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An exploration into teachers' attitudes and use of warm-up activities in the English classroom: The case study of third-year primary school teachers

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Declaration

I Khawla KHALAF do hereby declare that this work is my own and that I am the only author, and has not been presented for any academic qualification at any other academic institution or university, also all sources of the cited and quoted information are included in a list of references provided at the end of the work. This research study was presented and conducted at Mohammed KHEIDER University of Biskra; Algeria.

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Dedication

I am grateful to Allah for granting me the blessings and guidance to complete this work. First, I dedicate this work to myself, as a thank you for the time, energy, and efforts that I invested into this research.

To the woman who has been my rock and my guiding light, my dearest mother, whose prayers, encouragement, and guidance have been invaluable to me. May Allah bless her with a long and fulfilling life.

To my dear Fatima, I am grateful for your presence in my life. You have made my life richer. Thank you for your encouragement, support, and your persistent belief in my abilities.

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Abstract

The English language in Algeria is broadly taught as a foreign language and is increasingly likely to have a positive impact on learners' future academic and professional outcomes. This is why English has been recently integrated into Algerian primary schools as early as third grade. This study explores Algerian primary school English as a foreign language (EFL) teachers' attitudes and use of warm-up activities in the English classroom. To address the aim of this study, a heavily qualitative exploratory design has been implemented. The researcher used two data collection tools to gain a better understanding of how teachers organized warm-up activities in their English classes, as well as to investigate how these activities influence primary schools' English lessons. The researcher observed a total of six third-grade sessions at a primary school in Bouchagroune, Biskra, Algeria. Each of the observed sessions involved a total of 30 to 34 pupils. The second data collection tool was a semi-structured interview, which included 11 questions and focused on exploring Algerian primary school teachers' perceptions toward warm-up activities in the English classes. To analyze the classroom observation data, the researcher mainly relied on keeping records the frequency of primary school EFL teachers' use of warm-up activities and their forms. On the other hand, qualitative data generated from classroom observations and interviews were analyzed using thematic coding and presented through descriptive statistical means. The results of this study indicated that Algerian primary school EFL teachers employed warm-up activities to a moderate extent in their English classes. Additionally, these teachers displayed favorable attitudes towards the incorporation of such activities. These findings led several implications that could guide primary school teachers in using more engaging warm-up activities.

Keywords: English as a foreign language (EFL); English language teaching (ELT); Warm-up activities; Primary schools.

List of Abbreviations and Acronyms

EFL: English as a foreign language

ELT: English language teaching

A2: Pre-intermediate level

EP: Exploratory Practice

ESL: English as a Second Language

OPT: Oxford Placement Test

SPSS: Statistical Package for the Social Science

TPR: Total Physical Response

AR: Action Research

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General introduction

1. General Introduction

1.1. Background of the study

Teaching English as a foreign language demands employing efficient classroom management techniques. One effective strategy entails incorporating warm-up activities which are the first step in every classroom session. For instance, such activities are specific, short, and delightful exercises designed intentionally by the teacher to grab students' focus, improve their motivation, as well as to develop their involvement in the classroom setting. According to Lassche (2005), "A warm-up stage is a process of initial orientation to the language learning lesson." (p.83). In other words, the warm-up stage is the initial phase of a language session where students are oriented to the lesson and prepared for the upcoming learning activities. Additionally, a warm-up activity for Rushidi (2013) is a preparatory stage in which students are assisted to relax and move into a positive mindset with the view that learning will be enjoyable and easy. In short, warm-up activities are typical preliminary tasks to start the class by using effective warmers in order to activate students' attention, motivation, as well as their engagement in the English lesson.

Warming-up activities are important because they mainly influence students' attention and motivation. In this sense, Akther (2014) argues that warm-up activities can be a good way to begin a class with an engaging activity and encourage students to get into the right mood for learning as well as maintain their attention. Additionally, Akther stated that in the classroom, warm-up activities are used to build a positive relationship between teachers and students as well as to create a comfortable environment for students. Therefore, such activities help students to recall their background knowledge with a warm-up activity. Warm-up activities have been proven to be effective in the field of education as they have various benefits for learners and teachers alike. First of all, such activities are crucial in language teaching. As argued by Diril (2015), "warm-up activities play a great role in language teaching" (p.143). For

instance, he also described such activities as a “Springboard” for presenting new material in a lesson (p.143). Furthermore, according to Kyaw and Htun (2019), warm-up activities are an effective way to assist learners. In EFL classrooms, warm-up activities have multiple There are various types of warm-up activities in the field of language education, each designed to serve a particular purpose. First, employing questioning as a warm-up activity in the classroom is an effective means of engaging students and stimulating their prior knowledge. This can be achieved through uncomplicated questions regarding the previous lesson or through complex questions such as riddles or logic puzzles. Implementing questions as warm-up activities can foster a positive classroom atmosphere and enhance students' cognitive abilities. Kyaw and Htun (2019) emphasize the significance of formulating appropriate questions to facilitate effective communication and information exchange, which can aid in student learning and enable teachers to evaluate their knowledge. Second, Jun (2000) asserts that using pictures as a warm-up exercise is a successful approach to engaging learners and enhancing their thinking skills. Pictures are an effective tool for students, particularly at the elementary level, to improve their reading, listening, speaking, and writing skills. Teachers can use pictures in various ways, such as asking students to describe or compare and contrast them. Jun emphasizes that pictures are easy to prepare and organize, interesting, and authentic, making them an important and effective tool for both students and teachers benefits, including reducing learner anxiety, increasing focus, improving communication, refreshing students for new lessons, and connecting the content.

2. Statement of the problem

Warm-up activities are a crucial part in second language education, as they influence students' attention, and motivation in the classroom. They are particularly significant for EFL learners as they reduce anxiety and encourage interaction among students, filling gaps in language learning process and improving students' creative interest and interactive participation.

various studies have been done on warm-up activities such as, Estalkhbijari and Khodareza (2012) investigated the effects of warm-up activities on adult Iranian EFL learners through an experimental study. The study divided 60 participants into a control group, and an experimental involved in receiving warm-up activities treatment. The findings showed that the participants involved in the experimental group made significant development in their writing tests. Another study by Şahin et al. (2016) who conducted a qualitative study using focus group interviews to investigate the challenges associated with using video as an audio-visual aid for a warm-up activity in a high school English aviation course. Challenges in selecting, preparing, and presenting the video were identified due to the curriculum, technical constraints, and video choice. The study highlights the importance of careful selection and preparation of video materials for warm-up activities to effectively engage students in the classroom. In addition, Akhter (2014) examined the effectiveness of warm-up tasks in language classrooms and highlighted their advantages in developing relationships, motivation, attention, background knowledge, and lesson objectives. A survey was conducted among universities showing that warm-up activities are helpful in the language classroom, and recommendations were made for using them. despite of the importance of warm-up activities and their proved effectiveness, few studies observed the frequency of their use and usefulness in the context of teaching as a foreign language in Algerian primary schools.

Therefore, the current study aims to explore Algerian EFL teachers' views and use of warm-up activities in Algerian primary schools, with a particular focus on third-year classes.

This study will address the following questions:

RQ1. To what extent do Algerian primary school EFL teachers use warm-up activities?

RQ2. What are Algerian primary school EFL teachers' views toward warm-up activities?

RQ3. How do Algerian primary school EFL teachers deliver warm-up activities?

RQ4. What are the effects of warm-up activities on Algerian primary English classes?

3. Research Methodology

This study focused on third-year primary school EFL teachers in Biskra, Algeria for the academic year 2022/2023 and aimed to answer the research questions mentioned above. A heavily qualitative exploratory design was employed because it is the best suited for understudied topics such as the one reported in this study, as argued by Gass and Mackey in 2015, additionally, since the researcher in this study aims to explore and gain an in-depth understanding of teachers' perceptions and use of warm-up activities. Data was collected through classroom observations and semi-structured interviews, six sessions was observed in primary schools in Bouchgroune, Biskra, Algeria. Additionally, two teachers were interviewed and observed during these sessions. The data was analyzed using thematic coding and was presented through descriptive statistics. The tools were tested and piloted before starting classroom observations.

4. Main results

After conducting the analysis of the data, it was revealed that the six observed sessions showed that Algerian third-year primary school EFL teachers' use of warm-up activities in their classes varied depending on the topic of the lessons and They had positive perceptions of such activities. In addition, the analysis demonstrated that during the six observed sessions, it was found that Algerian primary English teachers organize their warm-up depending on the nature of each lesson. As well as such activities had a positive influence on the Algerian primary classes.

5. Implications

According to the findings, this study holds significant pedagogical implications for EFL teachers. Policymakers and curriculum designers can benefit from understanding the

advantages and obstacles of using warm-up activities and can develop policies and materials to support their use. Teacher training programs can emphasize the integration of warm-up activities into EFL teachers' instructional strategies teachers can also include warm-up activities in their courses. Notebooks or textbooks to help their learners in a more dynamic and engaging setting. Students as well can benefit from warm-up activities as they help increase concentration, support critical linguistic abilities as well as enhance learning outcomes.

Chapter One:
Literature review

Introduction

This section was divided into two main parts. The first part provided background information on the study including the distinctions between the concept of warm-up activities and two other similar activities, as well as definitions of warm-up activities in the language education contexts, their types, and importance, as well as the factors that makes a good warm-up activity. However, the second part reviewed some previous studies on the use of warm-up activities for various purposes.

