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АНГЛИ ХЭЛНИЙ ХИЧЭЭЛЭЭР ОЮУТНУУДЫГ ИДЭВХЖҮҮЛЭХ ДАСГАЛУУД

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Абстракт

Сүүлийн жилүүдэд Монгол Улсын гадаад харилцаа ихээхэн өргөжиж, манай иргэд, гадаадын байгууллага, иргэдтэй харилцах, хамтран ажиллах, мэдээлэл солилцох хэрэгцээ шаардлага улам бүр нэмэгдэж байна. Иймд гадаад хэл ялангуяа англи хэлний заах аргыг боловсронгуй болгох үүнтэй уялдан англи хэлний хичээлд сонирхолтой, орчин үеийн арга техник хэрэглэж оюутнуудыг идэвхжүүлэх шаардлага хэдийн болжээ. Энд би Англи хэлний хичээлд хэрэглэж болох зарим бие халаах дасгалуудын талаарх ойлголтуудыг өгөхийг зорилоо.

The Importance of Warm-up Exercises

There are many different approaches to teaching English. However, most of these plans tend to follow this standard lesson plan format:

1. Warm-up
2. Presentation
3. Controlled practice
4. Free practice
5. Feedback

To teach English as a Foreign Language (EFL), using beginning-of-class warm-ups is a great way to start class and get students in an English-learning frame of mind.

Warm-up

Students, who come to our classroom from an atmosphere, where English is not spoken, might arrive late, tired, stressed or otherwise distracted. In order to get

their attention, it's best to open with a warm-up activity. In the classroom, we must try to avoid boring or over-theoretical or mechanical subjects, using as far as possible warm-up exercises we think our students may be interested in, that seem of practical relevance, that may arouse or stimulate them. The warm-up can be as simple as telling a short story or asking students questions. The warm-up can also be a more thought-out activity such as playing a song in the background, or drawing an elaborate picture on the board. While it's fine to start a lesson with a simple "How are you", it's much better to tie your warm-up to the theme of the lesson. A fun warm up, on the other hand, raises energy levels. Fun activities also produce relaxed, less inhibited students. With the right warm up, you'll have created a positive atmosphere to practice and experiment with the language. Also it's the first activity of the lesson, the warm up sets the tone for the next ninety minutes.

The types of Warm-up exercises

- **Picture talking** is used in conversation classes.

Sometimes the teacher needs to provide visuals for the class. After showing a picture for one or two minutes, the teacher can ask the class to tell what they see in the picture, or to make up a story, or to list as many adjectives or adverbs as possible that can be used to describe the picture. Seeing the picture helps students to retell a story, and at the same time, the teacher can see whether the students understand the text correctly or not. This also helps to expand students' vocabulary.

- **Alternative ending** is used in writing and conversation classes.

Using "alternative endings" as a warm-up activity helps students express their ideas. For example, when I taught "Who wants to be a millionaire?" /p.80NH/, I wrote on the blackboard, "If I win a lot of money, ..." and asked my students to complete the sentence in two minutes. All responses, showing that the students understand the story, were acceptable. This kind of task forces students to draw from their imaginations and experiences when interpreting the text.

- **Saying/proverb questions** used in conversation classes.

When I use this kind of warm-up activity, I write the first part of a saying, like "Hard work brings ...", and leave the last part for the students to complete, like its own reward. Then I ask them such questions as:

1. What do you think this sentence means?
2. How could you translate this sentence into Mongolian?
3. Is there a saying, which has same meaning in Mongolian?
4. Who said this sentence?

This activity teaches students some sayings and proverbs, thereby increasing the students' knowledge of the culture.

- **Brainstorm** is used in writing and vocabulary classes.

Give a topic and ask students to think of anything related to it. Write the responses for all to see, or ask a volunteer to do the writing. You can use this to elicit vocabulary related to your lesson.

- **Question of the Day** is used in communication classes.

Ask 1-2 simple questions and give learners 5 minutes to write their answers. Randomly choose a few people to share their answers with the group.

- **Yesterday** is used in conversation classes.

