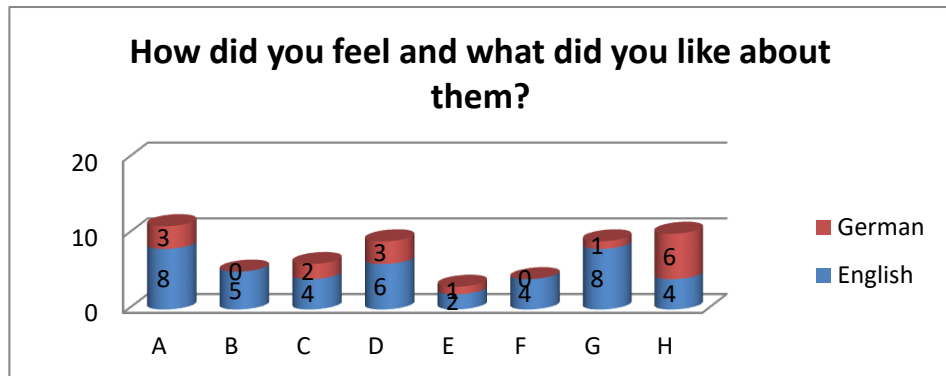


Figure 8: How did you feel and what did you like about them?⁵

Considering the subsequent question (Figure 8), respondents were provided eight options (see footnotes) regarding their feelings in the course of the warm up activities that occurred in both English and German lessons.

As for English, the most frequent impression (8 out of 12, i.e. 67 per cent) was enjoying the activity and simultaneously having opportunity to use the language actively. In addition, the participants (8 out of 12, i.e. 67 per cent) valued the possibility to practise the subject matter (past simple tense). As discussed in Chapter 2.2.1., teenagers need to be aware of the purpose in order to be active thus the result correlates with the theory. What is more, 50 per cent felt awoken when participating on the activities.

However, 75 per cent (6 out of 8) of German language learners appreciated most a positive atmosphere. The fact that only a minority mentioned option A and G (see footnotes number 5) is logical as TPR activities functioned rather as energizing tool.

⁵ A: I enjoyed them and simultaneously I could use the language actively; B: I appreciated pair work/group work; C: I like competing; D: They were activating (they woke me up); E: They were motivating; F: They got me talking; G: I could revise and practice the previous topic, H: Positive atmosphere

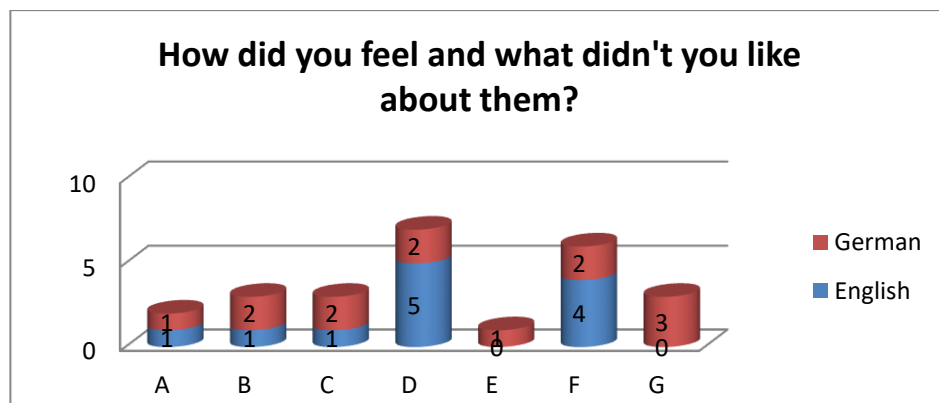


Figure 9: How did you feel and what didn't you like about them?⁶

The last specific question (Figure 9) of teenage learners oriented questionnaire strives to detect learners' potential negative feelings when warm up activities took place.

With regard to English classes, a considerable part of learners confessed that they felt nervous (42 per cent) and embarrassed (33 per cent) when speaking in front of their peers which is, according to the theory discussed above (Chapter 2.2.), quite common phenomenon. Interestingly, none of them regarded the activities to be useless.

On the contrary, 38 per cent (3 out of 8) of teenagers attending German classes considered the warm up activities to be pointless. A possible explanation may be the inappropriate choice of the activities as TPR activities used in German classes are much more effective with young learners (see Chapter 3.2.)

6.3 QUESTIONNAIRE FOR ADULT LEARNERS AGED 19-40

This questionnaire (see Appendix 3 for original Czech version, Appendix 4 for translated version) aims to detect perspective on warm up activities of young adult learners aged 19-40 within English classes taught by the author. The outcome of this

⁶ A: I didn't enjoy them; B: I didn't appreciate pair work/ group work; C: I don't like competing; D: I was nervous , I don't like showing myself; E: I don't like movement; F: I am afraid of speaking in front of others; G: It was just fun and It was useless

survey is thereafter contrasted with the questionnaires of other age groups, questionnaires of teachers (see Chapter 7 below) and the author's observation (see Chapter 5 above).

Regarding the target group, they consist of 5 men and 2 women, altogether 7 participants studying at the language school in Olomouc. As for their experience with the target language, the majority of them (5 out of 7, i.e. 71 per cent) have been attending English classes since their basic school.

The students have been asked 6 specific questions related to their view on warm up activities which is to be found in the Figures below:

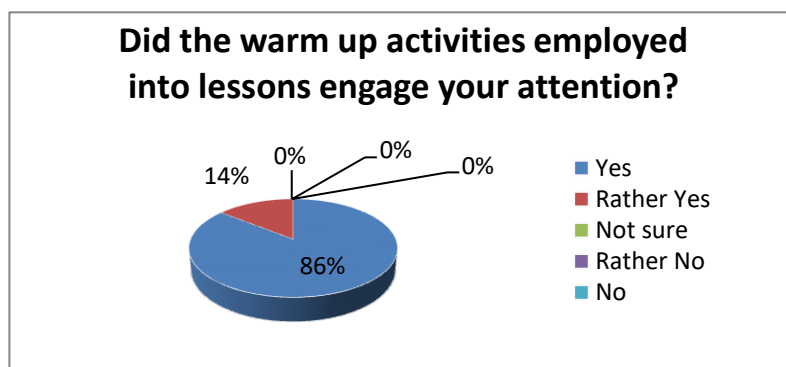


Figure 10: Did the warm up activities employed into lessons engage your attention?

As the Figure 10 suggests, the vast majority (6 out of 7) of the group consisting of young adults expressed their conviction that the warm up activities they experienced in English lessons captured their attention. What is more, the remaining learner was inclined to the option "Rather Yes" being a positive answer as well. It follows that even though some teachers may think that adult learners will not appreciate activities as it may inhibit their advancement towards their specific goals, learners themselves support the use of warm up activities.

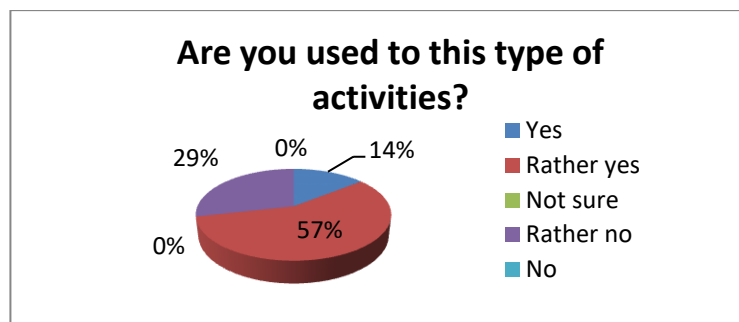


Figure 11: Are you used to this type of activities?

The second specific question (Figure 11) contained in the questionnaire strives to partially chart the frequency of incorporating warm up activities in general. As it can be observed in the Figure, the majority of the group (5 out of 7, i.e. 71 per cent) of young adult learners claims that they have in their lifetime experienced this type of activities in the previous studies (whether in the state school or language school). On the contrary, the remaining 2 (14 per cent) respondents side with the opposite situation choosing the option “Rather no”.

The following question requires the participants to name or describe two warm up activities they are able to recall. 5 of the students named the guessing game “Who am I?”, 4 learners mentioned communicative activity “Role Play”, 3 students described “Taboo Game”⁷, and 2 students recalled “One Letter Communication”⁸, “How are you today?”⁹ and “Movie Drawing”¹⁰ activities. Their thorough evaluation is depicted in the Figure below:

⁷ Taboo Game – communicative activity - communication game

⁸ One Letter Communication – communicative activity - communication game

⁹ How are you today? – communicative activity - talking about yourself

¹⁰ Movie Drawing – communicative activity – communication game

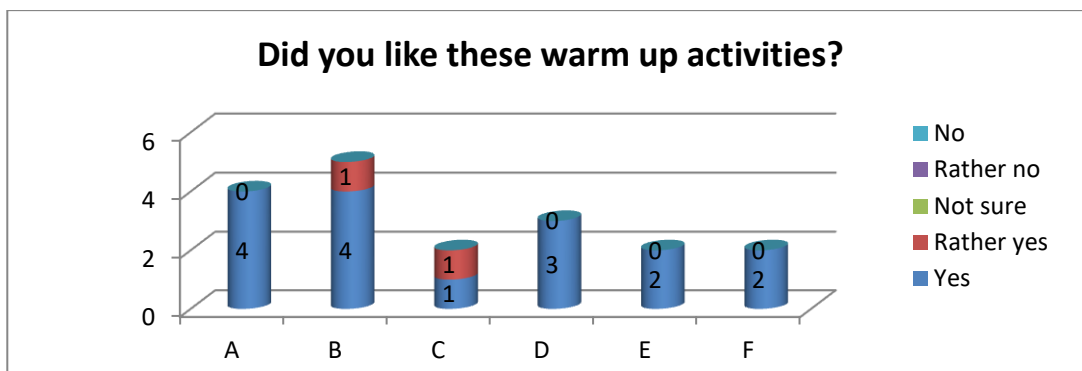


Figure 12: Did you like these warm up activities?¹¹

According to the survey (Figure 12), it is obvious that the most popular activity (4 out of 7, i.e. 57 per cent) among young adult learners appears to be the guessing game “Who am I?” (see Chapter 5.6.) and the communicative activity “Role Play” (see Chapter 5.7.). What is more, “Taboo Game” (see footnote number 6) requiring learners to describe one specific word without saying designated relating words so that team mates can guess the word, is the second most acclaimed activity. On the whole, there is no negative response indicating that the activities were chosen properly satisfying all adult learners’ requirements.

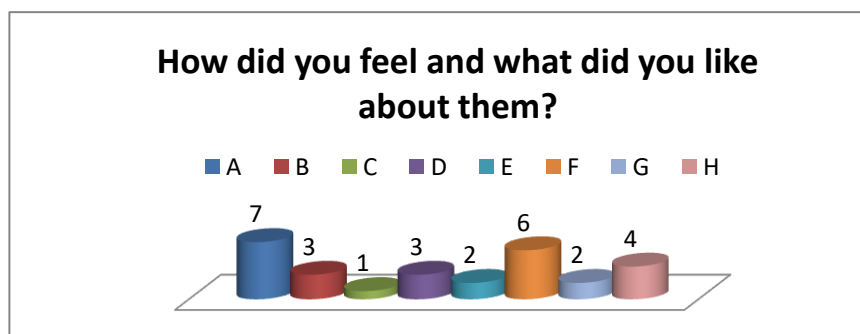


Figure 13: How did you feel and what did you like about them?¹²

¹¹ A: Role play; B: Who am I?; C: One letter communication; D: Taboo game; E: How are you today?; F: Movie drawing

¹² A: I enjoyed them, I could use the language actively; B: I appreciated pair work/ group work; C: I like competing; D: They were activating (they woke me up); E: They were motivating; F: They got me talking; G: I could revise and practice the previous topic, H: Positive atmosphere

As far as the respondents' impression of the warm up activities is concerned (Figure 13), all the students (7 out of 7) expressed that what they value the most is the possibility to use the language actively when doing something entertaining at the same time. Secondly, they confessed that the activities got them talking, being simultaneously their target. This outcome seems to be logical as young adults mostly need the language for real-life communication (see Chapter 2.3.1.).