1.1. The difference between warm-up activities, icebreakers, and fillers in language education

warm-up activities and icebreakers are generally brief and stimulating exercises that are conducted at the beginning of the session. in which their main objective is to involve learners and generate a stimulating classroom setting that prepared them for learning. According to Tuliakova et al, discussed the distinctions among three types of activities that teachers could use in their classes icebreakers, fillers, and warm-ups. for them icebreakers. For them, Ice breakers are exercises that are carried out at the start of a class to get pupils acquainted. They typically only get used once. However, Fillers are exercises that can be utilized at any time throughout a class to fill extra time or review content that has already been taught. On the hand, Warm-up exercises are supposed to precede each session and are intended to pique students' interest and make them prepared to learn. They are always utilized at the start of the course, as opposed to fillers. Additionally, warm-ups do not necessarily need to be used related to the main topic of the lesson. this means that teachers can use warm-ups to review previously taught. As a result, providing the distinction between ice-breakers, fillers, as well as warm-up activities is important however, this study will solely focus on the concept of warm-up activities in teaching EFL classes (p.360).

1.2. Warm-up activities definitions

As a teaching tool in the field of the English language and a classroom management strategy, warm-up activities have gained significant attention and interest among educators, and researchers, such exercises mark the first part of the session, as they serve an effective delivery of the lesson. Warmers in the field of education have been defined from different perspectives, highlighting their capacity for engaging students, fostering active participation, and stimulating their curiosity. Patil (2020) stated that warmers are fearless activities that focus more on engaging English as a second language learners in language learning activities.

Rushidi (2013) defines warm-up activities as a beginning phase, where learners are supported to calm down and shift to an optimistic state of mind expecting a delightful and effortless learning process. In other words, such activities and tasks are considered as an introductory stage because they mark the first minutes of the session that have been prepared before by the teacher or the instructor. Therefore, with warm-up activities, students will achieve a state of positivity and relaxation, and they can anticipate a smooth learning experience.

In his section “*Warm-up for language learning*”, Laasche (2005) stated that “a warm-up stage is a process of initial orientation to the language learning lesson” (p.83). This means that it is the process of orienting and familiarizing students to the language instruction. In other words, providing students with a particular and appropriate warmer at the beginning of the session can help teachers to make their learners shift smoothly into the lesson points, as well as optimize their involvement in the classroom session. Similarly, in the same context, according to Robertson and Acklam (2000), “warmers are short activities for the beginning of the lessons. They engage the students and get them using English from the start” (p.30).

To sum up, warm-up activities are typical preliminary tasks to start the class by using effective warm-up exercises in order to activate students’ attention, and motivation, as well as

their involvement in the English lesson. They are brief tasks implemented at the of the session, which in turn get students involved, as well as inspired to utilize English from the beginning.

1.3. Types of warm-up activities

In every lesson, there are different areas of concern and focus. Some lessons emphasize grammar rules, while others concentrate on the writing skill. others prioritize vocabulary acquisition, and others are interested in improving students' speaking skills. Each of these areas is essential for the effectiveness and success of the session. As Kyaw and Htun (2019) emphasized, "Starting with the warm-up activities is important for every EFL classroom" (p.480). For instance, there are a large number of warm-up activities including:

1.3.1. Asking Questions

Asking questions as a warm-up activity in the classroom session is one of the effective ways and strategies that the teacher uses as a starting point for students in order to engage students and spark their pre-existing information. Implementing questions with the purpose of warming-up students can be done in a variety of ways and it can serve multiple objectives, first of all, when the teacher starts the session with a simple question as a quick check, which can be related to the last day's theme or with a general question related to the students' views or experiences. for example, asking them what one thing they learned yesterday or what is each student's favorite book is and why. this in turn will help to build a positive classroom setting while stimulating learners to recall all relevant information. Second, the teacher can start with a challenging question as a kind of brain teasers for example, a riddle, a logic puzzle, or about a problem-solving skill. This kind of questions can be enjoyable and a way for engaging learners and energize their thinking for the class coming up. All in all, using questions as warming-up activity could be useful for both students and teachers for instance, Kyaw and Htun (2019) emphasized the effectiveness of using questions as warmers where they stated that "Questions are the most common form of interaction between learners and teachers and asking the right

question is the key for effective communications and information exchange”. According to them, through incorporating this approach, students can learn more and collect other in-depth information as well as allow teachers to estimate how much students’ knowledge have. They clarify that by using the appropriate question in a particular context, students can enhance a wide range of interaction skills.

1.3.2. Pictures

According to Jun (2000), “Pictures can bring images of reality into the unnatural world of the language classroom”. using images as a warm-up exercise is a successful approach in involving learners and encouraging their thinking skills. Pictures are a valuable and vital tool, particularly for students at elementary stages. They are well-liked and successful because they are mainly engage learners in various main skills, including reading, listening, speaking and writing skills. There are different ways for teacher to use pictures as warmers in their classrooms, for instance, they can show the students a range of images and ask them to describe what they see, this helps them to enhance their observation and the interpretation skill. Another way to use pictures is to provide students with two pictures to compare and contrast, which can contribute to improving their analysis and critical thinking skills. Jun argued that “pictures have the advantages of being easy to prepare, easy to organize, being interesting, meaningful and authentic”. This means that using pictures is important and effective for students as well as teachers (Jun,2000).

On the other hand, the classroom warmers activity Booklet by Cambridge Assessment English, suggests seven types of warm-up activities especially for primary school pupils may teachers use in their classes:

1.3.3. Animal mimes

In this warm-up activity, students mime different animals for their peers to guess. It typically takes 10 to 20 minutes to complete. Optional tools such as animal pictures or flashcards could be used for this purpose. The main aim of this activity is to involve students in a fun physical exercise as well as review their knowledge of animal vocabulary.



Figure 1.1. *Animal Mimes Warm-Up Activity* (adapted from Cambridge Assessment English 2020, P.04)

1.3.4 Teacher says

In this activity students pay attention to the teacher's directions and follow them by moving, they need to listen carefully and apply what the teacher says. This activity type is designed to get students moving and engaged through a physical and fun task. While also reviewing the body parts and action verbs. It takes 10 to 15 minutes to complete it.

1.3.5. Draw it

In this activity, students make drawings to assist other pupils to guess words. This task takes typically 10 to 20 minutes to complete. Particular supplies are needed in this activity it is necessary to follow the schools 'guidelines for the responsible distraction and use of the classroom's resources. Students 'diaries, marker pens, or felt-tipped pens for each pupil, small white borders that can easily be cleaned, and use A3 or A4 paper. The main objective of this activity is to engage structure in an enjoyable team exercise as well as to recite different words.



Figure 1.2. *Draw it Warm-Up Activity* (adopted from Cambridge Assessment English 2020)

1.3.6 Quiz: how many?

Students respond to the questions that include counting, it takes 10 to 20 minutes. It is optional to use number flashcards for this activity as the required materials. Teachers could design by using the pre-A1 starter flashcards, which are suitable for this purpose. One student from each group records the solution in their notebook using a felt tip or marker pen. The activity aims to involve pupils in an enjoyable, cooperative group checking the number.



Figure 1.3. *How many warm-up activity* (adapted from Cambridge Assessment English, 2020, P.08)

1.3.7 Anagrams

In this activity, students rearrange jumbled letters to form words. Generally, it takes between 10 to 15 minutes to finish. this activity requires following the school guidelines for the safe use of supplies and distribution. the material needed is the notebooks of the students, a marker or felt tips for each pupil, mini boards, and A3 or A4 scrap papers. This activity seeks to engage students with entertaining and gaming words as well as refresh spelling and vocabulary.

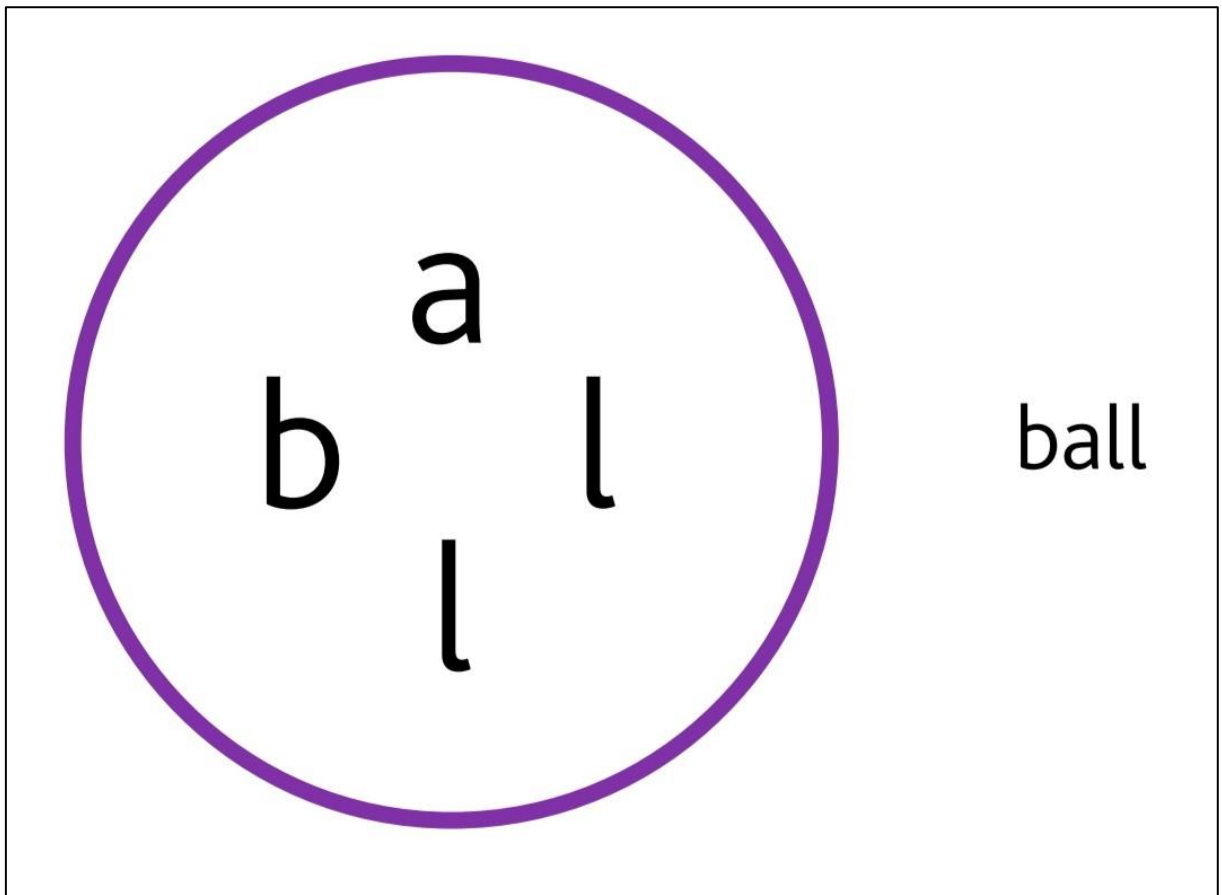


Figure 1.4. *Anagrams warm-up activity* (adopted by Cambridge Assessment English 2020, P.10)

1.3.8 Kim's game

In this activity, students make an effort to locate the missing items. It takes 10 to 20 minutes to complete the task. The materials required in this activity are flashcards (pre-A1 starters flashcards, A2 flyers flashcards) or real objects that can be seen by all students. If the teacher chooses to use objects they will also need a tray to hold them and cloth to cover them. The goal of this kind of activity is to help pupils to enhance their vocabulary through the use of and reviewing objects that are generally used.