Have a learner stand in front of the group and make one statement about yesterday, such as "Yesterday I went shopping." Then let everyone else ask questions to learn more information, such as "Who did you go with?" "What did you buy?" "What time did you go?" etc. Try this with 1-2 different students each day.

- **Show & Tell** is used in communication classes.

A student brings an item from home and talks about it in front of the group. Give students enough advance notice to prepare and remind them again before their turn. Have a back up plan in case the student forgets to bring an item. Beginners may only be able to share the name of an item and where they got it. Be sure to give beginners specific instructions about what information you want them to tell.

- **Sing a Song**

If you're musically inclined, or even if you're not, songs can be a lively way to get everyone involved.

- **Mystery Object** is used in communication classes.

You can also ask students to bring in a mystery object to class and give one object to each group, who must guess where the object comes from, what it is used for and what it is worth. Some students bring in specialist tools or pieces of equipment that they use for their particular hobby or job.

- **Crossword** is used in vocabulary classes.

- **Similarities** is used in conversation classes.

Give each person one or more colored shapes cut from construction paper. They need to find another person with a similar color, shape, or number of shapes and form pairs. Then they interview each other to find 1-2 similarities they have, such as working on a farm or having two children or being from Mongolia. They can share their findings with the class if there is time.

- **Pair Interviews** is used in conversation classes.

Allow students to interview each other, using specified questions. Then they take turns introducing their partner to the whole class. Be sensitive to privacy when asking for personal information. It is one of the most interesting exercises.

- **Words within words** is used in vocabulary classes.

- **Tongue Twisters** is a fun way to improve pronunciation. There are some examples of the tongue twisters which I use.

1) The rain in Spain falls mainly on the plain.

2) Madame Minnie made a mound of many melons.

3) Peter Piper

Peter Piper picked a peck of pickled peppers.

Did Peter Piper pick a peck of pickled peppers?

If Peter Piper picked a peck of pickled peppers,
where's the peck of pickled peppers Peter Piper picked?

4) Betty Botter

Betty Botter had some butter,
"But," she said, "this butter's bitter.
If I bake this bitter butter
it would make my batter bitter.
But a bit of better butter--
that would make my batter better."

Choosing the right warm-up exercises

Choosing the right warm-up exercises is very essential. If the games, exercises or tasks are too difficult, the students cannot do them; but if the games, exercises or tasks are too easy, the students do not improve their English and may lose interest. Therefore, it is always better to link each short activity to what the students are studying and their level.

Warm-Up exercises in Reading classes

In a reading class, a good warm-up activity is one that takes the student's attention and acts as a transition between the previously taught skill and the one to follow.

Most warm-up activities take less than ten minutes for students to complete on their own, with very little explanation. Typically, warm-ups are used at the beginning of a class period, before the lesson introduction. Some common warm-ups used in reading classes include the following:

- Responding to an Essay Question
- Using a Vocabulary Word
- Labeling Parts of Speech
- Paraphrasing a Concept
- Editing a Sentence
- Drawing a Diagram
- Creating a List
- Organizing Topics
- Putting Tasks in Order
- Developing a Plan of Action
- Finding a Missing Element
- Matching Concepts

Warm-up Exercises in Listening Classes

Listening to English is more difficult for students who are not English majors. Many students have associated listening courses with pain and boredom and often complain that they benefit little from listening lessons. So, it is necessary for English teachers to realize the importance of how to make listening classes more interesting and to know how to motivate students so that they can make progress in listening comprehension.

Many students complained that they became tired of listening to the tape from beginning to the end with some mechanical exercises. Without interest, motivation and variation in teaching and learning, students felt bored in listening classes. As a result, the passive attitude kept students from making much progress in listening comprehension. In this paper, what we want to discuss is how to make listening classes more interesting and how to develop students' listening ability.

- Reading Stories and alternative endings

Before students listened to the tape, teacher often reads a short story in normal speed one or two times, after that, students would be asked some questions or asked to retell the story in their own words. Sometimes, teacher left the end of the story for students to discuss, and they could finish the story according to their own ideas. Almost all the students liked the activity since they were interested in the stories and they got full benefit from the listening experience. Especially those who were very poor in English listening were surprised and happy to find that they could understand some English stories. Moreover, the introduction of stories into English listening courses can improve students' general morale, and show that the language is not just as a subject of study, but can be a source of enjoyment and recreation.