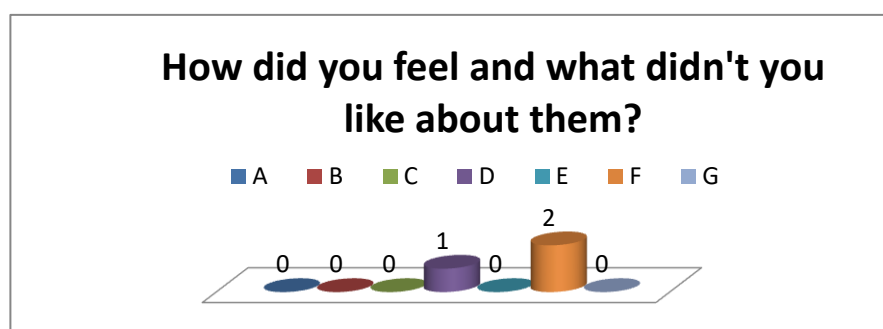


Figure 14: How did you feel and what didn't you like about them?¹³

The last question aiming at young adults (Figure 14) endeavours to discover negative feelings concerning warm up activities. Only 2 students (29 per cent) out of total acknowledged that they were reluctant to speak in front of other people and, moreover, one person was nervous. This result indicates that, adult learners may have problems with self-confidence concerning their speaking abilities and making mistakes (see Chapter 2.3.1.1.), however, the fact they are driven by motivation makes them realize the importance of speaking.

Last of all, respondents were given the opportunity to comment either on the survey or warm up activities. One student stated: *“I know there are many things that need to be improved in my English, however, conversation with you opened my eyes and now I*

¹³ A: I didn't enjoy them; B: I didn't appreciate pair work/ group work; C: I don't like competing; D: I was nervous , I don't like showing myself; E: I don't like movement; F: I am afraid of speaking in front of others; G: It was just fun and It was useless

finally know what needs to be worked hard on.” This utterance implies that adult learners are critical to themselves and concerned about their flaws and simultaneously they appreciate the possibility to use the language actively.

6.4 QUESTIONNAIRE FOR ADULT LEARNERS AGED 41-65

Last but not least, learner-oriented questionnaire aiming at the point of view of adult learners aged 41-65 (see Appendix 3 for original Czech version, Appendix 4 for translated version) tries to chart the respondents’ impression of warm up activities that they encountered in the lessons taught by the author.

This age group consists of 6 respondents comprising 3 men and 3 women studying at the language school in Olomouc. As for the length of studying the language, the learners have been attending the English classes for various periods of time, from 2 months up to 11 years.

The specific questions related to students’ experience and personal attitude to warm up activities are analysed in the Figures below:

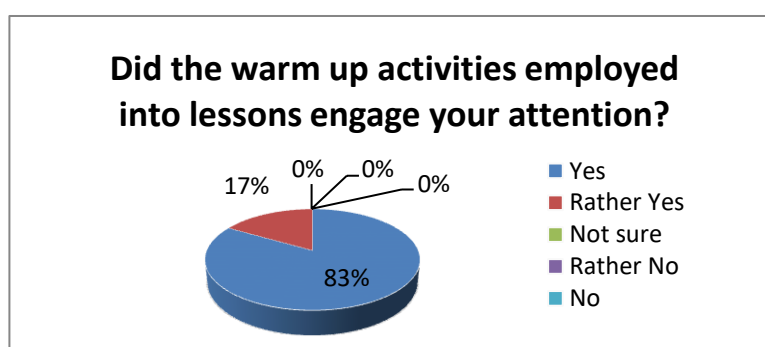


Figure 15: Did the warm up activities employed into lessons engage your attention?

It is obvious (from the Figure 15) that middle adult learners as well as young adult learners (see Chapter 6.3., Figure 10) appreciate the incorporation of warm up activities

into foreign language lessons as 5 out of 6 learners (i.e. 83 per cent) are inclined to answer “Yes” and the remaining one person opts for “Rather Yes”. Both young adults and middle adults have specific expectations thus being passive in the lessons is considered by them as a waste of time (which confirms the theory).

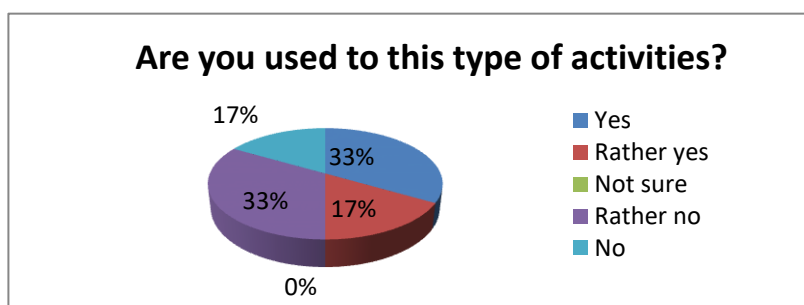


Figure 16: Are you used to this type of activities?

Figure 16 depicts general awareness of warm up activities among middle adult learners. It is apparent that the experience of the respondents is diverse as altogether half of them (3 out of 6) sides with positive response whereas the other half sides with the negative response. Compared to young adults being rather familiar with this type of activities, older generation has probably had fewer opportunities as, according to author’s experience, this type of activities was not so prevalent in the past.

The further question in the adult learners oriented questionnaire requests the respondents to enumerate warm up activities they are able to recollect. The vast majority of students (5 out of 6) mentioned guessing game “Who am I?” (Chapter 5.6.), half of them (3 out of 6) stated activities “Taboo Game” (Chapter 6.3.) and “How are you today?” (Chapter 6.3.), 1 student mentioned “Role Play” (Chapter 5.7.) and 1 learner highlighted “Discussion”¹⁴ (see footnotes). Further details are provided in the Figure below:

¹⁴ Discussion – communicative activity (see Chapter 3.1.)

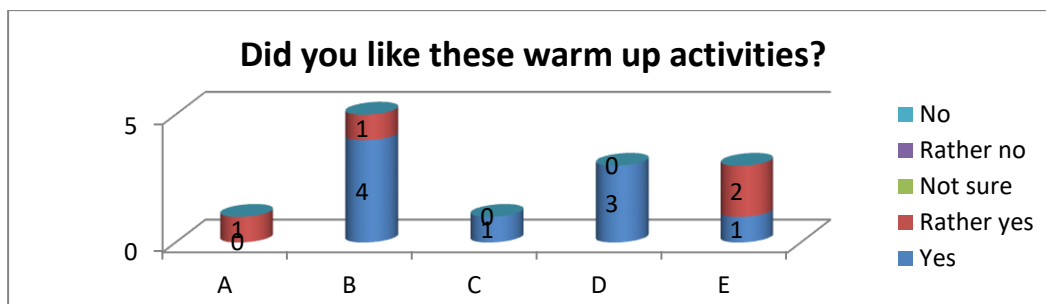


Figure 17: Did you like these warm up activities?¹⁵

According to the survey (Figure 17), middle adult learners give preference principally to guessing game “Who am I?” (5 out of 6 learners, i.e. 83 per cent) and communication game “Taboo Game” (3 out of 6, i.e. 50 per cent). The fact that both young adults and middle adults expressed their positive attitude to games proves that there is no need to hesitate to use “childish games” with adult learners provided that they are properly chosen.

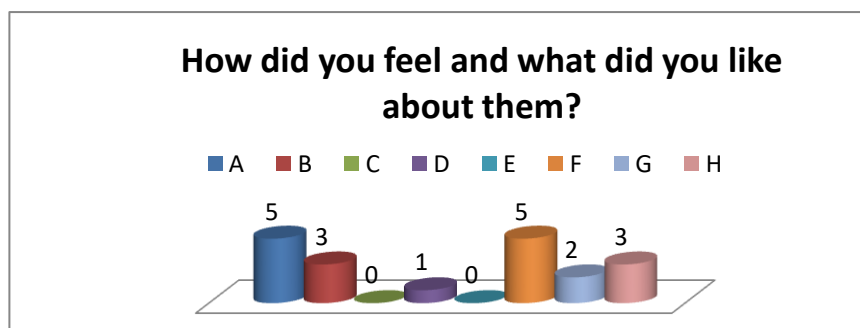


Figure 18: How did you feel and what did you like about them?¹⁶

The outcome contained in Figure 18 is comparable to results in Figure 13 (see Chapter 6.3.) since they both imply that adult learners demand being active and

¹⁵ A: Role play; B: Who am I?; C: Discussion, D: Taboo game; E: How are you today?

¹⁶ A: I enjoyed them, I could use the language actively; B: I appreciated pair work/ group work; C: I like competing; D: They were activating (they woke me up); E: They were motivating; F: They got me talking; G: I could revise and practice the previous topic, H: Positive atmosphere

communicating in foreign language as they need to be able to use the language in real life situations.

Similarly, regarding the negative feelings middle adult learners may have confronted during activities (Figure 19 below), there was only one respondent (out of 6) among middle adults conceding that he was feeling nervous and reluctant to speak being almost equal result as with young adults (Figure 14). The explanation might be identical as well (see Chapter 6.3.).

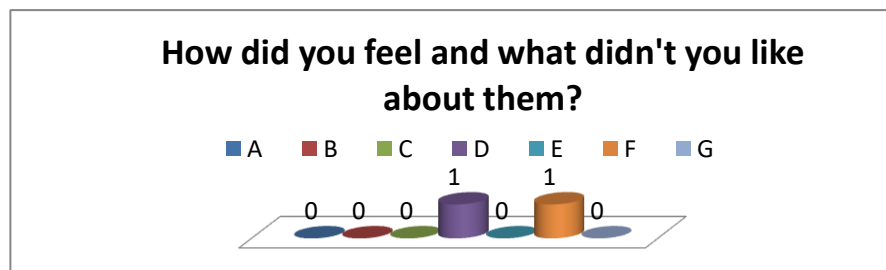


Figure 19: How did you feel and what didn't you like about them?

What is more, students were provided with the opportunity to express any additional comment they would like to. One respondent stated: *“Mentioned activities are much more attractive to me than a common instruction. It is easier for me to absorb the information and, simultaneously, I dispose of the fear of speaking.”* Some other respondent made a remark saying: *“Super!!!”* These statements prove that middle adult students are not “too old” for warm up activities as some teachers may think, on contrary, they help reduce the barriers and fear of failure being essential for middle adult learners (see Chapter 2.3.2.1.).

To sum it up, this chapter strives to give an idea of young, teenage and adult learners’ point of view on warm up activities they experienced in the course of English and German lessons. For this purpose, the analysis on questionnaires was accomplished.

This survey reveals that young learners being overly enthusiastic about the physical activities were favourable to them as the activities were adequately chosen. As for teenage learners, they found the activities appealing as well as they are rather uncommon for them and, besides, they realized their relevance even if the activity is “just” a game. However, large number of them felt nervous. Regarding both young and middle adult learners, they highly appreciate warm up activities, primarily communicative activities, as they are aware of necessity of speaking and being active which helps them decrease the obstacles and increase their self-confidence. Nevertheless, these activities need to be beneficial for them.

7 ANALYSIS OF TEACHERS' QUESTIONNAIRES

This chapter takes into account the third point of view, specifically foreign language teachers' perspective, striving to answer research questions number one, two and three (see above). Teachers were supposed to express their attitude to warm up activities in general, give reasons for either inclusion or exclusion from the instruction and specify the type of activities being applied on particular age group. Their standpoint was ascertained via questionnaire (see Appendix 5 for Czech version and Appendix 6 for English version) which was conducted both in schools and on the internet.

As for the respondents, the total number of 40 teachers consists of 33 females and 7 males. A half of the teachers is currently teaching at language school, 12 teachers are teaching at grammar school, 5 at basic school, 3 at university and 2 at secondary school. As for the age group, 25 teachers (i.e. 63 per cent) are teaching students aged 12-18, 21 teachers (i.e. 53 per cent) are teaching students aged 19-40, 18 of them (45 per cent) are teaching students aged 41-65 and 8 respondents (i.e. 20 per cent) are teaching pupils aged 5-11. Regarding foreign languages being represented, the majority of foreign language teachers (i.e. 70 per cent) teach English language, however, German (25 per cent), Spanish, Russian, French and Ukrainian are represented as well.