Figure 1.5. *Kim's game* warm-up activity (adopted from Cambridge Assessment English 2020, P.11)

1.3.9 Virtual ball games

In this activity, students engage in a speaking activity while tossing a pretend ball. This task can take 10 to 15 minutes there are no materials required in this exercise. The objective of this activity is to involve pupils in a physical and a pun exercise. The main aim is to reinforce their understanding of vocabulary (such as colors, food, hobbies, or grammar like personal pronouns he or she conjugated with verbs).

1.4. The importance of warm-up activities in language education contexts

Warm-up activities are a vital and essential part of the teaching process as they mainly influence students' attention and motivation as well as their engagement in the classroom session. for instance, a warm-up activity is a crucial component of the lesson plan. Warmers can help learners to become ready for both sides physically as well as mentally.

In fact, there are many different reasons for using and implementing such exercises as they are presented from different perspectives and outlooks. Diril (2015) provides multiple reasons why warming-up tasks are important in a set of points. According to him, warm-up exercises offer a variety of advantages for students, which they develop students' vocabulary, reduce worries, increase motivation and interest, alleviate monotony, encourage innovative language use, help maintain concentration, promote freedom of movement, allow for emotional expression, and foster a harmonious environment among students. Additionally, he argued that "An activity at the start of the lesson activates the pre-existing knowledge on a subject" This means that, a warmer is an exercise as it the first step in the classroom session which stimulates the student's previous background and understanding in relation to the subject matter. Furthermore, Kyaw and Htun (2019) highlighted the significance and the effectiveness of warm-up activities particularly for EFL learners because those learners have difficulties and negative perceptions of language learning as it is still hard work for those learners. According to Kyaw and Htun, warm-up activities are the greatest interaction models, and starting with warm-up exercises for every EFL classroom session is paramount. As a result, they suggested different types and effective examples of such activities as a starting point in the session in order to help students feel relaxed in the learning process, such as role-playing, games, picture describing, questioning, problem-solving, discussion, and jigsaw puzzle. As they contribute to reducing students' anxiety, encourage their attention during the session, as well as manifest interaction among them, in addition, feel refreshed for the next lesson by having a positive relationship with the subject matter. On the other hand, Patil (2020) also discussed the usefulness of warmers where he demonstrated that warm-up exercises are the most essential and inspiring tools for filling gaps in the language learning process, therefore he stressed the necessity and the importance of such activities aiming to incorporate them in the second language curriculum. Furthermore, to highlight the positive impacts he stated that warmers and icebreakers improve

students' creative interest and encourage interactive participation and fun-oriented activities, as well as reducing the efforts of teachers in the language classroom.

To sum up, warm-up activities are a fundamental preparatory phase that plays a significant role in the teaching and learning process. They have a positive impact on students' attention, motivation, as well as engagement in the class session, affecting learners from multiple perspectives and sides including the cognitive phase by activating their previous knowledge as well as psychologically, where they promote students' involvement and motivation, in addition to, in the sociocultural dimension, as they help them to build relationships and promote a positive classroom setting.

1.5 What makes a productive warm-up?

Starting a session with an effective warm-up activity is essential in teaching English as a foreign language, especially for EFL primary classes, as it helps to create a positive learning environment. Different scholars have introduced various factors and principles that a warm-up activity should have. Diril (2015) stated that "Warm-ups should always be success-oriented," This means that the activities that the teacher chooses for the warm-up should be designed in a way that allows students to experience success in completing them. He also demonstrated that an effective warm-up should be relevant to the language aims and use appropriate language. For example, if the lesson's objective is to teach new vocabulary related to colors, a productive warm-up could involve a game in which learners are required to match pictures of different colors to their corresponding names. This activity is related to the language aim of teaching color vocabulary and contains relevant language. Therefore, according to him incorporating warm-up activities for the sake of doing them can be a waste of class time because this may not help the achievement of learning goals. Diril argued that the first thing that teachers should do with their ESL students is to engage them in a warm-up activity after greeting them. These activities should be simple and achievable for students to participate in as this participation is crucial as it creates

an engaging and enjoyable atmosphere that prepares them to actively participate in the lesson. Additionally, Diril, advises English EFL teachers to be mindful of the warm-up activity length in their sessions as well as he recommended that a warm-up activity should be brief and focused, where lasting 5 to 10 minutes to avoid consuming an excessive amount of time and distracting attention from the main lesson objective. On the other hand, Robertson and Acklam (2000) argued that to engage students to use English, the warm-up activity should be an interesting and engaging task. Additionally, they emphasized the importance of making warmers quick, which should not take up a significant portion of the lesson. In short, by following specific principles teachers can ensure that their warm-up activities are productive and helpful for students in the learning process.

On the other hand, Velandia (2008) suggested a number of features and principles that teachers should take into account while creating their warm-up tasks. First, a warm-up activity should be carried out before the start of the session. such activities need also be brief and relevant to the subject matter to help the students get ready for a time of focus. Additionally, warm-up tasks must be beneficial for the remaining learners of the class exciting and fun enough to encourage them to start exercising. Finally, Warm-up activities need to assist concentrate students' focus so that they are prepared to participate during the lesson.

1.6. Previous studies about warm-up activities

The effectiveness of warm-up activities in second language education has long been studied. Due to their significance, multiple studies investigated the effectiveness of warm-up activities in different language-learning contexts, others were explored the advantages and the impacts of warming-up activities on students in different sides such as attention, motivation as well as their involvement. Most of the studies were descriptive, and most of them were experimental, others were exploratory ones. Furthermore, various tools were used such as interviews, and surveys, as the data collection methods.

Velandia (2008) discussed her 2004 experience implementing warming-up exercises for seventh graders at Porfirio Barba Jacob, a public school in Bogota. Her main objective was to grab the students' attention at the start of the session, by using fun and quick activities and then see if she could keep it for the remainder of the lesson. Through employing appropriate warm-ups, the author attempted to discover students' involvement as well as, inspiring them in the English class. To gather data, Journals, surveys, and field notes were used. Based on the collected information, using warm-up exercises boosts learners' focus and enables the linking of class activities.

In their study, Estalkhbijari and Khodaresa (2012) who found out whether warm-up exercises used as classroom exercises had an effect on writing produced in a foreign language. Sixty Iranian sophomore EFL students from the Islamic Azad University of Lahijan branch were selected in order to show these impacts after passing the Oxford placement test (OPT). Following that, the participants were divided into two groups at random, one of which received the treatments on the warm-up tasks and the other of which received a placebo treatment. The 150-word paragraphs that each group was assigned to compose were taken into account for both the pretest and posttest. The passages were edited by three qualified raters. Their findings, which comprised the independent t-test and the paired sample t-test, were evaluated using SPSS. The results showed that experimental group participants who were given warm-up task treatments performed noticeably better on the writing test.

Kyaw and Htun (2019) explored how students' speaking abilities can be improved through the implementation of some commonly used warm-up activities. Even though their abilities are adequate to learn their target language, the majority of students in Myanmar are anxious to speak it aloud in classrooms. As a result, they have a lack of self-confidence to speak up in class. Teachers usually generate a free-fear classroom atmosphere as well as they apply stimulating activities to adopt with them in order to improve learners' speaking activities in classrooms. In this research paper, the researchers aim to offer some warm-up tasks including

role-playing, problem-solving, and questioning techniques that have the potential to improve learners' target language fluency.

Şahin, et al. (2016) investigated the challenges that came with using video as an audio-visual aid for a warm-up activity in a high school English aviation course. Focus group interviews were used as a data-gathering method in this qualitative study. Four educators who taught aviation English to 10th graders in a public high school during the 2005–2006 academic year made up the focus group. Although using video is a suitable technologically advanced tool to motivate pupils, there are a number of challenges when it comes to the steps of selecting, preparing, and presenting. It has been determined that the development of the curriculum, technical constraints, and the choice of the video were the primary causes as a result of the analysis of the information received, the use of the focus group approach, and the challenges encountered during the production of the video.

Akhter (2014) examined the efficacy of applying warm-up tasks in language classrooms. It provides an introduction with a prominent emphasis on warm-up activities, which have, in turn, various advantages. In the theoretical section, it goes into details about what is meant by a warm-up exercise and mentions basic concepts of warm-up exercise as well as some examples of such kinds of activities. Most notably, it seeks to emphasize the utility of warm-up activities in the section, why is warm-up crucial by highlighting elements such as developing a relationship, warm-up and motivation, warm-up and attention, warm-up and background knowledge as well as warm-up and lesson objective. For this research, a survey was undertaken among different universities in order to explore whether warm-up activities are effective in language classrooms and whether they are beneficial for both students and teachers in the language teaching and learning process. According to the survey results, using a warm-up activity is helpful in the language classroom. This study concluded with various recommendations.

