



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**SISTEMA DE CLASES USANDO WARM UP COMO TÉCNICA DE
ENSEÑANZA PARA EL MEJORAMIENTO DE LA EXPRESIÓN ORAL
DEL IDIOMA INGLÈS**

**CARRION VALDIVIEZO GENESIS KARELIS
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**ASTUDILLO PERALTA JEISON ARVER
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2022**

CLASS SYSTEM USING WARM UP AS A TEACHING TECHNIQUE TO IMPROVE ORAL EXPRESSION IN THE ENGLISH LANGUAGE

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DEDICATION

This work is dedicated to my dearly beloved parents **Silvia Valdiviezo** and **Marco Carrión**, who with their unconditional support and love encouraged me to always give my best, to my dear grandparents, **Patricia Feijoo**, and **Alfonso Valdiviezo**, who with their valuable words allowed me to continue believing in myself, to my great-grandmother **Silvia Feijoo** who takes care of me from heaven and throughout her life guided me with love, as far as I have come today, and finally to my brother **Aurelio Carrión** for his patience and nobility towards me during my last semester.

I am grateful to my beloved God, for giving me health and wisdom to successfully complete one of the many achievements that will come in my life.

Genesis Karelis Carrión Valdiviezo

RESUMEN

La presente obra tiene como finalidad el mejoramiento de la expresión oral del idioma inglés en los estudiantes de 7mo año de la escuela de educación básica “Albert Einstein” en el cantón Arenillas a través del uso del warm up como técnica de enseñanza. Los warmers o actividades introductorias de calentamiento han logrado a gran escala cambios significativos en cuanto al aprendizaje de los estudiantes por lo que se han considerado indispensables para la clase, ya que son quienes motivan – despiertan – preparan al estudiante para aprender. En Ecuador el gobierno ha implementado parámetros que se deben seguir para impartir las clases, en el caso de inglés como lengua extranjera se pide que en el plan de clases se incluyan actividades introductorias, pero acorde a lo evidenciando en las instituciones ecuatorianas se puede decir que existen falencias dentro del aula de clases, y es por ello, que mediante la aplicación de esta técnica de enseñanza se pretende encontrar una mejora. La investigación tiene como objeto de estudio el proceso de enseñanza-aprendizaje del idioma inglés, con un enfoque mixto explicativo, se utilizaron métodos tanto teóricos como empíricos, de igual forma técnicas de carácter cualitativo como cuantitativo para la recolección de datos tales como: la entrevista, y la observación participante, y test todo esto con el fin de que se obtenga información veraz del objeto de estudio. Acorde a las necesidades evidenciadas en los estudiantes se asiste con un sistema de clases donde el warm up es quien empieza con la apertura de la clase, donde las actividades introductorias ayudarán con el mejoramiento de la expresión oral del idioma inglés.

PALABRAS CLAVE: Warm up, sistema de clases, proceso de enseñanza-aprendizaje, técnica de enseñanza, expresión oral.

ABSTRACT

The purpose of this work is to improve the oral expression of the English in the 7th year BGU parallel "A" students of the "Albert Einstein" elementary school in Arenillas using warm up as a teaching technique. Warmers or introductory warm-up activities have achieved a large-scale significant change in terms of student learning, so they have been considered indispensable for the class, since they are the ones who motivate – awaken – prepare the student to learn. In Ecuador the government has implemented parameters that must be followed to teach classes, in the case of English as a foreign language it is requested that introductory activities be included in the lesson plan, but according to what is evident in Ecuadorian institutions it can be said that there are shortcomings within the classroom, and that is why, that through the application of this teaching technique it is intended to find an improvement. The research has as its object of study the teaching-learning process of the English language, with a mixed explanatory approach, both theoretical and empirical methods were used, as well as qualitative and quantitative techniques for the collection of data such as: interview, and participant observation, and tests all this in order to obtain truthful information of the object of study. According to the needs evidenced in the students, they are assisted with a class system where the warm up is the one that begins with the opening of the class, where the introductory activities will help with the improvement of the oral expression of the English language.

KEY WORDS: Warm up, class system, teaching-learning process, teaching technique, oral expression.

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INTRODUCTION

Managing in a globalized society implies adapting to the different changes that are presented, such as the management of English as a second language, since it has become a determining factor in the labor and social world, because it requires a greater interest in learning and mastering it perfectly. However, to achieve the acquisition of a foreign language requires mastery of linguistic skills both productive and receptive, since these allow the individual to communicate fluidly according to their needs. (Rios, 2018).

As well as the English are one of the most spoken idioms at the global level and for this reason it is important to keep in mind that each one has more than the need to communicate in this language, given that it is essentially capacitive in English language, of this way facilitates laboratory work, study, and communication, this is the way to be competent in the world of high (TOEFL Madrid, 2015).