The analysis of the survey is divided into four parts according to age group the teachers are currently teaching. What is more, questions intended for all the respondents are analyzed as well (see below).

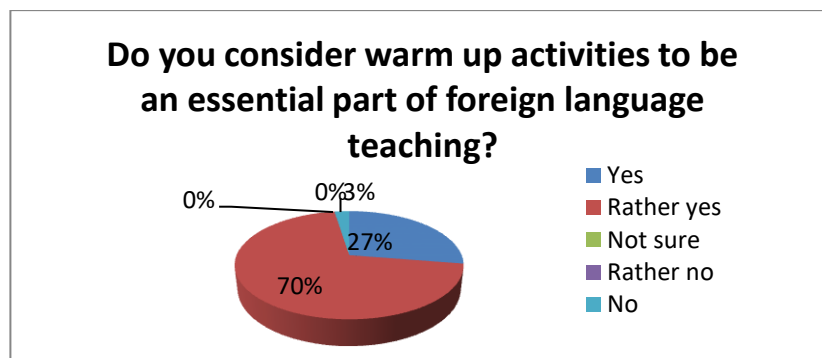


Figure 20: Do you consider warm up activities to be an essential part of foreign language teaching?

Figure 20 above indicates that the majority of foreign language teachers (28 out of 40, i.e. 70 per cent) regard warm up activities to be rather necessary and, moreover, 11 respondents (27 per cent) expressed their conviction about their indispensability in foreign language teaching. This question partially answers the research question number one (see the introduction to “Practical part”) implying that the teachers considering this type of activities to be imperative (35 per cent) presumably employ the activities into their lessons. This research question is answered in Figure 21 as well (see below).

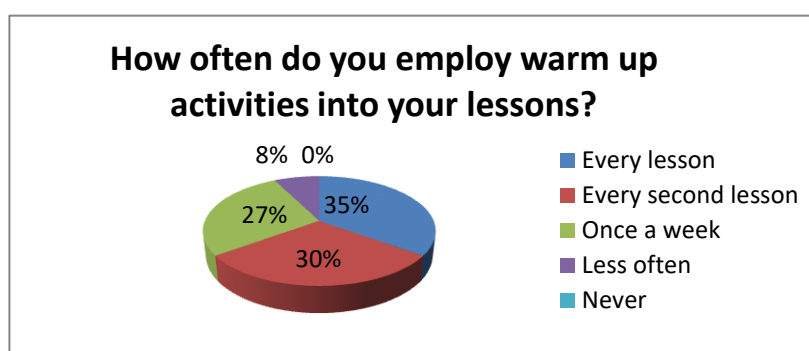


Figure 21: How often do you employ warm up activities into your lessons?

According to Figure 21 (above), it is obvious that all the respondents incorporate warm up activities, however, only 14 (out of 40, i.e. 35 per cent) teachers use these activities every single lesson. Approximately one quarter of the teachers (12 out of 40)

are inclined to the answer “Every second lesson” and 11 teachers use the warm up activities at least once a week. It follows that the vast majority of teachers do not regard warm up activities to be an inherent part of all of their lessons.

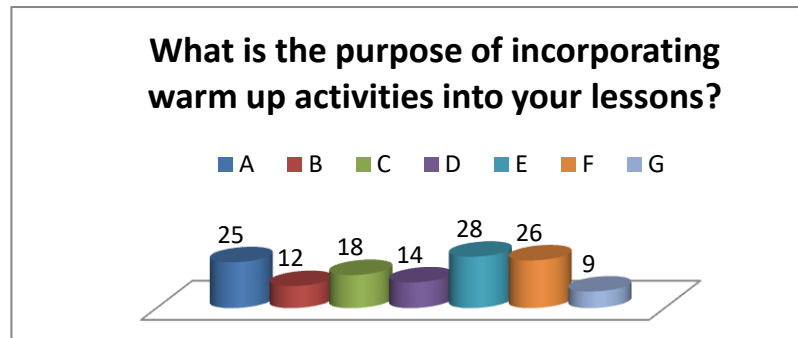


Figure 22: What is the purpose of incorporating warm up activities into your lessons?¹⁷

The subsequent questions (Figure 22 above and 23 below) endeavor to ascertain the reasons either for including warm up activities or their excluding from the lessons. The most prevalent reasons for their incorporating are creating a positive atmosphere, active use of acquired language and a revision of subject matter. On the contrary, 4 teachers are inclined to the statement “I would like to include warm up activities but there is no time for it”. In addition, one person (see footnote 10) shared this opinion saying that there is no time. It follows that regardless the majority of teachers would like to start their lessons with warm up activities, they may be frequently limited by a curriculum. However, according to the author’s opinion, “a good teacher” should always make time for warm up activities, especially in language schools which aim at quality.

¹⁷ A: Revision of subject matter; B: Preparation for new input; C: motivating students; D: Activating tool; E: Creating a positive atmosphere; F: Active use of acquired language G: Diagnosing tool, knowledge evaluation

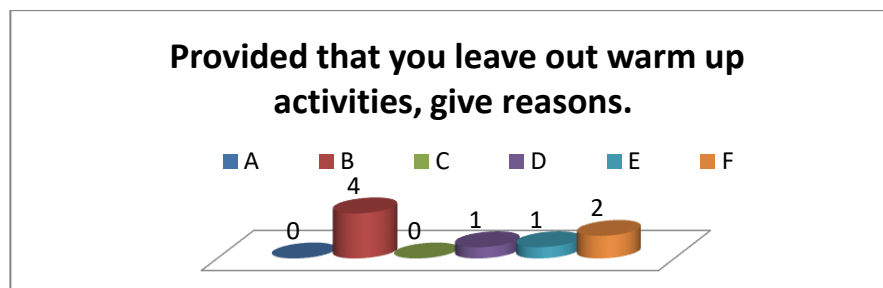


Figure 23: Provided that you leave out warm up activities, give reasons¹⁸

7.1 ANALYSIS OF QUESTIONS INTENDED FOR TEACHERS OF YOUNG LEARNERS

This section analyses questions given to eight foreign language teachers of young learners (aged 6-11) that were supposed to particularize type of activities they use in their lessons.

According to the Figure 24 (see below), the result is rather balanced, nevertheless, it is surprising that physical activities are the least preferred type of activity (in comparison to information in Chapters 2.2.1, 6.1.).

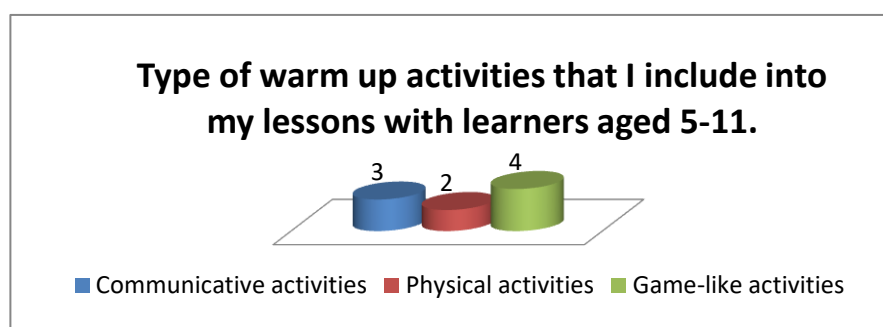


Figure 24: Type of warm up activities that I include into my lessons with learners aged 5-11

¹⁸ A: It is just a waste of time; B: I would like to include warm up activities but there is no time for it; C: It is just fun with no positive effect; D: Students are noisy and I am not able to calm them down; E: It requires extra work and effort; F: Other comments: "Sometimes there is not time for them, especially in language schools, where you have limited time.", "Some students don't want it."

Concerning subsequent questions contained in the questionnaire (see Appendix 7, Figure 28, 29, 30), the vast majority (i.e. 88 per cent) of respondents expressed their positive experience with the physical activities – commands¹⁹ and action songs²⁰, being in contradiction with the question stated in Figure 24 (see above). As for the communicative activities, the most favoured (6 out of 8, i.e. 75 per cent) seems to be simulation and role play²¹ and, furthermore, the most of the teachers (6 out of 8, i.e. 75 per cent) stated positive experience with exchanging games²² as well.

Taking the results into account, the author finds it surprising that some teachers stated role play “Job interview” and “At the doctor’s” as being applicable to young learners, as this age group has no necessary background knowledge (see Chapter 2.1.1). However, use of commands and action songs is in accordance with the author’s assumptions.

7.2 ANALYSIS OF QUESTIONS INTENDED FOR TEACHERS OF TEENAGE LEARNERS

This chapter focuses on section of the questionnaire aiming at foreign language teachers of teenage learners aged 12-18. The total number of 25 teachers specified type of warm up activities they give preference to when teaching this particular age group.

Figure 25 (see below) depicts the preferences of the teachers suggesting that all the respondents (25 out of 25) incorporate communicative activities, and three quarters of them (i.e. 76 per cent) employ game-like activities as well.

¹⁹Commands - example activity: “Point to“

²⁰ Action songs – example activities: “Happy home”, “Bath time”, “If you are happy”, “Head and shoulders”

²¹ Simulation and role play – example activities: “At the shop”, “At the doctor’s”, “Job interview”

²² Exchanging games – example activity – “Bring me”

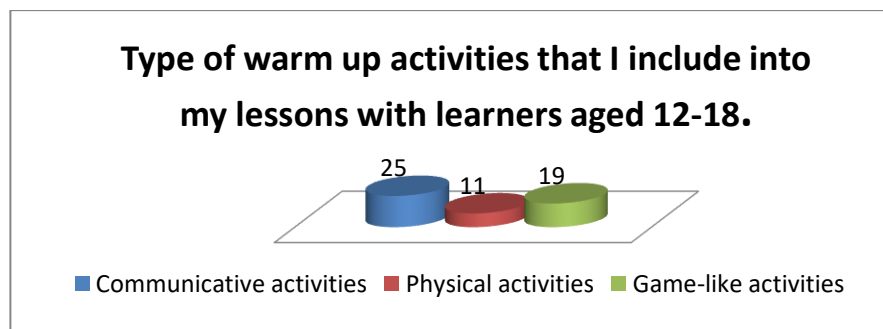


Figure 25: Type of activities that I include into my lessons with learners aged 12-18

Taking into account the further questions (see Appendix 7, Figure 31, 32, 33), the vast majority (i.e. 80 per cent) of respondents stated linguistic games²³ and communication games²⁴ (i.e. 72 per cent) that proved to be the most successful in their classes.

Moreover, communicative activities discussion²⁵, simulation and role play²⁶ were the most selected options as well (76 per cent the former and 72 per cent the latter). In addition, quite a considerable part of respondents (i.e. 32 per cent) highlighted physical activity miming²⁷.

On the whole, information obtained from the questionnaire corresponds with the theory and validates statements contained in Chapter 2.2.1. The fact that the most fruitful appear to be linguistic games focusing on subject matter practice confirms the presumption about teenage learners who need to be aware of the meaningful objective (see Chapter 2.2.1, 6.2).

²³ Linguistic games – example activities: “crosswords”, “focusing on prepositions and verb forms”, “Spelling dictation”, “Word ladder”, “Hangman”

²⁴ Communication games – example activities: “Panel discussion“, “Chain reaction“, “personalizing“, “Storytelling“, “Photos description“

²⁵ Discussion – example activities: „various topics based discussion“, „our experiences“ „what I was doing and what I am going to do „

²⁶ Simulation and role play – example activities: „dialogues“, „at the shop/restaurant“, „family issues“

²⁷ Miming – example activity: “What am I doing?“

7.3 ANALYSIS OF QUESTIONS INTENDED FOR TEACHERS OF ADULT LEARNERS

This chapter is dedicated to answers of foreign language teachers of both young adult (see Appendix 7, Figure 34, 35, 36) and middle adult learners (see Appendix 7, Figure 37, 38, 39) concerning application of warm up activities on these age groups. Total number of respondents comprises 24 teachers of young adults and 20 teachers of middle adults. Since the results regarding these two age groups are relatively comparable, the author uses a superordinate designation - adult learners.