Savaş (2016) conducted an exploratory research action, to improve the effectiveness of warm-up exercises implemented in EFL classes. Study participants ranged from 18 to 21 years old, students studying English at a foundation university in Turkey at the A2 (pre-intermediate) level. Data were collected by using two distinct questionnaires in the form of learners' reports for the purpose of answering two research questions. As a first step, an exploratory practice (EP) took place with the involvement of 32 learners from two skill-based listening and speaking classrooms utilizing the first questionnaire as a data collection method. This study aimed at understanding what warm-up activities and practices mean to learners as well as to investigate their views of using warm-up activities as instruments to increase class participation. According to (EP) results, a four-week action research (AR) project took place in one of the classes with 21 students participated. The AR research was the application of the EP's engaging topic in the form of modified warm-up tasks. Following the classroom applications, the second data collection instrument namely the second questionnaire was given to the learners. The second questionnaire results revealed students' thoughts towards the AR study. The data that had been obtained were examined through content analysis and the teacher researcher presented thoughts on the whole process.

Humaera and Mukhtar (2022) aimed to find out young learners' reactions when using games as a warming-up exercise in teaching the English process. The researchers applied this study in order to teach English in the classroom for eight sessions they started each lesson with games as a warming-up activity. The information was gathered through observation, a survey as well as the relationship of pupils. A qualitative method was employed for analyzing the data gathered. The study's findings show that implementing games as a warm-up exercise during the learning process is delightful since it gives learners a sense of excitement and cheerfulness. This study claims that since games as a part of warming-up exercises generate an enjoyable learning environment and get pupils to relax, English teachers may implement games as a teaching technique.

Farida, et al. (2020) A quantitative research process was used in this study. A total of ± 200 included the first grade of state College of Law STIH Pengayoman Watampone, only class A students participated in this study. Two instruments are used for data collection namely vocabulary tests and questionnaires. Results showed that students' vocabulary mastery was increased more quickly with warmers and fillers. A pre-test average of 6.4 rose to a post-test average of 19.6 based on the study results. one hypothesis was rejected while the other one was accepted.

Tuliakova, et al. (2020) examine the function of warm-ups in tertiary-level long learning as well as the elements that affect teachers' voices for this session phase. The aim of this paper is to describe the justifications for omitting the introductory phase of the lesson, evaluate the rationales behind such justifications, and provide effective suggestions. Based on a 2019 survey of teachers at the higher school of economics in ST Petersburg, the study highlights various unfavorable situations that lead teachers to neglect warm-up activities. They are related to the unwillingness to devote class time to warm-ups, being concerned that students would react negatively to a task that is not academic, the need to devote time to planning activities and the lack of suggestions for warm-ups. However, the responses provided by the students indicate their positive perceptions towards warm-up exercises and demonstrate the futility of teachers' worries. The replies of the instructors who routinely conduct warm-ups show that obstacles can be easily solved provided instructors are given initial instruction and assistance. Warm-ups provide more advantages than disadvantages than are (anticipated, related, involved), hence they should not be skipped in adult education classes.

Hoang and Van (2022) investigate how Thai Nguyen teachers perceive and implement warming-up exercises in their English classes. The study participants include 197 students and 6 teachers from 03 different secondary schools in Thai Nguyen City participated. The data was collected by using different instruments, including questionnaires for students, and interviews

for teachers, as well as observation. The findings showed that all teachers have positive views towards implementing such activities in their English classrooms, in addition, the researchers have remarked that teachers share a variety of similar points and principles regarding the use of warmers.

Although warm-up activities are a necessary pedagogical component of classroom management as well as their proved effectiveness, only a few studies have been conducted on warm-up activities in Algerian primary schools. Little is known about the use of such activities in the Algerian EFL classroom context, particularly with third-year primary school students. This is because English was only recently introduced in the Algerian primary school context. As a result, the topic of warm-up activities is heavily understudied in the Algerian context, particularly with this level of education. Therefore, this study aims at exploring third-year primary school English teachers' perceptions and use of warm-up activities in Algerian English classes. To address this aim, the current study attempts to answer the following questions:

RQ1: To what extent do Algerian primary school EFL teachers use warm-up activities?

RQ2: What do Algerian primary school EFL teachers think about warm-up activities?

RQ3: How do EFL teachers in Algerian primary schools organize warm-up activities?

RQ4: What are the effects of warm-up activities on primary school English lessons in Algeria?

1.9 Teachers' attitudes

Teachers' perceptions and attitudes toward multiple pedagogical decisions are crucial, when it comes to warm-up activities teachers, attitudes can vary for example Agursriana (2021) argued that Teachers' perceptions are ideas or mental pictures which they have about their learners. They are influenced by their previous learning experiences. This familiarity could be related to their traditions or history, as well as their education, occupations, communities, and cultures. This suggests that there is a difference between a teacher who has grown up in a rural region

and would have different presumptions and expectations about their learners and others who have grown up in an urban setting. Similarly, to this, teachers with previous experiences working with varied communities may view teaching differently than others with little exposure to cultural variation.

Chapter two:
Research Methodology

Introduction

In order to conduct a research, it is necessary to address both theoretical and practical sections. As the previous chapter focused on the theoretical aspect, this chapter details the methodology utilized to examine the results that correspond to the research questions. Additionally, this chapter provides an overview of the research design, the participants involved in the study, the research context, the data collection, the tool employed, and the procedures followed by the researcher for data collection and analysis.

2.1. Research design

The current study adopted an exploratory design with a mixed-method data collection approach. The study is exploratory because the researcher aims to explore and gain an in-depth understanding of teachers' perceptions and opinions toward warm-up activities. As argued by Gass and Macky (2015), an exploratory design is best suited for understudied topics such as the topic that is reported in this study. As well as, their use of such activities in the English class. For instance, it is necessary to use both quantitative and qualitative methods that are included in the mixed method approach since the researcher seeks to have a better understanding of teachers' views and perceptions about warm-up activities and their use of them in the English classroom session.

2.2. Context and Participants

This study focused on third-year primary school EFL teachers, where it took place at a regional primary school (Bouchagroune) in Biskra, Algeria for the academic year 2022-2023. The researcher dealt with third-year primary school teachers who were experiencing their first year of teaching English to third-year primary school pupils. This is also the first experience with English for third-year pupils, and both teachers and pupils shared Arabic as their mother language. The researcher shed the light on the primary school level of education because, first

of all, English language instruction has only recently been implemented in primary schools in Algeria. As a result, this area of research is still relatively unexplored and understudied. Furthermore, primary schools provide a unique opportunity for observation due to the flexibility that exists in the classroom setting. On the other hand, the context for the study was selected purposefully because no studies have been conducted in this area. This research was conducted with two primary school EFL teachers one teacher was a 50-year-old male with one year of teaching experience and held a full-time position at a primary school. The other teacher was a 47-year-old female with one year of teaching experience and also held a full-time position at a primary school. Both teachers were from different classes and schools in the same province. In order to collect demographic data about the respondents, the teachers were requested to provide information on their gender, age, teaching qualification, their teaching experience by the number of years, their position type, and their teaching institution. Where this information helped to provide a better understanding of the teachers' background and experiences, which could potentially affect their perceptions and opinions as well as use toward warm-up activities in the English classroom.

2.3. Data collection tools

2.3.1. Classroom Observation

The researcher utilized classroom observation to address the following research questions, first the extent to which Algerian primary school EFL teachers' use of warm-up activities, how they organize their warm-up activities, and what are the effect of warm-up activities on the English primary classes. The researcher chooses the classroom observation as the best tool to answer the above questions because it gives the researcher a more direct and objective view since the subject matter is particularly based on observation rather than dealing with a hypothetical subject based on the teachers' perceptions. The study used a non-participant observation to do this, a semi-structured observation schedule was designed. This schedule

included three main sections. The first section collected information about the classroom profile which included the observer's name, the date of the observation, the time of the observation, students' grades and the school year, the number of students, the school name, in which semester as well as the number of observation session. While the second section focused on the warm-up activity information named the linguistic focus, which indicates and gave data about how the warm-up activity was conducted. Which included the topic of the session, what was the type of warm-up activity, its duration, what was the area of interest that the teacher was focused on, and the tools used during the session. Meanwhile, the last section focused on the influence of warm-up activities in classroom sessions which included five main concepts. The first concept was about the interaction between the teacher and the pupil, while the second one was about the interaction between the pupils themselves. Teachers' talking time and pupils' talking time as well as pupils' engagement. With five frequencies starting from very low frequency to very high frequency, with remark space for each concept.

2.3.2. Semi-Structured interviews

The interview was audio recorded, using the researcher's phone (voice recorder). It was conducted face-to-face in the primary school setting. Semi-structured interviews were designed to address the first question targeting the Algerian primary school EFL teachers' perceptions and attitudes toward warm-up activities. To do this a semi-structured interview was designed and given to those teachers. The interview consists of 12 questions that aimed to explore the Algerian primary school teachers' views and use of warm-up activities in the English language classroom. The researcher asked them the first question which was about their typical lesson starting routine as well as to provide examples, aiming to understand how they begin their lessons. The second question was about asking them if they were familiar with warm-up activities, this aimed to evaluate teachers' level of knowledge as well as their understanding of warm-up activities. The third question was about asking them to describe warm-up activities in their own words in case they were familiar with such exercises to know their understanding of

warm-up activities, for instance, provided a definition of warm-up activities in the researcher's own words, along with examples, in case the teachers were not familiar with them. The fourth question asked the teachers how often they use warm-up activities or similar activities and why, aiming to understand their frequency of use and reasoning for it. The fifth question asked them why they preferred to use warm-up activities in case they were used them, aiming to explore their motivations, reasons, and perceived benefits behind using such exercises. The sixth question asked why they preferred not to use warm-up activities in case they did not use them, aiming to understand their reasons for not using them. The seventh question asked how important warm-up activities were to their English sessions and why, aiming to assess their perception of their importance. The eighth question asked what made warm-up activities effective in their view and why, aiming to identify the factors that contribute to their effectiveness. The ninth question asked whether learners engaged with their warm-up activities in terms of participation, attention, and task completion, aiming to understand the level of learner engagement. The tenth question asked what made learners engage or disengage with their warm-up activities, aiming to identify factors that contribute to student engagement or disengagement. The eleventh and final question provided teachers with an opportunity to add any additional comments or insights regarding the topic of warm-up activities, aiming to gather any additional information or perspectives from the teachers.