- **Question and Answer**

Some people might think that asking questions is a purely technical (i. e. grammatical) matter. As a matter of fact, no matter how effective a technique is, listening comprehension should demand students' participation, and the immediate feedback helps keep interest and motivation. "Question Time" is held first five to ten minutes of a lesson. Before listening to a passage, I always asked some questions so that students would have some ideas about the topic before they listened. In this process of doing the warm-up activity, students could build on their prior knowledge and at the same time, use vocabulary and structures that are connected with a particular function.

For example:

- Then, what will you do?
- Do you often go to restaurant?
- Do you like cooking?
- What will make you unhappy when you are eating in the restaurant?
- Now, you are going to listen to a passage, which tells you why Tom is so angry about the restaurant.

In this way, students can be aware of the purpose of the exercise in general and the nature of the specific task in particular before they listen to the passage. The "Question Time" activity can do much in listening classes, such as creating a friendly atmosphere between the teacher and the students, building the students' confidence and having the thrill of something spontaneous. Above all, it makes students feel interested and gets them involved in the listening activities.

- **Using Pictures**
- Pop quizzes

When Chris Cotter /1.2/ teaches listening, he requires his students to listen to the BBC news in their spare time. Before each lesson, he gives the students two statements about current events, and he asks them to write on a piece of paper whether the statements are true or false. Each correct answer earns one point. Because the students want to earn the two points each time, they continue to listen to the VOA or BBC news. Their scores also reflect their attendance, so they are seldom absent. In this way, the students gradually get into the habit of listening to the news and even

enjoy the pop quizzes. By the end of the semester, all his students had greatly improved their listening abilities.

The above activities can be used as warm-up exercises that cultivate students' interest and help students enjoy their listening course. The activities have a positive affect on students and make them want to listen and speak more. After one year's practice, the students in his class had better understanding and speaking ability. Above all, the students had the habit of listening to English after class, such as listening to radio, tapes and so on. I have used his experience in listening class for the second grade students of Economic studies. I have found some result of it and my students have been happy and encouraged to learn to listen to.

Warm-up exercises in Conversation classes.

- Simple dialogue

Warm-up activities are activities or games carried out at the beginning of each class to motivate students so they can make good use of class time you, the teacher put something in your handkerchief and asked them to guess what was in it by using their five senses. The dialogue goes something like this:

- Student: Is it flexible?
- Teacher: Yes.
- Student: Can it be eaten?
- Teacher: Yes.
- Student: Is it chocolate?
- Teacher: No.
- Student: Is it chewing gum?
- Teacher: Yes.

The students' questions were general, and I only answered "yes" or "no." Most students enjoyed the game and joined in the warm-up activities.

- Picture talking
- Alternative ending
- Saying/proverb questions
- Question with ball

Get the class to arrange themselves in a circle and start by asking someone a simple question, then passing a ball to them. In turn, that person would answer the question, then ask another person a different question if they like, passing them the ball. And so on.

Warm-ups in writing classes

- Alternative ending
- Brainstorm

Conclusion

- Although the students' feedback confirmed that warm-up activities are a creative teaching tool, we need to adopt appropriate warm-up. It is always

better to link each short activity especially warm-ups to what the students are studying and their level of English.

- The warming up should last about ten minutes.
- The warm-up activities should be used to check how effectively the previous lesson was taught, so the teacher is able to pinpoint a reliable starting point for the next lesson.
- The warm-up is the first activity of your lesson plan that's why always give equal consideration to it as to other steps of the lesson. The result will be a more focused and positive group of students performing to your expectations.
- Avoid correcting students' mistakes. Assistance is fine, especially if some students have difficulty participating in the activity. But remember: your students still aren't in thinking in English, so they'll make mistakes even with familiar material. Also it is the shortest part of the lesson and you don't have time to the correction.
- As a matter of fact, i can say that how well students had done in class depends mostly on how well they had been warmed up.

References

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