Figures 26 and 27 (see below) indicate that nearly all the respondents give priority to communicative activities. To be more accurate (see Appendix 7), the most favoured among teachers of adult learners appears to be discussion (i.e. 100 per cent of young adults' teachers, 85 per cent of middle adults' teachers), linguistic games (i.e. 92 per cent of young adults' teachers, 80 per cent of middle adults' teachers) and communication games (79 per cent of young adults' teachers, 85 per cent of middle adults' teachers). In contrast, respondents agreed on physical activities, miming and action songs to be the least successful (17 per cent of young adults' teachers, 20 per cent of middle adults' teachers) with adult learners mentioning a negative experience. To sum it up, these responses support the results of the analysis of students' questionnaire and simultaneously of the author's observation.

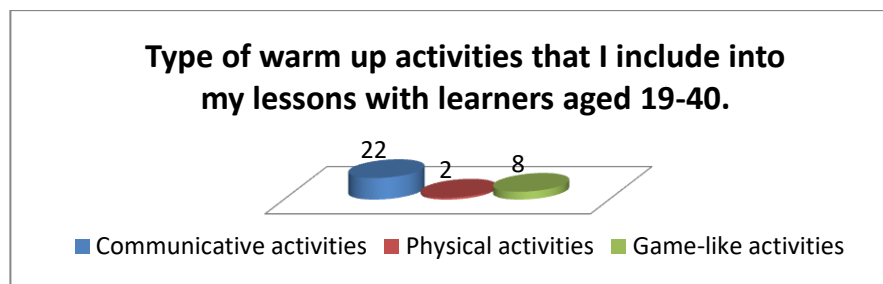


Figure 26: Type of warm up activities that I include into my lessons with learners aged 19-40

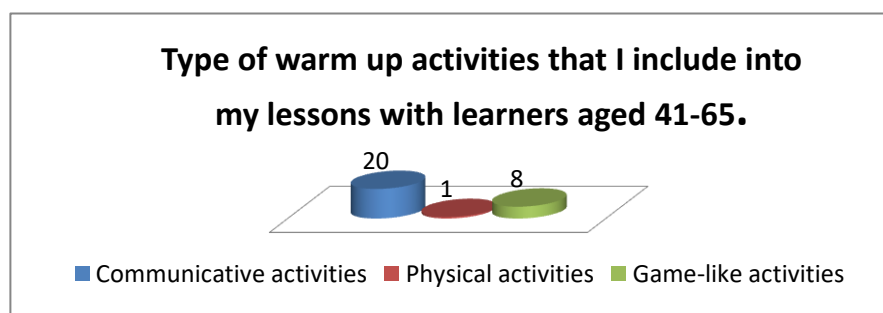


Figure 27: Type of warm up activities that I include into my lessons with learners aged 41-65

To sum it up, this chapter pays attention to foreign language teachers’ standpoint regarding application of various types of warm up activities on particular age categories, namely young, teenage and adult learners, obtained from the questionnaire.

According to the teachers’ responses, the author finds revealing that only 14 out of 40 teachers incorporate warm up activities into all of their lessons whereas remainder puts the blame on insufficiency of time. The prevailing purpose of the activities among teachers seems to be creating a positive atmosphere.

In terms of particular age groups, the outcome is overall corresponding with the theory (see Chapter 2) considering commands and action songs to be convenient for young learners, whereas linguistic games, communication games and discussion for both teenagers and adult learners.

8 SUMMARY OF PRACTICAL PART

To summarize, the practical part endeavours to affirm the theory stated in the first part of this thesis taking into account outcome of different investigative methods, namely author's observation and learner and teacher-oriented questionnaire. What is more, the information obtained responds to the research questions (see introduction to "Practical part") concerning application of various types of warm up activities on young, teenage and adult learners.

Considering the first research question, the answer is to be found in the analysis of students' and teachers' questionnaires. According to students' responses, it was ascertained that warm up activities are more prevalent in young and young adult learners. With respect to teachers, only a minority of them employs warm up activities into every lesson.

The second research question is answered by foreign language teachers indicating that the most frequent purpose of the activities is creating a positive atmosphere, active use of acquired language and a revision of subject matter. On contrary, some teachers leave out this type of activities as they do not have sufficiency of time.

Regarding the third research question, the answer is formed by a compilation of the author's, students' and teachers' standpoint. On the whole, physical activities, especially commands, action songs and movement games prove to be efficient with young learners, whereas game-like activities, e.g. linguistic and communicative games, are efficacious with teenagers. Communicative activities, primarily discussion, are the most beneficial for adult learners.

The fourth research question considers the students' perspective on warm up activities being in accordance with the teachers' point of view (see above).

Last but not least, the fifth question strives to find out the feelings of the participants of warm up activities. It was concluded that young learners are enthusiastic about the activities and appreciate the positive atmosphere. Teenage learners despite being diffident and reluctant to be active, they value the possibility to practise the topic in an amusing way. Lastly, adult learners are, on one hand, concerned about speaking and making mistakes, on the other hand, they comprehend the necessity of using the language actively.

CONCLUSION

In conclusion, this thesis is concerned with warm up activities in foreign language teaching and its application on various developmental stages of learners.

The aim of the theoretical part was to state theory related to warm up activities from various points of view, taking into account the role of warm up activities, developmental stages of foreign language learners and classification of warm up activities with respect to age of learners.

According to the theory, it emerged that the principal role of this type of activity is activating learners and their prior knowledge, amplifying motivation and setting a pleasing atmosphere. Moreover, it was stated that young learners acquire the language naturally thus physical activities appear to be the most convenient for this age group. Next, teenagers were concluded to be rather passive and emotionally unstable, therefore the meaningful purpose of the activities needs to be presented so that their motivation increases. Lastly, adult learners were depicted as abundant with lifelong experiences and specific objectives, on that account they are result-oriented and self-critical, demanding a purposeful communicative activities.

As far as the practical part is concerned, the main objective was to confirm the theoretical statements presented in the first part of the thesis, compare them with the situation in the teaching practice and answer five research questions.

The research shows that only a minority of foreign language teachers incorporate warm up activities into every lesson primarily for the purpose of creating a positive classroom atmosphere, activation and revision of prior knowledge, which correlates with the theoretical assumptions. What is more, it was found out that the most profitable and simultaneously enjoyable for young learners are commands, action songs and movement

games. As for teenage learners, they are motivated the most by linguistic and communication games encompassing both revision of the topic and amusement. Not only communicative activities but also communication and linguistic games proved to be efficient for adult learners, who frequently struggle with speaking fluently and using exclusively foreign language. On the whole, the present results in large measure validate the theoretical foundations as well.

As far as I am concerned, I consider the findings of the research part and the information stated in the theoretical part to be relevant to both future and present foreign language teachers. Simultaneously, I hope this material illustrates indispensability of warm up activities and, moreover, helps teachers opt for the most efficient activities for their students.

This thesis could be additionally followed by a research focusing on the differences between particular warm up activities being incorporated into lessons of various foreign languages.

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LIST OF APPENDICES

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- Appendix 6:** The questionnaire for foreign language teachers (English version)
- Appendix 7:** Additional figures containing questions from the teachers' questionnaire

Appendix 1:

Dotazník pro studenty cizího jazyka

Milí žáci,

Obracím se na vás s žádostí o vyplnění mého dotazníku, který poslouží jako podklad pro vypracování mé diplomové práce na téma „Rozehřívací aktivity ve výuce cizího jazyka u různých věkových kategorií“.

Účast ve výzkumu je anonymní a dobrovolná. Informace, které uvedete, budou využity výhradně za účelem vypracování mé diplomové práce. Zároveň vás žádám o co nejpřesnější a pravdivé vyplnění dotazníku. Odpovědi, prosím, kroužkujte či zatrhávejte, případně vypisujte, pokud je na to vyhrazený prostor.

Předem děkuji za spolupráci a za váš čas!

Bc. Aneta Vrágová, studentka Univerzity Palackého v Olomouci

1) **Pohlaví:** dívka chlapec

2) **Věk:** 6-11 12-18

3) **Škola, na které studuji:** ZŠ SŠ G

4) **Vyučovací jazyk:** AJ NJ

5) **Délka studia daného jazyka** _____

6) **Zaujaly tě rozehřívací aktivity, zařazené do výuky jazyka?**

- Ano
- Spíše ano
- Nevím
- Spíše ne
- Ne

7) **Jsi zvyklý/á na tento druh aktivit?**

- Ano
- Spíše ano
- Nevím
- Spíše ne
- Ne

8) Uved' (popiš) alespoň 2 konkrétní aktivity, které ve výuce proběhly:

9) Líbily se ti tyto aktivity?

Aktivita 1: _____

Aktivita 2: _____

Ano Spíše ano Nevím Spíše ne Ne

Ano Spíše ano Nevím Spíše ne Ne

10) Jak jsi se při těchto aktivitách cítil/a a co se ti líbilo?
(můžeš zvolit více možností)

- Byly zábavné a zároveň jsem aktivně používal/a jazyk
- Líbila se mi práce ve dvojicích/skupinkách
- Rád/a soutěžím
- Aktivizovalo (probudilo) mě to
- Motivovalo mě to
- Rozmluvil/a jsem se
- Zopakoval/a a procvičil/a jsem si předchozí učivo
- Panovala příjemná atmosféra
- Jiné: _____

11) Jak jsi se při těchto aktivitách cítil/a a co se ti nelíbilo?
(můžeš zvolit více možností)

- Nebavily mě
- Nelíbila se mi práce ve dvojicích/skupinkách
- Nerad/a soutěžím
- Byl/a jsem nervózní, nerad/a se projevuji
- Nemám rád/a pohyb
- Bojím se mluvit před ostatními
- Byla to pouze zábava, ale nic mi to nedalo
- Jiné: _____

12) Případný komentář:

DĚKUJI ZA SPOLUPRÁCI! ☺

Appendix 2:

Questionnaire for Foreign Language Students

Dear pupils,

I would like to kindly ask you to complete my questionnaire serving as a resource material for my master's thesis called "Warm up Activities in Foreign Language Teaching across Different Ages".

The participation in the survey is anonymous and voluntary. The information you provide will be applied exclusively to my master's thesis research. Simultaneously, I request you to be precise and truthful when completing the questionnaire. You should circle or tick the answers, or alternatively you can write out the answer on the designated line.

Thank you in advance for your cooperation and your precious time!

Bc. Aneta Vrágová, student of Palacky University

1) **Sex:** girl boy

2) **Age:** 6-11 12-18

3) **Type of school I am currently studying at:**

Primary school Secondary school Grammar school

4) **Foreign language I am studying:** English German

5) **The length of studying the language:** _____

6) **Did the warm up activities employed into lessons engage your attention?**

- Yes
- Rather yes
- Not sure
- Rather no
- No

7) **Are you used to this type of activities?**

- Yes
- Rather yes
- Not sure
- Rather no
- No

8) Name (describe) at least 2 particular activities that were involved in the lessons:

9) Did you like these warm up activities?

Activity 1: _____ **Activity 2:** _____

Yes Rather yes Not sure Rather no No Yes Rather yes Not sure Rather no No

10) How did you feel and what did you like about them?

- I enjoyed them and simultaneously I could use the language actively
- I appreciated pair work/group work
- I like competing
- They were activating (they woke me up)
- They were motivating
- They got me talking
- I could revise and practice the previous topic
- Positive atmosphere
- Other: _____

11) How did you feel and what exactly didn't you like about them?

- I didn't enjoy them
- I didn't appreciate pair work/ group work
- I don't like competing
- I was nervous , I don't like showing myself
- I don't like movement
- I am afraid of speaking in front of others
- It was just fun and It was useless
- Other: _____

12) Any other relevant comment:

THANK YOU FOR COOPERATION! ☺

Appendix 3:

Dotazník pro studenty cizího jazyka

Vážení studenti,

Obracím se na vás s žádostí o vyplnění mého dotazníku, který poslouží jako podklad pro vypracování mé diplomové práce na téma „Rozehřívací aktivity ve výuce cizího jazyka u různých věkových kategorií“.