If we focus on the latest educational reforms that are being made by the institutions that are tolerant of change, and in this way we can create a quality education for the training of our competent students all over the world, then we can say that the English will open fires and burn opportunities. For this reason, it is important to know that the information and recommendations of International Conference of UNESCO Education Conference (2008) recommend that learning a foreign language be part of an intercultural education that supports mutual understanding.

According to Freire (2017) in Ecuador, the teaching quality of English idiom is subject to variants such as teaching strategies and the ability of students to learn a foreign language. Without embarrassment, the teaching of English in some institutions is linked to traditionalist issues, including the book; the voice of the professor and the translation of oracles are his teaching methodologies, the steps that provoke a great deal of distraction from English idiom (p. 14).

Education First (2016) mentions that Ecuador was ranked 47th out of 72 as one of the countries with the lowest level in the world and ranked 9th in Latin America, which we are well on the brink of collapse. ranking. Although the Ministry of Education is currently working to ensure that the teaching quality of the English language is lower than most.

In agreement with Aicart (2015) in the current occupation, a good methodology is constituted by a very important paper within the teaching-learning process, the most current method being the communication that is mainly characterized by the importance of interaction in the interaction which is a great help at the moment to unravel the oral distress of the idiom. Without embarrassment, the evolution of the methods of operation of the good action to teach a second language, but not the change of teachers' habits in the selection of the method indicated to divide its classes.

In Ecuador, the teaching of the English language within the educational system was included as a compulsory subject, making it highly relevant within the national curriculum for both basic general education and the unified general high school, located by levels of knowledge. This has focused on students acquiring fluency and command of speaking skills by memorizing phrases and words that will help them transmit ideas, thoughts, so that they can communicate consistently in the target language. Although, communicating not only lies in the fact that one can function effectively through speech, but also in how the information from the other speaker is received. In other words, the development of listening skills must be, like the rest of the linguistic skills, fundamental in the handling of foreign languages (Ministry of Education, 2016).

For María Vargas (2009), teaching methods are the different sequences of teacher actions that tend to cause certain actions and modifications in students based on the achievement of the proposed objectives. For what is considered as the activity of interrelation between the teacher and

the student which aims to achieve the objectives of the teaching-learning process as: the procedure of teaching work, the way by which the teacher leads students to knowledge, a form of the content of teaching and the interrelation activity between the teacher and the student aimed at achieving the objectives of the teaching-learning process (p. 2).

It is important that the integration of the warm-up development in the introduction of the classes is indispensable and that the teacher creates the atmosphere between the student with the class and the new knowledge; In general, this type of teaching method forms part of the education of the XXI, as well as being involved in the learning of other idioms facilitating the development processes in the distractions of an idiom (Flores, 2013).

Warm up is a resource that answers the question How to start our classes? Well, warm up is related to the warm-up before exercising, we have to start by stretching and doing the easiest exercises to warm up our muscles and in this way to be able to work in a functional way with our body. Therefore, to start a class you have to think about the students. That is what the warm up tasks are for, in addition to being used by the teacher to prepare between classes. A few minutes are used for all the students to settle in their seats, the computer is adapted and tasks are distributed. This helps with the student's preparation to learn and a few minutes to get the class ready (Fernández, 2017).

As part of the pre-professional practices of the authors of this investigation, assisting the 7th year BGU parallel "A" of the "Albert Einstein" elementary school in Arenillas, were identified by the students and in the process the following limitations:

- Lack of linguistic ability in the language.
- Lack of basic and specific knowledge of the students in the content.

- Lack of habits to work in a motivating way.
 - Difficulties in maintaining a conversation according to the level of understanding of the student.
- The previous manifestations allowed to formulate the following scientific problem: How to contribute to the development of oral expression in the 7th year BGU parallel "A" students of the "Albert Einstein" elementary school in Arenillas in the 2021-2022 school year?

As an object of study, the teaching-learning process in the English language at the basic education level.

The general objective of this research focuses on the improvement of oral expression through the implementation of a class system with the use of warm-up as a teaching technique in the 7th year BGU parallel "A" of the students of the "Albert Einstein" elementary school in Arenillas in the 2021-2022 school year.

The objective is delimited in the field of action, warm-up as a technique for teaching the English language.

For this reason, the present investigative work is directed to the specific objectives:

- Theoretically base the object and the field of study of the investigation.
- Diagnose the current state of oral expression skills in students.
- Implement a class system based on the warm up teaching technique using didactic games as a strategy to improve students' oral expression.

