

**THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

HUYNH CAM THU

**THE ROLES OF WARMING UP ACTIVITIES IN ENHANCING
ENGLISH SPEAKING SKILLS**

**(Vai trò của các hoạt động khởi động nhằm nâng cao
kỹ năng nói tiếng Anh)**

M.A THESIS

Field: English Linguistics

Code: 8220201

THAI NGUYEN – 2019

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(APPLICATION ORIENTATION)**

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Supervisor: Nguyen Thi Dieu Ha Ph.D.

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STATEMENT OF AUTHORSHIP

The thesis entitled “The role of warming up activities in enhancing speaking skill” has been submitted for the Master of English language.

I, the undersigned, hereby declare that I am the sole author of this thesis. I have fully acknowledged and referenced the ideas and work of others, whether published or unpublished, in my thesis.

My thesis does not contain work extracted from a thesis, dissertation or research paper previously presented for another degree or diploma at this or any other universities.

Signed

Huynh Cam Thu

Date/...../2019

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Huynh Cam Thu

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LIST OF ABBREVIATIONS

CLT: Communicative language teaching

EFL: English as a foreign language

ESL: English as a second language

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ABSTRACT

This research tries to find out the effectiveness of using warm up activity in enhancing speaking ability in a classroom. The study was carried out at Ka Long primary school, Quang Ninh province.

The mixed methods of both quantitative and qualitative were used to obtain data for the research. The results show that warming up activities greatly benefit language learners in speaking as they related to their background knowledge. The most preferred warming up activities include team games and individual games.

In theoretical part, it covers details information about what is warm up, what are the principles of warm up activity and some examples of warm up activity. Most importantly, it tries to bring out the usefulness of warm up activity in the section why is warm up important by describing points: establish a relationship, motivation and warm up, attention and warm up, background knowledge and warm up, and lesson objective and warm up. A survey has been conducted among some English teachers for this paper to find out whether warm up activity plays an important role in language classroom and whether it is useful for teachers and students at primary schools in language teaching and learning.

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CHAPTER I: INTRODUCTION

1.1. Rationale

One of the biggest challenges when teaching a second or foreign language is the input we can provide to our students. We all know that the success of the language acquisition process increases by level of exposure to the target language. In this sense the development of each specific skill depends on the input provided, so in the case of teaching and learning speaking, the schemata or students' background knowledge plays an important role in getting students to talk or participate in speaking practices. One of the techniques to stir up language performance is warming up activities teachers can do before any language practice. The warning up activities help language learners brainstorm ideas for speaking and writing as well as predicting knowledge for listening and reading. In this study, the researcher tries to investigate positive effects of warming up activities from psychological aspects in enhancing speaking practice.

English is now regarded as one of the important subjects taught at primary and junior high school levels in Vietnam. Students of all levels must learn English at schools in order to be able to speak English. The final goal of learning English is that students can use English in a real communication. Brown (1987: 202) states that the culmination of language learning is not simply in the mastery of the forms of the language but also in the mastery of forms in order to accomplish the communicative function. In reference to Brown (1987), it is clearly stated that the ability to speak English becomes the final goal of learning English. To achieve the goal, the teaching of speaking ability must be emphasized in the English teaching and learning process. Unfortunately, in practice, the students are not given sufficient opportunity to develop and practice the speaking skills. Based on the National Curriculum, it is stated that English teaching has to cover four main skills in equal portion. In fact, most Vietnamese English teachers focus more on the reading and writing skills, and less on oral skills, speaking and listening. While, the students can practice listening, reading and writing skills at home. On the other hand, they have less opportunity to practice speaking in English when they are not in classroom. Besides, the speaking activities are less communicative because the teachers give many theories to the