Účast ve výzkumu je anonymní a dobrovolná. Informace, které uvedete, budou využity výhradně za účelem vypracování mé diplomové práce. Zároveň vás žádám o co nejpřesnější a pravdivé vyplnění dotazníku. Odpovědi, prosím, kroužkujte či zatrhávejte, případně vypisujte, pokud je na to vyhrazený prostor.

Předem děkuji za spolupráci a za váš čas!

Bc. Aneta Vrágová, studentka Univerzity Palackého v Olomouci

1) Pohlaví: žena muž

2) Věk: 18-40 41-65

3) Škola, na které studuji: VŠ JŠ

4) Vyučovací jazyk: AJ NJ

5) Délka studia daného jazyka: _____

6) Zaujaly Vás rozeřívací aktivity, zařazené do výuky jazyka?

- Ano
- Spíše ano
- Nevím
- Spíše ne
- Ne

7) Jste zvyklý/á na tento druh aktivit?

- Ano
- Spíše ano
- Nevím
- Spíše ne
- Ne

8) Uved'te (popište) alespoň 2 konkrétní aktivity, které ve výuce proběhly:

9) Líbily se Vám tyto aktivity?

Aktivita 1: _____

Aktivita 2: _____

Ano Spíše ano Nevím Spíše ne Ne

Ano Spíše ano Nevím Spíše ne Ne

**10) Jak jste se při těchto aktivitách cítil/a a co se Vám líbilo?
(můžete zvolit více možností)**

- Byly zábavné a zároveň jsem aktivně používal/a jazyk
- Líbila se mi práce ve dvojicích/skupinkách
- Rád/a soutěžím
- Aktivizovalo (probudilo) mě to
- Motivovalo mě to
- Rozmluvil/a jsem se
- Zopakoval/a a procvičil/a jsem si předchozí učivo
- Panovala příjemná atmosféra
- Jiné: _____

**11) Jak jste se při těchto aktivitách cítil/a a co se Vám nelíbilo?
(můžete zvolit více možností)**

- Nebavily mě
- Nelíbila se mi práce ve dvojicích/skupinkách
- Nerad/a soutěžím
- Byl/a jsem nervózní, nerad/a se projevuji
- Nemám rád/a pohyb
- Bojím se mluvit před ostatními
- Byla to pouze zábava, ale nic mi to nedalo
- Jiné: _____

12) Případný komentář:

DĚKUJI ZA SPOLUPRÁCI! ☺

Appendix 4:

Questionnaire for Foreign Language Students

Dear foreign language students,

I would like to kindly ask you to complete my questionnaire serving as a resource material for my master's thesis called "Warm up Activities in Foreign Language Teaching across Different Ages".

The participation in the survey is anonymous and voluntary. The information you provide will be applied exclusively to my master's thesis research. Simultaneously, I request you to be precise and truthful when completing the questionnaire. You should circle or tick the answers, or alternatively you can write out the answer on the designated line.

Thank you in advance for your cooperation and your precious time!

Bc. Aneta Vrágová, student of Palacky University

1) **Sex:** female male

2) **Age:** 18-40 41-65

3) **Type of school I am currently studying the language at:**

University Language school

4) **Foreign language I am studying:** English German

5) **The length of studying the language:** _____

6) **Did the warm up activities employed into lessons engage your attention?**

- Yes
- Rather yes
- Not sure
- Rather no
- No

7) **Are you used to this type of activities?**

- Yes
- Rather yes
- Not sure
- Rather no
- No

8) Name (describe) at least 2 particular activities that were involved in the lessons:

9) Did you like these warm up activities?

Activity 1: _____ **Activity 2:** _____

Yes Rather yes Not sure Rather no No Yes Rather yes Not sure Rather no No

10) How did you feel and what did you like about them?

- I enjoyed them and simultaneously I could use the language actively
- I appreciated pair work/group work
- I like competing
- They were activating (they woke me up)
- They were motivating
- They got me talking
- I could revise and practice the previous topic
- Positive atmosphere
- Other: _____

11) How did you feel and what exactly didn't you like about them?

- I didn't enjoy them
- I didn't appreciate pair work/ group work
- I don't like competing
- I was nervous , I don't like showing myself
- I don't like movement
- I am afraid of speaking in front of others
- It was just fun and It was useless
- Other: _____

12) Any other relevant comment:

THANK YOU FOR COOPERATION! ☺

Appendix 5:

Dotazník pro učitele cizího jazyka

Vážené paní učitelky, vážení páni učitelé,

Obracím se na vás se žádostí o vyplnění mého dotazníku, který poslouží jako podklad pro vypracování mé diplomové práce na téma „Rozehřívací aktivity ve výuce cizího jazyka u různých věkových kategorií“.

Účast ve výzkumu je anonymní a dobrovolná. Informace, které uvedete, budou využity výhradně za účelem vypracování mé diplomové práce. Zároveň vás žádám o co nejpřesnější a pravdivé vyplnění dotazníku. Odpovědi, prosím, kroužkujte či zatrhávejte, případně vypisujte, pokud je na to vyhrazený prostor. Nelekejte se, není tak dlouhý, jak se zdá! 😊

Předem děkuji za spolupráci a za Váš čas!

Bc. Aneta Vrágová, studentka Univerzity Palackého v Olomouci

1) **Pohlaví:** žena muž

2) **Věk:** méně než 25 let 25 - 35 36 - 45 46 - 55 více než 55 let

3) **Škola, na které vyučuji:** ZŠ SŠ G VŠ JŠ

4) **Věkové kategorie, jež vyučuji (lze zvolit více možností):**

5-11 let 12-18 let 19-40 let 41-65 let

5) **Délka mé dosavadní praxe:**

6) **Vyučovací jazyk(y):** angličtina němčina španělština ruština

francouzština italština jiný: _____

7) **Považujete rozehřívací aktivity (aktivizující metody) za důležitou součást vyučovací hodiny cizího jazyka?**

Ano Spíše ano Nevím Spíše ne Ne

8) **Jak často zařazujete rozehřívací aktivity do výuky?**

- Každou hodinu
- Jednou týdně
- Každou druhou hodinu
- Méně často

- Nikdy

9) Uved'te, za jakým účelem zařazujete rozehrívací aktivity do výuky (lze zvolit více možností).

- Zopakování učiva z předchozích hodin
- Příprava studentů na nadcházející látku
- Motivace studentů
- Aktivizace studentů
- Navození příjemné atmosféry
- Aktivní použití jazyka
- Diagnóza, prověření vědomostí
- Jiné: _____

10) V případě, že rozehrívací aktivity do výuky nezařazujete, uveďte důvod (lze zvolit více možností):

- Je to ztráta času
- Rád bych je do hodin zařadil/a, ale není dostatek času
- Je to pouze zábava bez výsledného efektu
- Studenti jsou hluční a nedaří se mi je zklidnit
- Je s tím příliš práce a starostí
- Jiné: _____

11) Vyplňte pouze v případě, že učíte žáky ve věkové kategorii 5-11 let.

- Do výuky zařazují:

komunikativní aktivity pohybové aktivity rozehrívací hry

- V rámci **komunikativních aktivit** do výuky této věkové kategorie zařazují:
(Lze vybrat více možností, uveďte příklad + zkušenost – pozitivní, negativní.)

- aktivity vyžadující vzájemný souhlas zúčastněných (např. shodnout se na 5 věcech, co si vzít na opuštěný ostrov) : _____
- diskuze: _____
- dávání instrukcí (např. jeden popisuje obrázek, druhý kreslí):

- komunikativní hry: _____
- řešení problému: _____
- hraní rolí: _____
- žádné nezařazují

- V rámci **pohybových aktivit** do výuky této věkové kategorie zařazují:

(Lze vybrat více možností, uveďte příklad + zkušenost – pozitivní, negativní.)

- Příkazové aktivity (např. Simon říká): _____
- Pohybové ztvárnění příběhu nebo rolí: _____
- Pantomima: _____
- Pohybové hry: _____
- Pohybové písničky: _____
- Žádné nezařazují

- V rámci **rozehřívacích her** do výuky této věkové kategorie zařazují:

(Lze vybrat více možností, uveďte příklad + zkušenost – pozitivní, negativní.)

- Hry zaměřené na procvičení gramatiky: _____
- Hry zaměřené na plynulý projev: _____
- Hry zaměřené na seřazování informací: _____
- Hry zaměřené na zjišťování informací: _____
- Hry zaměřené na přiřazování informací: _____
- Karetní hry: _____
- Deskové hry: _____
- Žádné nezařazují

12) Vyplňte pouze v případě, že učíte žáky ve věkové kategorii **12-18 let**.

- Do výuky zařazují:

komunikativní aktivity pohybové aktivity rozehřívací hry

- V rámci **komunikativních aktivit** do výuky této věkové kategorie zařazují:

(Lze vybrat více možností, uveďte příklad + zkušenost – pozitivní, negativní.)

- aktivity vyžadující vzájemný souhlas zúčastněných (např. shodnout se na 5 věcech, co si vzít na opuštěný ostrov): _____

- diskuze: _____
- dávání instrukcí (např. jeden popisuje obrázek, druhý kreslí):

- komunikativní hry: _____
- řešení problému: _____
- hraní rolí: _____
- žádné nezařazují

- V rámci **pohybových aktivit** do výuky této věkové kategorie zařazují:

(Lze vybrat více možností, uved'te příklad + zkušenost – pozitivní, negativní)

- Příkazové aktivity (např. Simon říká): _____
- Pohybové ztvárnění příběhu nebo rolí: _____
- Pantomima: _____
- Pohybové hry: _____
- Pohybové písničky: _____
- Žádné nezařazují

- V rámci **rozehřívacích her** do výuky této věkové kategorie zařazují:

(Lze vybrat více možností, uved'te příklad + zkušenost – pozitivní, negativní)

- Hry zaměřené na procvičení gramatiky: _____
- Hry zaměřené na plynulý projev: _____
- Hry zaměřené na seřazování informací: _____
- Hry zaměřené na zjišťování informací: _____
- Hry zaměřené na přiřazování informací: _____
- Karetní hry: _____
- Deskové hry: _____
- Žádné nezařazují

13) Vyplňte pouze v případě, že učíte žáky ve věkové kategorii 19-40 let.

- Do výuky zařazují:

komunikativní aktivity pohybové aktivity rozehřívací hry

- V rámci **komunikativních aktivit** do výuky této věkové kategorie zařazují:

(Lze vybrat více možností, uved'te příklad + zkušenost – pozitivní, negativní)

- aktivity vyžadující vzájemný souhlas zúčastněných (např. shodnout se na 5 věcech, co si vzít na opuštěný ostrov): _____
 - diskuze: _____
 - dávání instrukcí (např. jeden popisuje obrázek, druhý kreslí):

 - komunikativní hry: _____
 - řešení problému: _____
 - hraní rolí: _____
 - žádné nezařazují
- V rámci **pohybových aktivit** do výuky této věkové kategorie zařazují:

(Lze vybrat více možností, uveďte příklad + zkušenost – pozitivní, negativní.)

 - Příkazové aktivity (např. Simon říká): _____
 - Pohybové ztvárnění příběhu nebo rolí: _____
 - Pantomima: _____
 - Pohybové hry: _____
 - Pohybové písničky: _____
 - Žádné nezařazují
 - V rámci **rozehřívacích her** do výuky této věkové kategorie zařazují:

(Lze vybrat více možností, uveďte příklad + zkušenost – pozitivní, negativní.)

 - Hry zaměřené na procvičení gramatiky: _____
 - Hry zaměřené na plynulý projev: _____
 - Hry zaměřené na seřazování informací: _____
 - Hry zaměřené na zjišťování informací: _____
 - Hry zaměřené na přiřazování informací: _____
 - Karetní hry: _____
 - Deskové hry: _____
 - Žádné nezařazují
-

14) Vyplňte pouze v případě, že učíte žáky ve věkové kategorii 41-65 let.

- Do výuky zařazují:

komunikativní aktivity	pohybové aktivity	rozehřívací hry
------------------------	-------------------	-----------------

- V rámci **komunikativních aktivit** do výuky této věkové kategorie zařazují:

(Lze vybrat více možností, uveďte příklad + zkušenost – pozitivní, negativní.)