- Apply the class system based on the warm up teaching technique using didactic games as a strategy to improve students' oral expression.
- To evaluate if the class system based on the warm up teaching technique using didactic games contributed to the development of the students' oral expression in the English language.

Hypothesis

The implementation of a system of activities through the use of warm up as a teaching technique will contribute to the improvement of oral expression in the English language in the 7th year BGU parallel "A" students of the "Albert Einstein" elementary school in Arenillas.

The hypothesis studies the relationship between two variables:

Independent Variable: The implementation of the warm up as a teaching technique to improve oral expression.

Dependent Variable: The improvement of oral expression, which is defined as the ability to communicate fluently in the English language with other people.

The present investigation is directed to the 7th year BGU parallel "A" students of the "Albert Einstein" elementary school in Arenillas, which has a population of 24 students who, between 10 and 11 years old.

However, the above are described on the basis of issues such as the point of departure of this investigation, the group of investigators proposing to carry out a mixed, explanatory approach. In research, methods as theoretical as empirical are used, as well as qualitative techniques of quantitative character as quantitative for the collection of data such as: interviews, tests, participant observation, all with which there is a need to know.

It was decided that the investigation will be carried out in collaboration with the two paradigms, in the case of the qualitative assessments applied in this investigation, it will be necessary for us to identify the problem and the evolution of the same disapproval of the joint investigation into the help of the focal groups that burn their opinions for the majority of the phenomenon. On the other hand, quantitative assessment measures such as the evaluation on the scale of qualifications are required, which should include the majority of oral dementia in the English idiom of students.

Theoretical methods

Fabregat, Tejeda, & Mirabal (2017) states that the theoretical methods allowed to reveal the essential relations of the object of investigation not directly observable, supplementing as well as a gnostic function important in enabling the conceptual interpretation of the empirical data shown in the construction of the structure, the construction of the structure the characterization of the phenomena.

The methods used in this work are the following:

Historical: This method allows to determine the evolution and development of the subject of study, which we must allow to support or validate relevant information in the investigation.

Analytical: Through its complementation, the analysis leads to the systematization of ideas.

Modeling: helps students develop tools to understand their environment and understand what the focused components of the English language are.

Systemic: allows the organization of the process in the social context and the interactions between its components which are objective, content, method, means, form and evaluation.

The importance of the research consists in the implementation of the warm up as a teaching technique for the development and enhancement of oral expression skills, in order that students manage to maintain an appropriate conversation without fear according to their English level.

The practical contribution of the research is the implementation of a class system using warm-up as a teaching technique to improve oral expression in English classes. Its novelty consists in improving one of the productive skills of the English language and one of the most difficult to perfect, so this research is seeking to improve oral expression, providing all possible facilities for its development. Oral training is proposed with a dynamic approach, thus allowing the student to be involved in generating meaningful learning.

The present investigative work is organized in the following manner; the introduction will expose in a general way the particularities of the investigation, followed by a chapter that will specify the basic theoretical bases for the development of the theme. Simultaneously, the methodological brand is introduced in which the type of investigation, the proposals of the scheme, the methods and techniques applied for the collection of the necessary information are established, which will be of great use at the moment of presenting the results. As the final part of the work, the relevant conclusions and recommendations will be presented, in addition to the bibliographic separation in which the opportunity for the development of this investigation will be evident.

CHAPTER 1. USE OF WARM UP AS A TEACHING TECHNIQUE TO IMPROVE ORAL EXPRESSION OF THE ENGLISH LANGUAGE.

This section is aimed at the theoretical foundation of the warm up as a teaching technique to improve the oral expression of the English language, which shows a broader overview of the different concepts, the process of transformation and development by which it has been crossed during history.

Once the concepts have been presented, a division of the didactic games used in the warm up is offered, which meet the demands of the students, as well as the main characteristics of their context.

1.1 Historical background of the evolution of the English teaching technique.

From the publication of the first Castilian grammar by Elio Antonio de Nebrija, to the most advanced multimedia materials of our time, the methods, resources and didactic tools that have been used throughout history to teach a foreign language are varied (Martín , 2009).

In the work *History of the methodology of teaching foreign languages* published by the Department of Science of Education of Murcia, he states that from the historical-pedagogical point of view, the methodological evolution of the techniques, processes and mechanisms used for the acquisition of a second language is an aspect of maximum merit in educational matters. For centuries, there were many pedagogues and teachers concerned with improving the quality of their pedagogical action, and even more, of course, those who wrote and spoke about the method in education (p. 12).