2.4. Data analysis

To examine the frequency and the effectiveness of warm-up activities in Algerian primary school English classes, two data collection tools were used, classroom observation and a semi-structured interviews. The classroom observation schedule piloted before the actual observation phase to ensure its effectiveness in capturing the desired information during the observation, the researcher mainly relied on keeping records of the frequency of primary school EFL teachers' use of warm-up activities and additionally, qualitative data generated from the classroom observation and a semi-structured interviews were analyzed using thematic coding.

The researcher used manual thematic coding of teachers' answers to identify themes and patterns related to the warm-up activity usage and effectiveness. Descriptive statistics were then used to present the analyzed data. Excel was used to generate graphs and bar charts to visualize the data to provide a clear and concise of the findings.

2.5. Validity and reliability

To evaluate the validity and reliability of the data collection tool, namely the classroom observation schedule a pilot test was conducted in advance to the start of the data collection. This allowed to evaluate the tool's effectiveness in generating the intended results, as well as assess its alacrity and ease of understanding for participants. The study context involved Algerian third-year primary classes, where the researcher observed two sessions using the classroom observation schedule. This enabled for editing of some items in the classroom observation schedule for clarity which led to valid and reliable results being generated. As a result, the classroom observation tool proved valuable as the researcher was able to determine the frequency and organization of warm-up activities used by teachers as well as their impacts on primary school Algerian EFL classes.

Chapter three:

Results

Introduction

This chapter will present the data collected to answer the research questions of this study. This study aims to explore the teachers' use and perceptions towards warm-up activities in Algerian primary schools, by using two different data collection tools: classroom observation in primary school classes and interviews with teachers. The chapter was divided into two sections, where each one focuses on a specific aspect of the research questions. The first section presents the frequency of employing warm-up activities by primary school EFL teachers in Algeria, the types of activities used, the activity format, and the linguistic aspect addressed during the observed sessions as well as the effects of these activities on classroom interaction which includes the results of pupils' engagement, pupils' talking time, teachers' talking time, pupil-pupil interaction, pupil-teacher interaction. On the other hand, the second section represents the teachers' use and perceptions and attitudes of using warm-up activities in their classrooms.

3.1. The frequency of employing warm-up activities by Algerian primary school EFL teachers in Algeria

Table 3,1 below will present the classroom observation results related to the teacher one's use of warm-up activities in primary school English classes. The data were gathered through classroom observations, which aimed to explore to what extent the teacher one incorporates warm-up activities, the kinds of activities used, as well as their influence on pupils' engagement in the classroom. The table provides detailed information on the warm-up activities used by teacher one, including information on the activity type and format, the topic covered, warm-up activity duration, tools used, and areas of concern. The table also includes data on pupil-teacher and pupil-pupil interactions, as well as the teacher's and pupils' talking time and engagement levels. The findings given in this table, present data related to the implementation of warm-up activities in primary school English classes by teacher one.

Table 3.1.

Summary of the observation results for Teacher 01

	Teacher 01			Frequency /06
	Session 01	Session 02	Session 03	
Data collected				
Warm-up activity	Used	Used	Used	
The topic	I play roles	My handwriting	My phonics	
Activity type	Pictures description	Asking questions	Listen and repeat	
Activity format	Individual work	individual work	Pair work	
Duration	15 minutes	15 minutes	15 minutes	
Area of concern	Vocabulary	Writing	Pronunciation	
Tools	Pictures	Pictures	Pictures	
pupil-teacher interaction	05	04	04	4.33
pupil-pupil interaction	04	04	03	3.67
Teacher' talking time	04	04	05	4.33
pupils' talking time	04	02	04	3.33
pupils' engagement	05	02	04	3.67

Table 3.1 shows the data collected for teacher one's use of warm-up activities during three classroom observation sessions in primary school English classes. It is clear that teacher one used warm-up activities during the three sessions, the topics covered were varied, session one focused on pupils' playing roles, session two on pupils' handwriting, and the third session on phonics and sounds. Three different types of activities were used in each session, session one pictures descriptions, session two asking questions, while session three listening and repeating. Using pictures across three sessions as a delivery tool. The table indicates that the activity format was individual work, in session 01 and session 02, while in session 03 was pair work. Every session started with a warm-up activity that it took about 15 minutes to complete. Each session has a particular area of interest, including vocabulary acquisition in the first session, improving pupils' handwriting in the second session, and enhancing their pronunciation in the third session. The data shows that the pupil-teacher interaction was highest in session one with a rating of 5, followed by session two, and session three with a rating of 4. The pupil-pupil interactions were consistent across the three sessions with a rating of 4 for session one and session two and a rating of 3 for session three. The teachers' talking time was consistent across all three sessions, with a rating of 4 for session one and session two, and a rating of 5 for session three. The pupils' talking time

varied across the sessions with a rating of 4 for session one, a rating of 2 for session two, and a rating of 4 for session three. The pupils' engagement levels also varied across the sessions, with session one having the highest engagement level at 5, followed by session three with a rating of 4, and session two having the lowest engagement level at 2.

3.2. The frequency of employing warm-up activities by primary school EFL teachers in Algeria

Table 3,2 below presents the classroom observation results related to teacher two's use of warm-up activities in primary school English classes. The data were gathered through classroom observations, which investigate to what extent teacher two applied warm-up activities, the kinds of activities used, as well as their impacts on pupils' involvement in the classroom. The table presents the tasks applied by teacher two, including information on the activity type and format, the topic covered, warm-up activity duration, tools used, and areas of concern. The table also includes data on pupil-teacher and pupil-pupil interactions, as well as the teacher 'and pupils' talking time and engagement levels. The results given in this table, provide valuable information on the frequency of incorporating warm-up activities in primary school English classes by teacher two.

Table 3.2.

Summary of the observation results for Teacher 02

	Teacher 02			
Data collected	Session 04	Session 05	Session 06	
Warm-up activity	Not used	Not used	Not used	
The topic	My home	My playtime	My handwriting	
Activity type	Listen and repeat	Asking questions	Asking questions	
Activity format	Individual work	Individual work	Individual work	
Duration				
Area of concern	Reading	Vocabularies	Writing	
Tools	/	/	/	
pupil-teacher interaction	02	01	02	1.67
Pupils-pupils interaction	02	02	02	2.00
Teachers' talking time	04	04	04	4.00
Pupils' talking time	02	02	02	2.00
Pupils' engagement	02	01	02	1.67

Notes. 1. Very low frequency 2. Low frequency 3. Moderate frequency 4. High frequency 5. very high frequency

Table 3.2. shows the data gathered for teachers' use of warm-up activities during three classroom sessions in primary school English classes. It is clear that teacher two did not use any warm-up activities in the three sessions. Topics covered were varied where session one was about home parts and the second session was titled by my playtime in which the third one was named as my handwriting. Different tasks were used in each session listen and repeat in the first session, asking questions for the last two sessions. Due to the teacher did not use the warm-up activity, there were no tools or instruments. The table indicates that the activity format was heavily individual work for all three sessions. The teacher focused on session one on reading and session two on vocabulary and the third one on writing. The data shows that the pupil-teacher interaction varied across the three sessions. With session one and session three having a frequency of 2 and session two having a frequency of 1. The data on pupil-pupil interaction shows that the frequency was consistent across all three sessions, with a frequency of 2 for each session. with teachers' talking time a frequency of 4 for each session. with pupils' talking time

the frequency varied across the three sessions with a frequency of 2 for session one and session three, and a frequency of 1 for session two. Pupils' engagement frequency varied, with 2 for session two, and frequency of 1.67 for both sessions one and three.

3.1. The types of activities

Figure 3.1 below presents the types of activities that are used by primary school EFL teachers in their classes. The figure highlights three different activities: asking questions, pictures description, as well as listening, and repeating. The frequency of each activity is represented on a scale from 0 to 3.5, which provides an overview of the frequency of each activity used during the observed sessions.

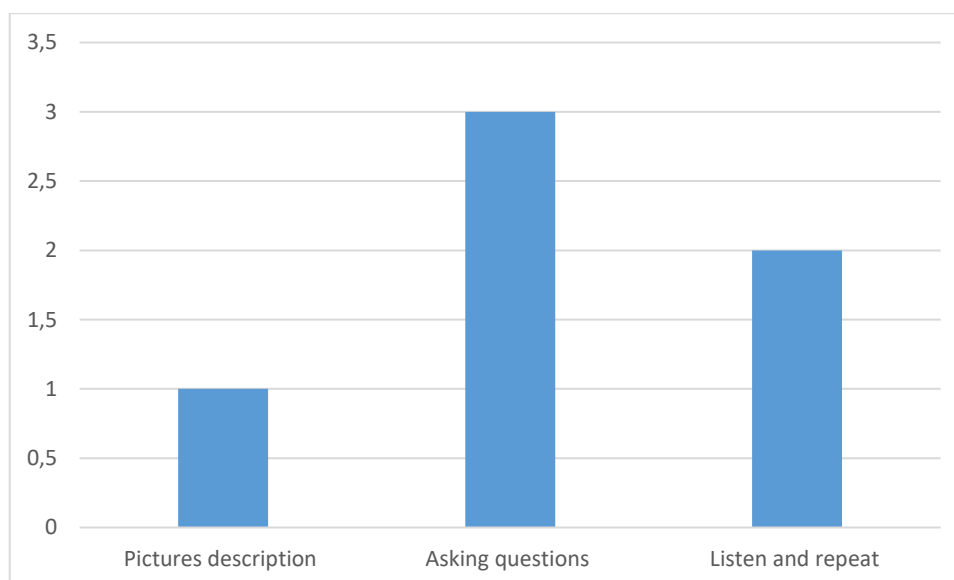


Figure 3.1. Types of activities used during the observed sessions

This figure presents the types of activities used by primary school EFL teachers in their classes. According to this figure, it is clear that asking questions was used most frequently during the observed sessions with a frequency of 3 on a scale of 0 to 3.5. Picture descriptions were used less frequently, with a frequency of 1. Finally, listening and repeating were used with a frequency of 2.