- aktivity vyžadující vzájemný souhlas zúčastněných (např. shodnout se na 5 věcech, co si vzít na opuštěný ostrov): _____
- diskuze: _____
- dávání instrukcí (např. jeden popisuje obrázek, druhý kreslí):

- komunikativní hry: _____
- řešení problému: _____
- hraní rolí: _____
- žádné nezařazují

- V rámci **pohybových aktivit** do výuky této věkové kategorie zařazují:

(Lze vybrat více možností, uveďte příklad + zkušenost – pozitivní, negativní.)

- Příkazové aktivity (např. Simon říká): _____
- Pohybové ztvárnění příběhu nebo rolí: _____
- Pantomima: _____
- Pohybové hry: _____
- Pohybové písničky: _____
- Žádné nezařazují

- V rámci **rozehřívacích her** do výuky této věkové kategorie zařazují:

(Lze vybrat více možností, uveďte příklad + zkušenost – pozitivní, negativní.)

- Hry zaměřené na procvičení gramatiky: _____
- Hry zaměřené na plynulý projev: _____
- Hry zaměřené na seřazování informací: _____
- Hry zaměřené na zjišťování informací: _____
- Hry zaměřené na přiřazování informací: _____
- Karetní hry: _____
- Deskové hry: _____
- Žádné nezařazují

15) Případný komentář:

DĚKUJI ZA SPOLUPRÁCI!

Appendix 6:

Questionnaire for Foreign Language Teachers

Dear foreign language teachers,

I would like to kindly ask you to complete my questionnaire serving as a resource material for my master's thesis called "Warm up Activities in Foreign Language Teaching across Different Ages".

The participation in the survey is anonymous and voluntary. The information you provide will be applied exclusively to my master's thesis research. Simultaneously, I request you to be precise and truthful when completing the questionnaire. You should circle or tick the answers, or alternatively you can write out the answer on the designated line. Don't worry, it is not as long as it may seem! ☺

Thank you in advance for your cooperation and your precious time!

Bc. Aneta Vrágová, student of Palacky University

1) **Sex:** female male

2) **Age:** less than 25 25 - 35 36 - 45 46 - 55 more than 55

3) **Type of school I am currently teaching at:**

Primary school Secondary school Grammar school University Language school

4) **Age of students that I teach (you can choose more options):**

5-11 12-18 19-40 41-65

5) **The length of my teaching practice:** _____

6) **Foreign language that I teach:** English German Spanish Russian French

Italian Other: _____

7) **Do you consider warm up activities to be an essential part of foreign language teaching?**

Yes Rather yes Not sure Rather no No

8) **How often do you employ warm up activities into your lessons?**

- Every lesson
- Once a week
- Every second lesson
- Less often

- Never

9) What is the purpose of incorporating warm up activities into your lessons (you can choose more options)?

- Revision of subject matter
- Preparation for new input
- Motivating students
- Creating positive atmosphere
- Active use of acquired language
- Diagnosing tool, knowledge evaluation
- Other: _____

10) Provided that you leave out warm up activities, give reasons (you can choose more options).

- It is just a waste of time
 - I would like to include warm up activities but there is no time for it
 - It is just fun with no positive effect
 - Students are noisy and I am not able to calm them down
 - It requires extra work and effort
 - Other: _____
-

11) Complete just provided that you teach learners aged 5-11.

- Type of warm up activities that I include into my lessons:
communicative activities physical activities game-like activities
- Types of activities within **communicative activities** that I use with students of this particular age (you can choose more options, you should give example + experience – positive or negative):
 - Reaching a consensus (e.g. agree on ten objects you would take on holiday):

 - Discussion: _____
 - Relaying instructions (e.g. describe and draw): _____
 - Communication games: _____

- Problem solving: _____
 - Simulation and role play: _____
 - I do not include any
- Types of activities within **physical activities** that I use with students of this particular age (you can choose more options, you should give example + experience – positive or negative):
 - Commands (e.g. Simon says): _____
 - Physical storytelling: _____
 - Miming: _____
 - Movement games: _____
 - Action songs (e.g. head, shoulders, knees and toes): _____
 - I do not include any
 - Types of activities within **game-like activities** that I use with students of this particular age (you can choose more options, you should give example + experience – positive or negative):
 - Linguistic games (grammar, accuracy focus): _____
 - Communicative games (speaking, fluency focus): _____
 - Arranging games: _____
 - Information gap games: _____
 - Matching games: _____
 - Exchanging games, collecting games (card games): _____
 - Board games: _____
 - I do not include any
-

12) Complete just provided that you teach learners aged 12-18.

- Type of warm up activities that I include into my lessons:
 communicative activities physical activities game-like activities
- Types of activities within **communicative activities** that I use with students of this particular age (you can choose more options, you should give example + experience – positive or negative):

- Reaching a consensus (e.g. agree on ten objects you would take on holiday):

 - Discussion: _____
 - Relaying instructions (e.g. describe and draw): _____
 - Communication games: _____
 - Problem solving: _____
 - Simulation and role play: _____
 - I do not include any
- Types of activities within **physical activities** that I use with students of this particular age (you can choose more options, you should give example + experience – positive or negative):
 - Commands (e.g. Simon says): _____
 - Physical storytelling: _____
 - Miming: _____
 - Movement games: _____
 - Action songs (e.g. head, shoulders, knees and toes): _____
 - I do not include any
 - Types of activities within **game-like activities** that I use with students of this particular age (you can choose more options, you should give example + experience – positive or negative):
 - Linguistic games (grammar, accuracy focus): _____
 - Communicative games (speaking, fluency focus): _____
 - Arranging games: _____
 - Information gap games: _____
 - Matching games: _____
 - Exchanging games, collecting games (card games): _____
 - Board games: _____
 - I do not include any
-

13) Complete just provided that you teach learners aged 19-40.

- Type of warm up activities that I include into my lessons:

communicative activities physical activities game-like activities

- Types of activities within **communicative activities** that I use with students of this particular age (you can choose more options, you should give example + experience – positive or negative):
 - Reaching a consensus (e.g. agree on ten objects you would take on holiday): _____
 - Discussion: _____
 - Relaying instructions (e.g. describe and draw): _____
 - Communication games: _____
 - Problem solving: _____
 - Simulation and role play: _____
 - I do not include any

- Types of activities within **physical activities** that I use with students of this particular age (you can choose more options, you should give example + experience – positive or negative):
 - Commands (e.g. Simon says): _____
 - Physical storytelling: _____
 - Miming: _____
 - Movement games: _____
 - Action songs (e.g. head, shoulders, knees and toes): _____
 - I do not include any

- Types of activities within **game-like activities** that I use with students of this particular age (you can choose more options, you should give example + experience – positive or negative):
 - Linguistic games (grammar, accuracy focus): _____
 - Communicative games (speaking, fluency focus): _____
 - Arranging games: _____
 - Information gap games: _____
 - Matching games: _____
 - Exchanging games, collecting games (card games): _____
 - Board games: _____
 - I do not include any

14) Complete just provided that you teach learners aged 41-65.

- Type of warm up activities that I include into my lessons:
communicative activities physical activities game-like activities
- Types of activities within **communicative activities** that I use with students of this particular age (you can choose more options, you should give example + experience – positive or negative):
 - Reaching a consensus (e.g. agree on ten objects you would take on holiday):

 - Discussion: _____
 - Relaying instructions (e.g. describe and draw): _____
 - Communication games: _____
 - Problem solving: _____
 - Simulation and role play: _____
 - I do not include any
- Types of activities within **physical activities** that I use with students of this particular age (you can choose more options, you should give example + experience – positive or negative):
 - Commands (e.g. Simon says): _____
 - Physical storytelling: _____
 - Miming: _____
 - Movement games: _____
 - Action songs (e.g. head, shoulders, knees and toes): _____
 - I do not include any
- Types of activities within **game-like activities** that I use with students of this particular age (you can choose more options, you should give example + experience – positive or negative):
 - Linguistic games (grammar, accuracy focus): _____
 - Communicative games (speaking, fluency focus): _____

- Arranging games: _____
 - Information gap games: _____
 - Matching games: _____
 - Exchanging games, collecting games (card games): _____
 - Board games: _____
 - I do not include any
-

15) Any other relevant comment:

THANK YOU FOR COOPERATION!

Appendix 7: Additional figures containing questions form the teachers' questionnaire

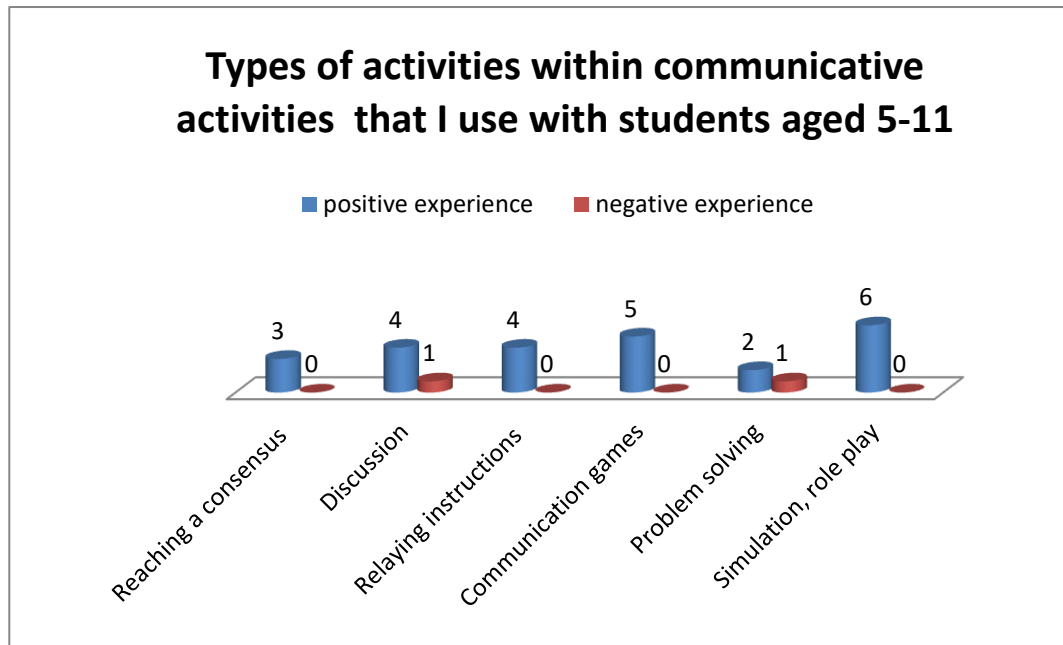


Figure 28: Types of activities within communicative activities that I use with students aged 5-11

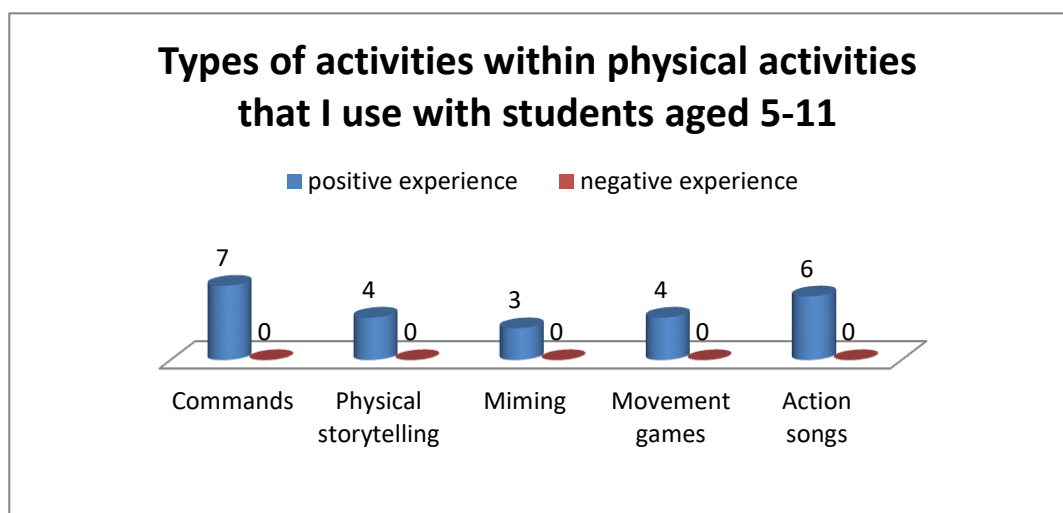


Figure 29: Types of activities within physical activities that I use with students aged 5-11

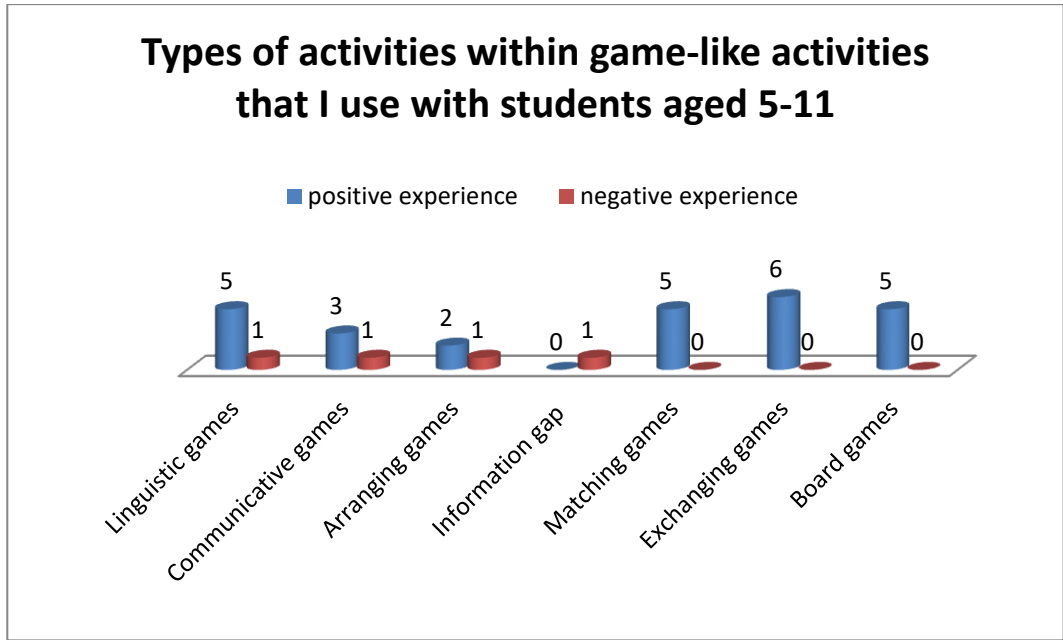


Figure 30: Types of activities within game-like activities that I use with students aged 5-11

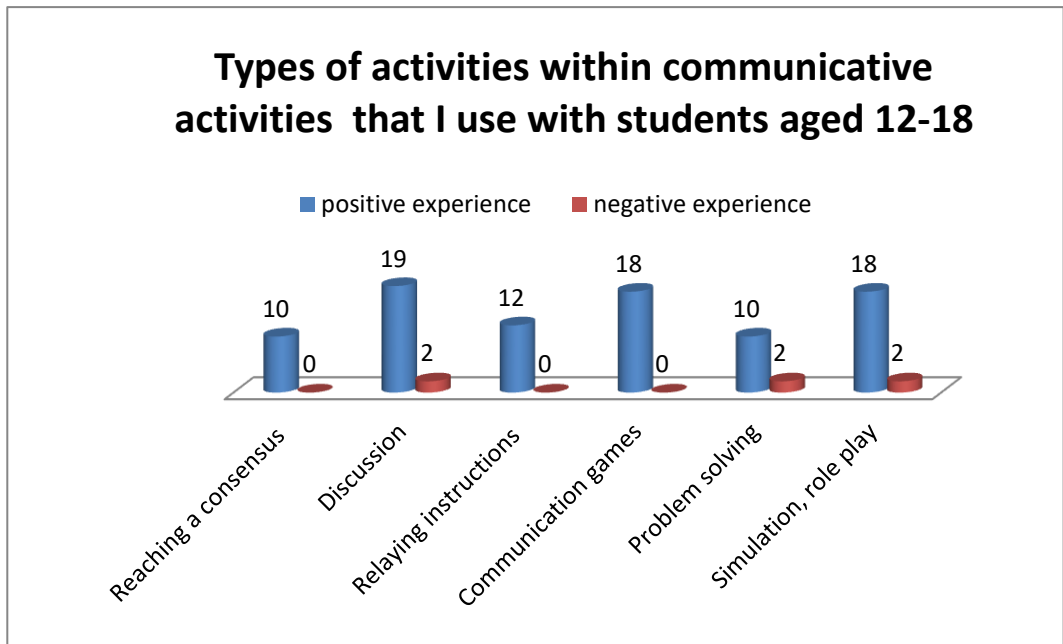


Figure 31: Types of activities within communicative activities that I use with students aged 12-

18

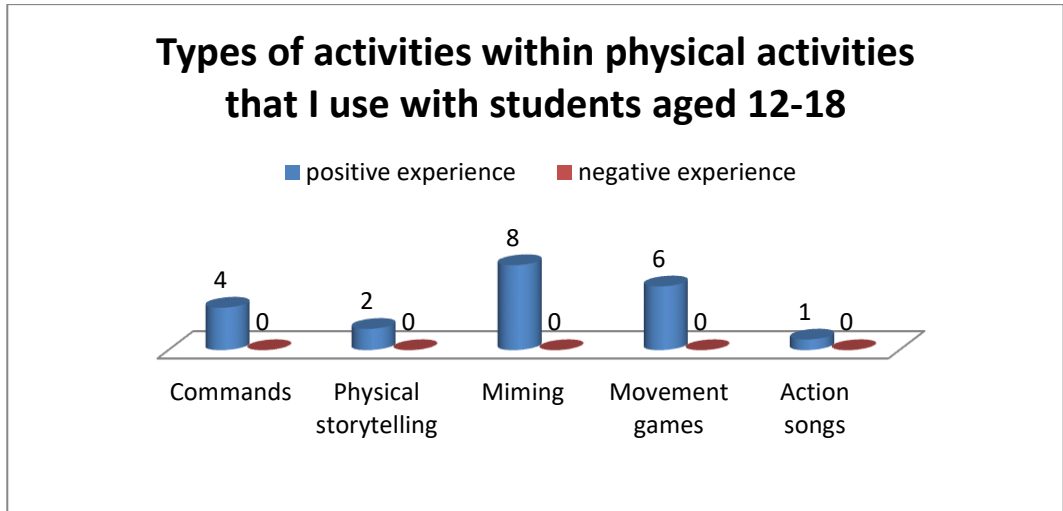


Figure 32: Types of activities within physical activities that I use with students aged 12-18

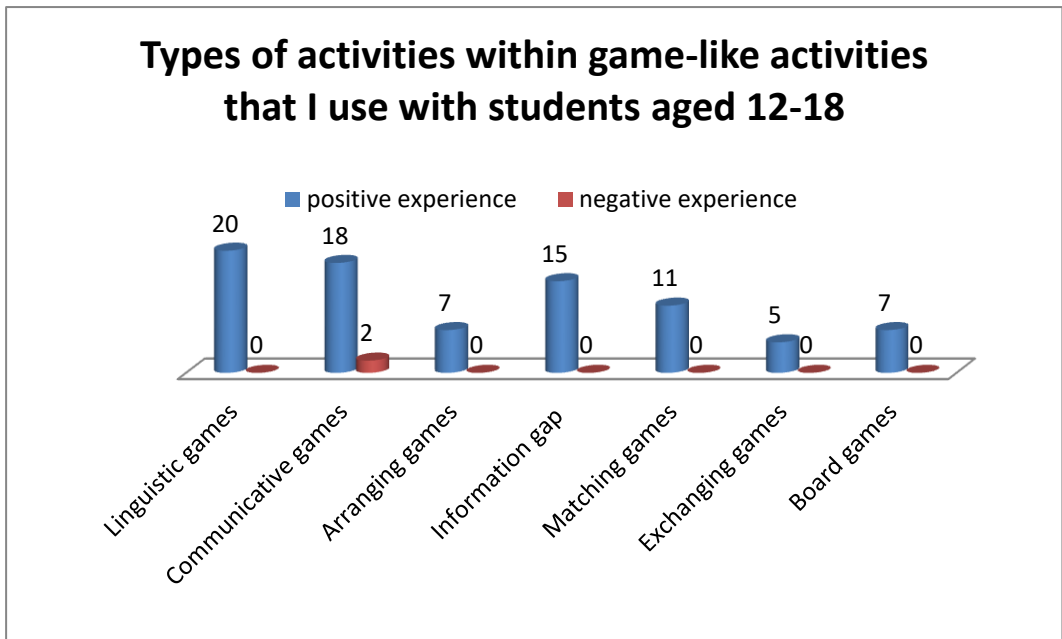


Figure 33: Types of activities within game-like activities that I use with students aged 12-18

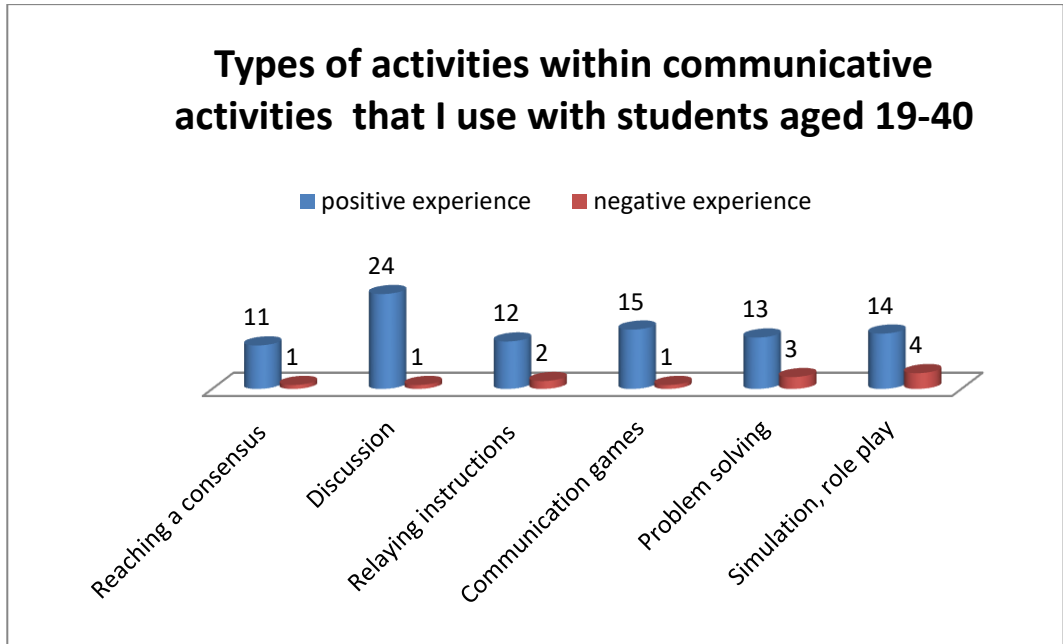


Figure 34: Types of activities within communicative activities that I use with students aged 19-40

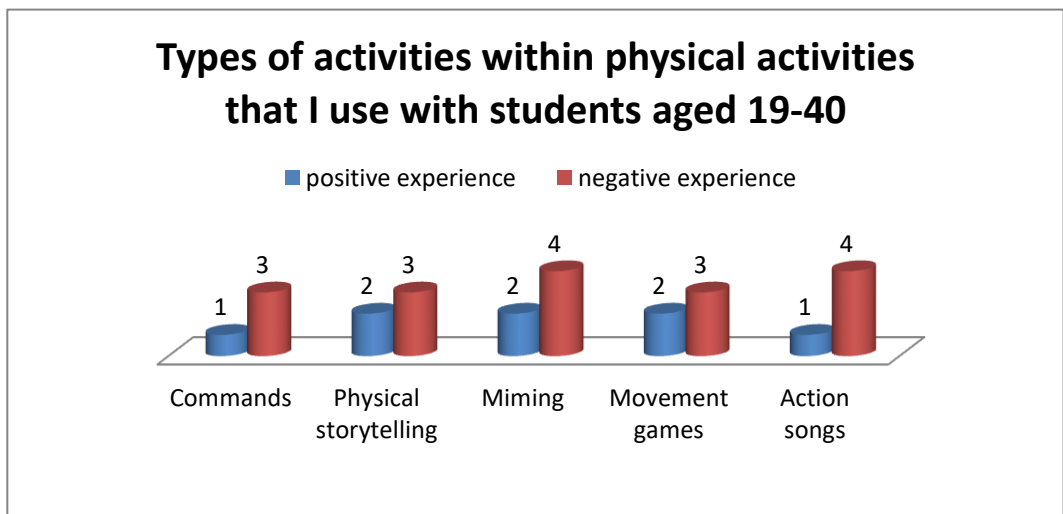


Figure 35: Types of activities within physical activities that I use with students aged 19-40