3.2. The format of the warm-up activities

Figure 3.2 presents the format of the warm-up activities in the observed sessions, in primary school EFL pupils. This figure shows a bar chart that consists of two vertical bars, one representing pupils' individual work and the other representing the pupils' group work in the classroom sessions. the scale on this chart bar ranges from 0 to 6 with the effectiveness of warm-up activities being measured on the scale.

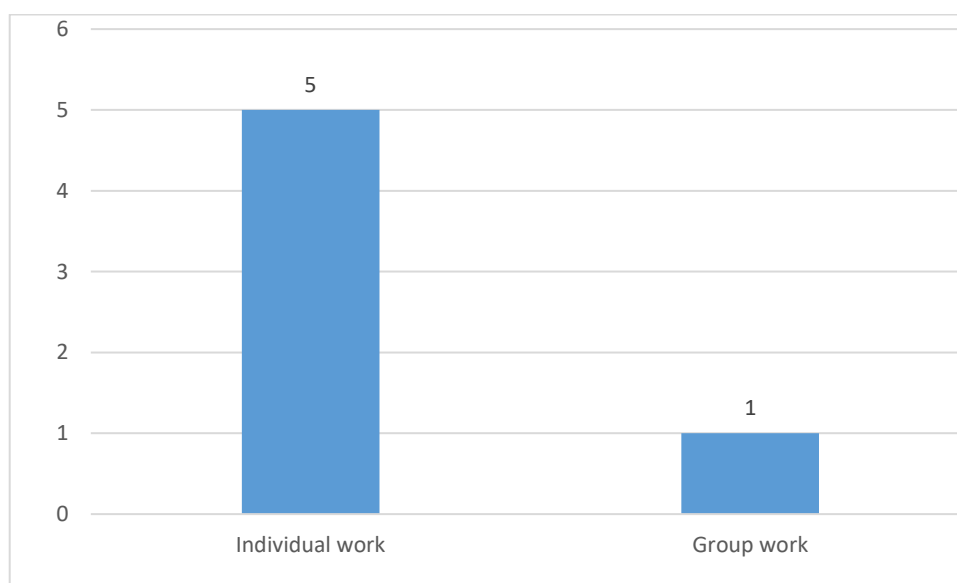


Figure 3.2. The format of the activities

The chart represents the effectiveness of warm-up activities based on their format either (individual work or group work). The maximum score for individual work is 5 while the maximum score for group work is 1.

Figure 3.3. The linguistic aspects addressed during the observed session

(areas of concern)

Figure 3.3. presented an overview of the linguistic aspects that were addressed during the observed sessions. The chart includes four bars representing vocabulary, writing, pronunciation, and reading with a scale ranging from 0 to 2.5. the values in the chart indicate the extent to which each linguistic aspect was addressed during the sessions.

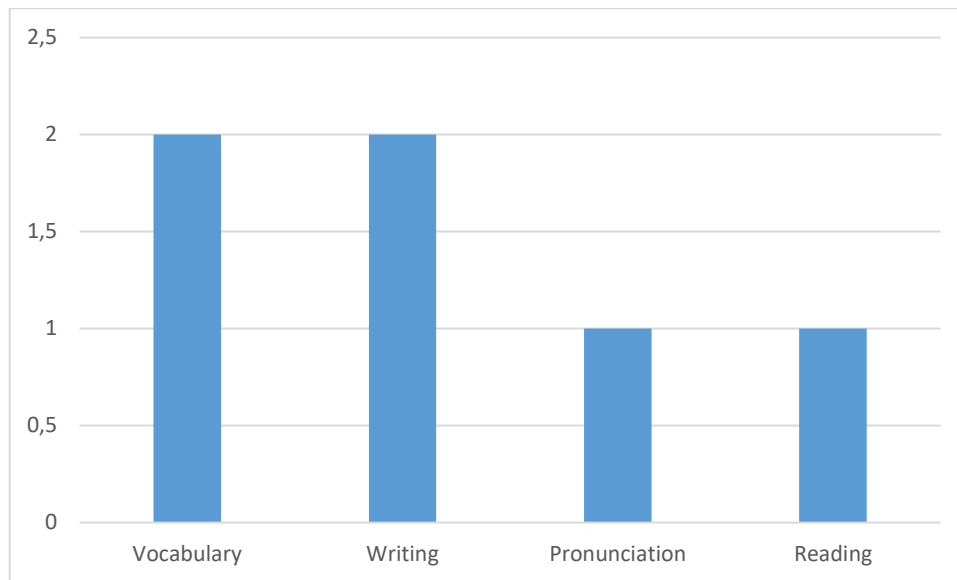


Figure 3.3. The linguistic aspects addressed during the observed sessions

This chart bar represents the linguistic aspects addressed during the observed sessions. The scale ranges from 0 to 2.5, where 0 indicates that the area of concern was not addressed, and 2.5 indicates that it was the main focus of the session. The first chart represents vocabulary and has a value of 2 on the scale, indicating that it was the main focus of the observed sessions. The second bar represents writing and also has a value of 2 on the scale, indicating that it was also a significant area of concern. The third bar represents pronunciation and has a value of 1 on the scale, indicating that it was addressed to some extent but was not the primary focus. Finally, the fourth bar represents reading and has a value of 1 on the scale, indicating that it was also addressed to some extent but was not the main focus of the sessions. To sum up, it appears that vocabulary and writing were the two main areas of concern addressed during the observed sessions, with some attention also given to pronunciation and reading

3.4. The effects of warm-up activities

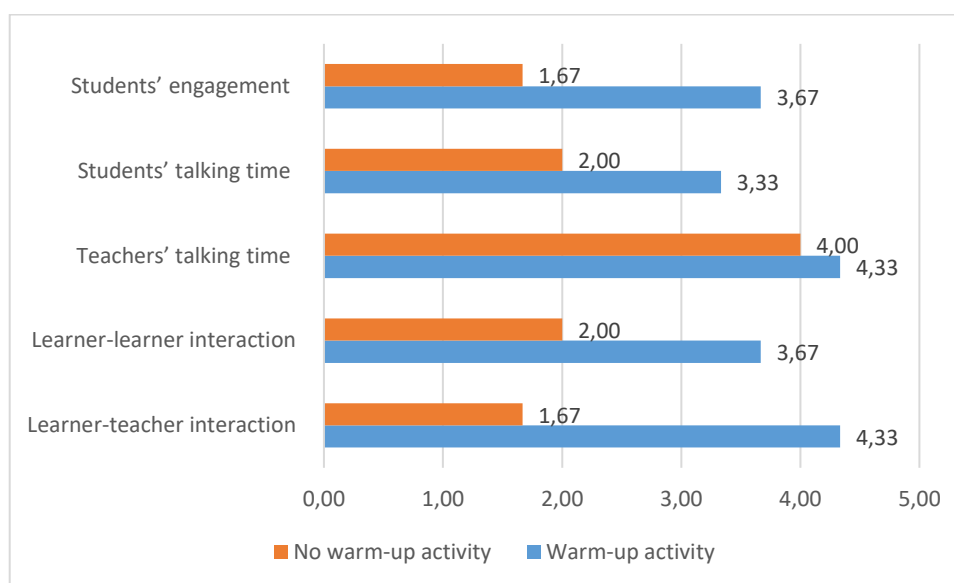


Figure 3.4. The effects of warm-up activities on classroom interaction

3.4.1 The effects of warm-up activities on pupils' engagement

The chart shows the impact of warm-up activities on classroom interaction, using a scale from 0 to 5. The data indicates that when warm-up activities were used pupils' engagement in the classroom was 3.67, which is significantly higher compared to when there were no warm-up activities, where pupils' engagement was only 1.67. This suggests that warm-up activities are beneficial in promoting classroom interaction and increasing pupils' engagement.

3.4.2 The effects of warm-up activities on pupils' talking time and teachers' talking time

The study investigated the effects of warm-up activities on classroom interaction. The findings suggest that warm-up activities have a positive impact on the teachers' talking time with a score of 4.33 out of 5, compared to 4.00 without using warm-up activities in the class. This indicates that warm-up activities help prepare teachers to engage in more meaningful interactions with their students. However, the pupils' talking time was found to be lower with warm-up activities with a score of 3.33 out of 5, compared to 2.00 without using warm-up activities. Overall, the study suggests that warm-up activities can be beneficial for classroom

interaction, but it is important to consider the balance between teacher and students' participation when implementing them in classes.

3.4.3 The impacts of warm-up activities on pupil-pupil and pupil-teacher interactions

According to Figure 3.4. during classes where warm-up activities were utilized, the average pupil-pupil interaction score was 3.67 out of 5, which was higher than the score of 2.00 observed in classes where no warm-up activities were used. On the other hand, the average pupil-teacher interaction score with warm-up activities was 4.33, which was significantly higher than the score of 1.67 observed in classes with no warm-up activities. In comparison, the data suggest that warm-up activities had a greater impact on pupil-teacher interaction than on pupil-pupil interaction. The average score for pupil-pupil interaction with warm-up activities was higher than without them, but the increase was not as significant as the increase in pupil-teacher interaction scores. This could indicate that warm-up activities were especially effective in promoting interaction between pupil and teacher, possibly by creating a more relaxed and engaging classroom environment or by encouraging students to participate more actively in class discussions.