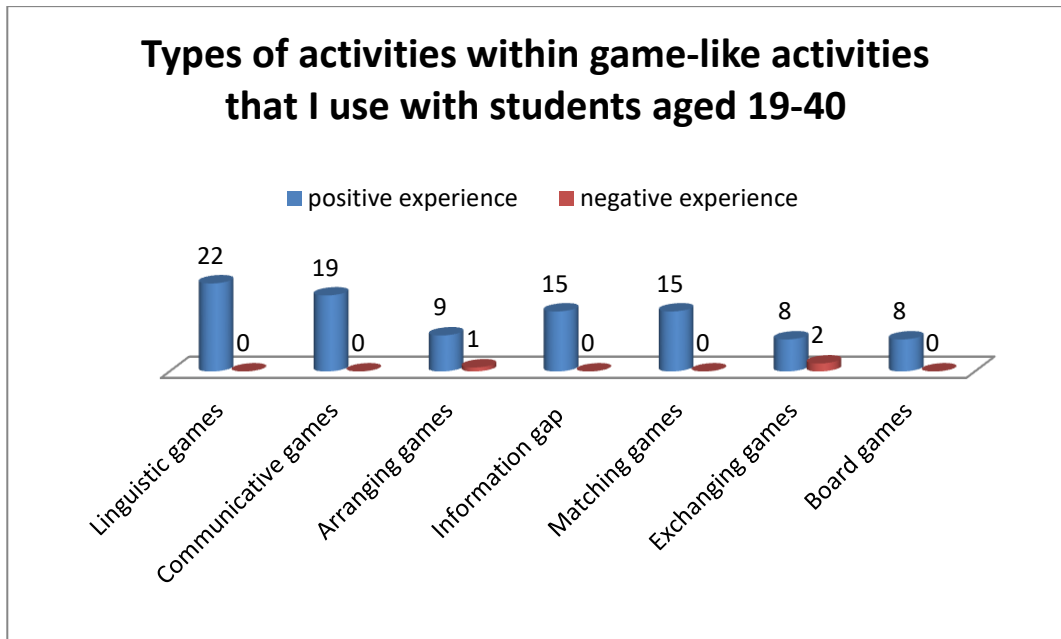


Figure 36: Types of activities within game-like activities that I use with students aged 19-40

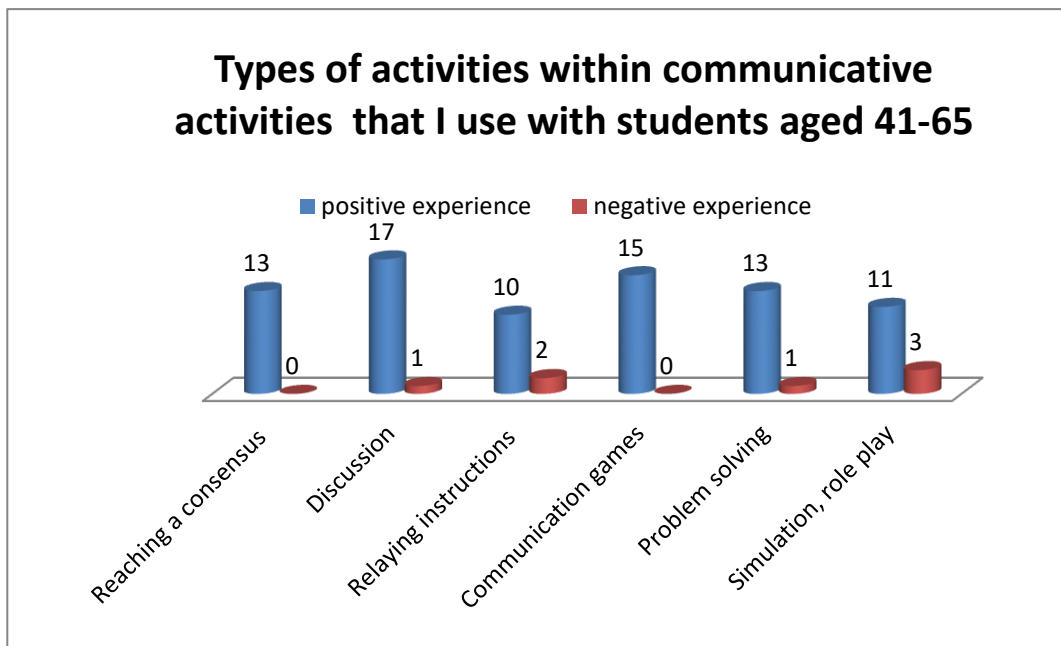


Figure 37: Types of activities within communicative activities that I use with students aged 41-65

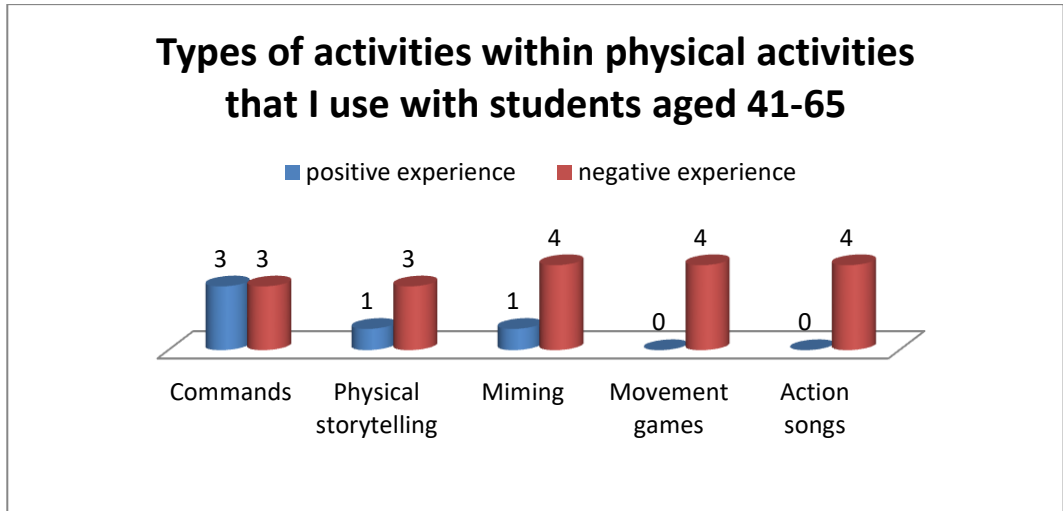


Figure 38: Types of activities within physical activities that I use with students aged 41-65

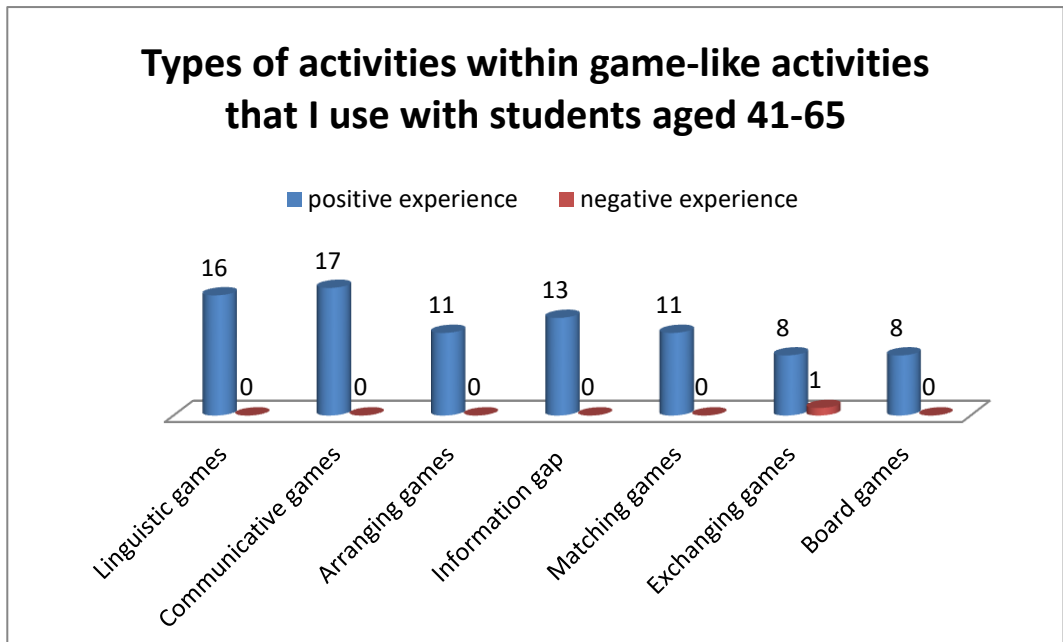


Figure 39: Types of activities within game-like activities that I use with students aged 41-65

ANNOTATION

Jméno a příjmení:	Bc. Aneta Vrágová
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Josef Nevařil, PhD.
Rok obhajoby:	2017

Název práce:	Rozehřívací aktivity ve výuce cizího jazyka u různých věkových kategorií
Název v angličtině:	Warm up activities in foreign language teaching across different ages
Anotace práce:	Tato diplomová práce se zabývá analýzou rozehřívacích aktivit a jejich použitím u studentů cizích jazyků různých věkových kategorií. Cílem první části této práce je položit teoretický základ, vztahující se na definici pojmu rozehřívací aktivity, popis jejich funkcí, představení vývojových stádií studentů a rozdílných typů rozehřívacích aktivit adekvátních věku studentů. Praktická část zkoumá rozehřívací aktivity z perspektivy autora, studentů a učitelů a usiluje o zjištění skutečné situace v učitelské praxi. Jejím hlavním cílem je zjistit, jestli učitelé cizích jazyků zařazují rozehřívací aktivity do výuky, jaký typ aktivit používají u různých věkových kategorií a jaké aktivity jsou upřednostňovány studenty.
Klíčová slova:	Rozehřívací aktivity, učení cizího jazyka, vývojová stádia, student cizího jazyka, aktivizace, komunikativní aktivity, pohybové aktivity, hry
Anotace v angličtině:	This diploma thesis is concerned with analysis of warm up activities and their application on various developmental stages of foreign language learners. The objective of the first part of this project is to lay theoretical foundations regarding the definition of the term warm up activities, description of their functions, presentation of developmental stages and different types of age-appropriate warm up activities. As for the practical part, it examines the author's, students' and teachers' point of view on incorporation of warm up activities and strives to find out the actual situation in the teaching practice. Its main objective is to find out whether foreign language teachers incorporate warm up activities into lessons, what type of activities they apply on various age groups and what activities are appreciated by learners.
Klíčová slova v angličtině:	Warm up activities, foreign language teaching, developmental stages, foreign language learner, activation, communicative activities, physical activities, game-like activities
Rozsah práce:	130 s.
Jazyk práce:	Anglický jazyk

RESUMÉ

Diplomová magisterská práce se zabývá rozehrívacími aktivitami ve výuce cizích jazyků u studentů různých věkových kategorií. V teoretické části je objasněn termín *rozehrívací aktivita*, vysvětlen její význam a využití ve výuce. Dále je provedena analýza jednotlivých vývojových stádií a typů rozehrívacích aktivit s ohledem na věk studentů. Praktická část zkoumá, do jaké míry je uvedená teorie platná ve školské praxi a jaké rozehrívací aktivity jsou nejvíce efektivní pro uvedené věkové skupiny. Výzkum bere v potaz perspektivu autora jako pozorovatele, studentů a učitelů cizích jazyků.