On the other hand, Tuliakova and others (2020) revealed different results than the previous ones. Tuliakova and others found that some teachers neglect warm-up activities because they are unwilling to devote class time to them, they are concerned that students would react negatively to a task is not academic, they need to devote time to planning activities, or they lack suggestions for warm-ups. However, the responses provided by the students indicate that they have positive perceptions towards warm-up exercises and demonstrate the futility of teachers' worries. The study concludes that warm-up activities provide more advantages than disadvantages and should not be skipped in adult education classes. Based on the teachers' interviews, the teachers report that they use warm-up activities to serve the lessons that they are teaching.

The researcher used a similar method of measurement for each item in both tables 1 and 2. The researcher attended three sessions with each teacher and collected data on various aspects of the warm-up activities, including learner-teacher and learner-learner interactions, teacher's talking time, student's talking time, and students' engagement during the warm-up activity and without using it. For each of these items, the researcher gathered data or the values of the total of three observed sessions with each teacher and calculated first the average score (all values for each item were gathered during three attended sessions) then divided the total by 3, (the number of observed sessions with each teacher. For example, for students' engagement item where there was a warm-up activity, 3.67 obtained when we gather three values of three observed sessions with teacher 1 $(05+02+04) /3= 3.67$. and the same way when there was no warm-up activity and with other items.

Chapter four:

Discussion

Introduction

This chapter will introduce the main findings of each question in relation to the previous studies, in which they will be interpreted. The first section will provide the main results of the first research question, which is about the extent of Algerian primary school EFL teachers' use of warm-up activities. These findings will be interpreted and compared to previous related studies to find out the differences and similarities. After that, the second study will be presented in the second section and will be evaluated in the light of previous related studies that are similar and different from it. This question is about the Algerian primary school EFL teachers' perceptions and attitudes toward warm-up activities. In the same vein, the findings of this question will be interpreted and compared to previous studies. However, the third section will tackle the ways that those teachers organize and deliver their warm-up activities in their classrooms. Similarly, the findings of this study will be interpreted based on the previous studies. Finally, the fourth and last section will discuss the impacts and effects of warm-up activities on primary school English lessons in Algeria with the same steps mentioned above.

4.1. Algerian primary EFL teachers' use of warm-up activities

In short, the six observed sessions showed that Algerian primary school teachers' use of warm-up activities varied depending on the topic of the lessons. One possible interpretation for this variation could be due to the nature of each lesson or session, and the specific language aspect being addressed. This means that the type of warm-up activity used by the teacher may be influenced by the specific content of the lesson, as well as the language skills that the students are participating. For instance, if the lesson focused on grammar, the teacher may choose a warm-up activity that involves identifying and correcting grammatical errors. On the other hand, if the lesson is focused on vocabulary building, the teacher may choose a warm-up activity that involves matching words to their definitions or using them in a sentence.

The findings of the study are supported by Akhter (2014) who found that the use of warm-up activities can be an effective way and used for different purposes in the language classroom. This study discovered that different teachers employ warm-up exercises for various objectives based on the lesson type. Some teachers may use it to get the students' attention, others may use it to get the students to apply their background knowledge, while others might use it to develop positive relationships with the kids and motivate them. These results are similar to the findings of Farida, et al. (2020) study who found that students' vocabulary mastery was increased more quickly with warmers and fillers. A pre-test average of 6.4 rose to a post-test average of 19.6 based on the study results. The results of the pupils' pre-and post-test scores before and after warmer and filler activities served as evidence. For instance, the comparison of the two tables of results revealed that the post-test students' mean score (12,9) was higher than the pre-test students' mean score (6,4). Following certain treatments with warmer and filler activities, the kids' command of vocabulary improved, the students of Class A in State College of Law (STIH) Pengayoman Watampone.

On the other hand, Tuliakova, et al. (2020) revealed different results than the previous mentioned studies. Tuliakova and others found that some teachers neglect warm-up activities because they are unwilling to devote class time to them, they are concerned that students would react negatively to a task that is not academic, they need to devote time to planning activities, or they lack suggestions for warm-ups. However, the responses provided by the students indicate that they have positive perceptions towards warm-up exercises and demonstrate the futility of teachers' worries. The study concludes that warm-up activities provide more advantages than disadvantages and should not be skipped in adult education classes. Based on the teachers' interviews, the teachers report that they use warm-up activities to serve the lessons that they are teaching. For instance, teacher one during the interview said about using warm-up activities "I usually start my sessions by playing with my pupils, hugging them, and shaking hands with them, rather than asking questions".

To sum up, using warm-up activities by Algerian primary school teachers is a purposeful strategy taking into consideration specific factors including matching the activity type with the lesson's objective, with attention to students' needs.

4.2. Algerian primary EFL teachers' perceptions towards warm-up activities

Based on the findings of this study, it was found that Algerian primary school EFL teachers have positive perceptions toward warm-up activities. These results can be interpreted as follows, warm-up activities play a crucial role to engage learners by capturing their attention and motivation. This suggests that warm-up activities have a significant impact on engaging learners in the classroom. By incorporating warm-up activities, teachers can captivate the focus and motivation of their students which in turn, leads to a more effective learning process. Consequently, starting the session with an engaging warm-up activity, students are more likely to feel comfortable and relaxed, which can help to increase students' engagement and participation in the classroom session. more importantly, such activities help to activate learners' prior knowledge about a topic which can help them to better understand and remember new information. This is important because learners are more likely to remember and understand new information when it is connected to what they already know. For instance, if the warm-up involves reviewing key vocabulary of concepts related to the lesson topic, it can help to activate their pre-existing information.

The findings of this study were supported by Hoang and Van (2022) who found that all teachers have positive views towards implementing such activities in their English classrooms. Additionally, the researchers have remarked that teachers share a variety of similar points and principles regarding the use of warmers and they revealed that teachers in Thai Nguyen value the role of warm-up activities in their learning process. Furthermore, they found that those teachers share some similarities and principles in incorporating such exercises.

to sum up, Algerian primary school EFL teachers had positive views toward warm-up activities as they are effective and beneficial for both teachers and students in the teaching and learning process.

4.3. Algerian primary school EFL teachers' organization of warm-up activities

During the six sessions, it was found that primary school EFL teachers organize their warm-up activities depending on the nature of each lesson. during these classroom observation sessions, the researcher noticed that the teachers' use of warm-up activities differed depending on the lessons they were teaching. This could be interpreted as follows, teachers used deliver their warm-up activities depending on the specific need and goals of each lesson. This may include different areas of concern that teachers focused on in their sessions like pronunciation, speaking skills, reading, grammar, vocabulary, etc. as a result, warm-up activities are not just a routine part of the lesson but are carefully chosen effective learning processes.

The results of this study were supported by Kyaw and Htun (2019) who explored how students' speaking abilities can be improved through using some commonly used warm-up activities in Myanmar as well as they suggest a set of warm-up activities such as role-playing, solving problems, and questioning techniques that have the potential to improve learners' target language fluency. Furthermore, Humaera and Mukhtar's (2022) study findings show that implementing games as a warm-up exercise during the learning process is delightful since it gives learners a sense of excitement and cheerfulness. This study claims that since games as a part of warming-up exercises generate an enjoyable learning environment and get pupils to relax, English teachers may implement games as a teaching technique.

To sum up, according to the teachers' interviews, they claim that they organize and adapt warm-up activities depending on the nature of the session as well as taking into consideration pupils' needs and objectives. They argued that they use the TPR approach which means The Total physical response. The latter indicates the abstract idea in pupils' minds for

example (Brush my teeth= bathroom), (watch a movie= living room). This can help pupils to activate their memory process by making connections between actions and their locations, also, expanding their vocabularies by acquiring them in pairs.

4.4. The effects of warm-up activities on primary school English lessons in Algeria

Overall, the results of this study showed that warm-up activities have a positive influence on primary school English lessons in Algeria. These results can be interpreted as follows, using warm-up activities can improve the quality of English language instruction in primary schools, besides they help to create more engaging and interest in the classroom setting. This positive influence of such exercises can be attributed to several factors including their ability to create an engaging and interactive learning environment as well as captivate students' attention during the session.

This study's results were supported by Farida, et al. (2020) who found that warmers and fillers in teaching English vocabulary, increase the students' vocabulary, mastery. In addition, Estalkhabijari and Khodareza (2012) found in their study that the results showed that the experimental group participants who were given warm-up task treatments performed noticeably better on the writing test. In other words, the warm-up task treatment was found to have a positive effect on the writing test performance of the participants in the experimental group.

In general, it was found in this study that incorporating warm-up activities in the Algerian primary schools English classes has a positive impact on primary school classes.

Chapter five:
General conclusion

Introduction

In light of the need to promote active learning in primary school classrooms, this study aims to examine the usage and perceptions of warm-up activities by EFL teachers in Algeria. Firstly, this study investigated primary school teachers' use of warm-up activities, specifically examining the extent to which EFL teachers in Algerian primary schools incorporate such exercises into their daily lessons. Secondly, it aimed also to identify the attitudes and perceptions of EFL teachers toward implementing warm-up activities in primary school classrooms. In other words, it aimed to gain insights into the attitudes and views of EFL teachers towards implementing such activities as a pedagogical tool. Thirdly, the study aimed to examine how EFL teachers in Algerian primary schools organize warm-up activities, to put it another way, analyzing teachers' ways in which they structure warm-up activities in their classes. lastly, it investigated the effects and the influence of these activities on primary school lessons in Algeria. Therefore, the researcher was able to answer the four previous research questions.

To address the preceding questions, the researcher implemented a mixed-method approach with an exploratory design that involves a semi-structured questionnaire. The researcher used four main chapters to answer these questions. The first chapter was devoted to a theoretical portion where the literature on two variables namely teachers' use and perceptions towards warm-up activities in primary school classrooms. The second chapter was about the method for obtaining the necessary data related to this study. While the third chapter dealt with analyzing the data from classroom observations in Algerian primary school classes and interviews with teachers. In the final chapter, the results were examined in detail and compared with previous studies that were relevant to the research topic.

5.1. To what extent do Algerian primary EFL teachers use warm-up activities?

To answer this question, which is about the extent to which Algerian primary school teachers use warm-up activities, Classroom observation was used as the method for data collection, which provided valuable insights into teaching practices of warm-up activities. The main findings of this research question showed that generally, Algerian primary school EFL teachers were used warm-up activities depending on the lesson's nature and area of concern.

5.2. What do Algerian primary EFL teachers think about warm-up activities?

The researcher in this section used semi-structured interviews for Algerian primary school EFL teachers as a data collection tool, where they required to answer 11 related questions to explore their perceptions and views toward warm-up activities. The main results of this study revealed that Algerian primary school EFL teachers share positive attitudes and thoughts about warm-up activities.

5.3. How do EFL teachers in Algerian primary schools organize warm-up activities?

To answer this question, the researcher used classroom observation as a data collection tool, To determine the way that Algerian primary school EFL teachers organize their warm-ups in their English classes. For instance, the main result of this question was that teachers manage their warm-ups depending on the nature of the lesson as well as the pupils' needs and objectives.

5.4. What are the effects of warm-up activities on primary school English lessons in Algeria?

Based on the results of the classroom observation and interviews as the data collection methods, aiming to explore the effects of warm-up activities on Algerian primary school EFL classes, it was shown that warm-up activities have positive and beneficial impacts on Algerian primary school EFL classes. This suggests that such exercises are useful and effective in the learning process.

5.5. Implications of the study

This study holds a range of valuable implications that can be taken into account and used by Algerian EFL teachers, curriculum designers, and students. Policymakers and curriculum designers can benefit from the use of warm-up activities by teachers in several ways, first by understanding the advantages and obstacles of incorporating warm-up activities in the English class, they can develop policies and materials to support their use. The teacher training program can also be designed to emphasize the integration of warm-up activities into EFL teachers' instructional strategies to improve English. By including warm-up activities in their teaching strategy, teachers can create a more engaging learning environment, promote students' engagement and improve their achievement. by including warm-up activities in their courses, netbooks, or textbooks teachers can use the study's findings to help their learners in a more dynamic and engaging setting. On the other hand, students can also benefit from employing such exercises as they help students to increase their concentration and focus in class, support the growth of critical linguistic abilities, and enhance learning outcomes. Teachers can improve their students' abilities to acquire the English language by incorporating warm-up exercises into the English sessions. Overall, incorporating warm-up activities in the English EFL classes benefits teachers, syllabus designers, policymakers, and students as well in different ways.

5.6. Limitations of the study

This study faced several limitations and restrictions that need to be addressed. First, this study was unable to carry out an experimental design to time constraints. Second, the study's short term indicates that it may not be able to capture long-term trends or modifications in the phenomenon under examination. Third, the study's findings can not be generalized to a larger group of Algerian third-year primary school teachers due to the study's limited sample size of only two teachers. Additionally, the limited time available for observation due to the short of primary school sessions (45 minutes) for a session, may impact the variety and the range of the

data collection in this study. Moreover, the brief primary school sessions might not give teachers enough time to effectively implement warm-up activities. Finally, the lack of materials and educational resources in Algerian third-year primary schools may impact the ability of teachers to implement warm-up activities successfully and regularly. Overall, though the importance and the positive effects of warm-up activities in the teaching and learning process, there were different challenges faced by this study.

5.7. Recommendations for future research

In light of the study's results, the following recommendations are provided for future researchers to conduct further investigation on the topic, particularly those who will carry out this study. First, future studies should involve a larger sample to increase the reliability and generalizability of the results. Second, more research should be done with an experimental approach in order to provide more reliable findings and comprehend the causal links between warm-up activities and student engagement. Third, future studies may be done using an action research methodology, possibly by encouraging teachers to do a variety of warm-up exercises so that they can observe the impact of various exercises on students' engagement. Fourth, research might examine how well technology can be used in warm-up exercises to increase motivation and engagement. Additionally, since each form of warm-up activity can help students, especially primary school pupils, acquire different skills, teachers should use a variety of tasks, each focusing on a particular area of concern. Another recommendation for future researchers is to conduct a more thorough analysis of warm-up exercises designed for particular grade levels, as a result, researchers can determine which ones are best for pupils at that levels. In general, educators and future researchers could increase their knowledge and ideas of teaching techniques.

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Appendix A

classroom observation schedule

1. profile information:

Observer name:

Date:/...../..... time (hour): fromto..... Grade.....
 School year:
 School name: number of students: Semester
 Observation session number: (...)

2. The warm-up activity

linguistic focus	the topic	
	activity type	
	activity format	
	Duration	
	Area of concern	
	Tools	

3. The influence of warm-up activities

		<i>very low frequency</i>	<i>low frequency</i>	<i>moderate frequency</i>	<i>high frequency</i>	<i>very high frequency</i>	Remarks
1	<i>pupil-teacher interaction</i>						
2	<i>pupil-pupil interaction</i>						
3	<i>teachers' talking time</i>						
4	<i>Pupils ' talking time</i>						
5	<i>Pupils' engagement</i>						

Profile information of Algerian primary school EFL teachers

Gender	Male <input type="checkbox"/> female <input checked="" type="checkbox"/>
Age	47 years old
Teaching qualification	License <input checked="" type="checkbox"/> Master <input type="checkbox"/> doctorate <input type="checkbox"/>
Teaching experience by the number of years	One year
Type of position	Part-time <input type="checkbox"/> full-time <input checked="" type="checkbox"/>
Teaching institution	Primary school <input checked="" type="checkbox"/> middle school <input type="checkbox"/> high school

Gender	Male <input checked="" type="checkbox"/> female <input type="checkbox"/>
Age	50 years old
Teaching qualification	License <input checked="" type="checkbox"/> Master <input type="checkbox"/> doctorate <input type="checkbox"/>
Teaching experience by the number of years	One year
Type of position	Part-time <input type="checkbox"/> full-time <input checked="" type="checkbox"/>
Teaching institution	Primary school <input checked="" type="checkbox"/> middle school <input type="checkbox"/> high school

Appendix B

Interview Questions

1. How do you usually start your English lessons?

.....
.....
.....
.....

Can you give me examples?

.....
.....
.....
.....

2. Are you familiar with warm-up activities?

yes

No

3. If yes, can you please describe warm-up activities in your own words?

.....
.....
.....
.....
.....

If no, the researcher provides a definition and examples.

.....
.....
.....

.....
.....

4. How often do you use warm-up activities-OR activities similar to warm-up activities at the start of your lesson? And **why**?

.....
.....
.....
.....

5. In case they use: why do you prefer to use warm-up activities?

.....
.....
.....
.....

6. In case they do not use: why do you prefer not to use warm-up activities?

.....
.....
.....
.....

7. How important are warm-up activities to your English sessions? (to what extent are they important) And **why**?

.....
.....
.....
.....

8. What makes warm-up activities effective in your view? And **why**?

.....

.....

.....

.....

.....

.....

9. Do learners engage with your warm-up activities? In terms of participation, attention, and doing tasks.

.....

.....

.....

.....

10. What makes learners engage/disengage with your warm-up activities?

.....

.....

.....

.....

.....

11. Would you like to add anything about the topic of warm-up activities?

.....

.....

.....

.....

.....

.....

المخلص:

تدرس اللغة الإنجليزية في الجزائر على نطاق واسع كلغة أجنبية، ومن المرجح بشكل متزايد أن تؤثر إيجابا على مستقبل الطلاب الأكاديمي و المهني، و لذلك تم إدراج اللغة الانجليزية مؤخرا في المدارس الابتدائية الجزائرية في السنة الثالثة. تهدف هذه الدراسة الى معرفة مدى استخدام معلمي اللغة الانجليزية في المدارس الابتدائية الجزائرية لأنشطة التدخين (التمهيدية) وماهي آرائهم حول استخدامها في الأقسام الابتدائية. لتحقيق هذه الأهداف، تم تطبيق تصميم استكشافي نوعي بشكل كبير، استخدم فيه الباحث أداة جمع البيانات المكونة من اثنين للحصول على فهم أفضل لكيفية تنظيم المعلمين للأنشطة الاحماء في دروس اللغة الانجليزية و للتحقق من كيفية تأثير هذه الأنشطة على أقسام اللغة الانجليزية في المدارس الابتدائية . قام الباحث بملاحظة مجموعة من ست جلسات للصف الثالث في احدى المدارس الابتدائية في بوشقرون بسكرة الجزائر و شملت كل جلسة مجموعة من 30 الى 34 تلميذا و كانت أداة جمع البيانات الثانية مقابلة شبه منظمة تضمنت 11 سؤالاً و ركزت على استكشاف مدى تصورات مدرسي المدارس الابتدائية الجزائرية نحو الأنشطة التمهيدية و التحضيرية في دروس اللغة الانجليزية. لتحليل بيانات ملاحظات الصف اعتمد الباحث بشكل رئيسي على تسجيل صوتي عبر الهاتف لتكرار استخدام مدرسي اللغة الانجليزية كلغة أجنبية للأنشطة التمهيدية و أشكالها ، و من جهة أخرى تم تحليل البيانات النوعية الصادرة من ملاحظات الصف و المقابلات باستخدام الترميز الموضوعي تم تقديمها من خلال الوسائل الاحصائية الوصفية. أشارت نتائج هذه الدراسة الى أن مدرسي اللغة الانجليزية كلغة أجنبية في المدارس الابتدائية الجزائرية يستخدمون الأنشطة التمهيدية الى حد متوسط في دروسهم الانجليزية بالاضافة الى ذلك أظهر هؤلاء المدرسون توجهات ايجابية تجاه دمج هذه الأنشطة. توصلت هذه النتائج الى عدة نقاط مهمة من شأنها توجيه معلمي المدارس الابتدائية في استخدام الأنشطة التمهيدية الأكثر تحفيزا و تشويقا.