One of the researchers in the field of pedagogy and teaching methods focused on languages is Pedro Simón Abril, who stood out in humanism. Your main ideas pedagogical were: the teaching of the correct use of language and grammar; logic and moral. He highlighted the general errors in teaching such as: teaching science in foreign languages and not bringing them closer to common use; not subject teachers to the teaching of their own matter; and the impatience of students to reach levels. Pedro Simón Abril insists on the use of the Castellan language in the teaching of practice and the correct method, demonstrating in this form a pedagogical preoccupation with the teaching of Romani languages. Pedro expresses that there is no triumph at all in the teaching of extraneous languages during the Renaissance, and that there are also some failures.

Humanists become obsessed with method and content, falling into a formalism which bored the students.

The globalized exchanges require that Ecuadorian students have an acceptable level of English domination in order to gain international skills and compete efficiently in any labor camp.

Due to the need for the application of methodologies that help students acquire a high level of English, the process that has many years has progressed and in fact there is an important deficiency in the process of teaching in institutions, although private colleges have tried to offer better results, the experience of many alumni has shown that they too have deficiencies.

The basis of this situation is found in the initial English teaching process in Ecuador. Following an article published by the journal "El Comercio" (2014) we present a chronology of the teaching of English in Ecuador.

In 1912, English teaching took place in all the institutions and in 1950, part of the study plans in the government of the president Galo Plaza Lasso, in which the shortage of English professors was a problem, for this reason the students receive a hora of English only in the secondary schools.

The Minister of Education (2014) considers English as a voluntary matter in the school curriculum, this matter was shared by masters, the recipients of money for the part of the fathers. Educators in these areas were not true teachers of English because the subject was already included in the curriculum of the Central University, for this reason, the English course is one of the oldest in the country. It is shown that the teaching of English was born in Ecuador without strategies to develop the learning process, just like that any improvised teacher training.

In 1972, the Governor of Gran Bretaña and Ecuador initiated a project for the training of English professors at a distance in 1989 called the Curricular and English Reformation at a Distance. In

1951, the CEN Academy began to update, by the way, the public schools, had a period where English teachers like them queried.

At the time of staging, repetitive and memorable volley was eliminated, all of which were original features that initially characterized the movement. It is intended to transmit "a perfect language according to the form, but not to transmit any message: perfect speech, but meaningless". This decadent education is called "Ciceronianism", to pretend to have a perfect style. The type of teaching is difficult and is based solely on grammar. Students are obliged to learn from the first instruction (Martin, 2009).

The English idiom has encountered a wide range of discourses in the teaching-learning process, and as it is a very contributing language in the educational context, it is considered that a level is appropriated for English students at the student or in the position of competitiveness of the world society.

According to several interviewees who lived during the time of 1959 in Pinar del Rio Cuba, the teaching of the English language was based on the method of Leonardo Sorzano Jorrín. existed institutions that taught grammar using oral and written repetition. Applying a methodology where the memorization of grammatical structures and the correct pronunciation constituted the objectives of teaching (Vigil & Acosta, 2021).

We have years, we use structural and traditional methods to teach English, we have to focus on grammar and repetition. The method used in the teaching process was the mechanical repetition of short sentences. Without embarrassment, some professors, the students are prepared in the United States also using the direct method, mediating the language the English-speaking students are able to explain the grammar (Vigil & Acosta, 2021).

The teaching of the English language has undergone various criticisms and restructuring in terms of the way of teaching, so that over time the methods have been changing, proposing alternatives for a better development of the class facilitating student learning (García, 2016).

In 1992, the Cuna Project was signed as a promoter of innovation in the process of teaching and learning the English language, producing teaching materials and training teachers, among others. The most notable change in the study plan of the career was the increase of hours to five weeklies in high school, the legal provision and resolution No. 2271 was established on August 31, 1993. Chuisaca & Paucar (2010:15).

For Herrera, Acosta, & Pérez (2021) the learning inside the hall follows the need for methodological changes that intensify the learning of the language, particularly with the end of logging interactive, reflexive, humanistic and meaningful processes.

1.2 CONCEPTUAL FOUNDATIONS OF THE USE OF WARM UP AS A TECHNIQUE OF TEACHING

Before starting with the writing of this epigraph, let us clarify that warm up is the set of systematized, organized and structured activities applied at the beginning of a class with the aim of motivating the student, making him more active in the process of teaching learning.

On the other hand, there is lead in, it is applied at the beginning of the class and focuses on the student motivation within the classroom, but it should not be confused with warm up, because each one has different purposes, utility and is used in different contexts.

Next, the differences between warm up and lead in will be conceptualized and explained, the activities that can be carried out and their relationship in the teaching-learning process of the students.

Spratt, Pulverness, & Williams (sf) refer to a warm up as introductory activities warmers, and explain that: “Warmers are often used to raise student's energy levels or to make them feel comfortable. They are not always connected to the topic of the lesson, for example, they could be a quiz, game or pair work activity” (p. 62).

From the foregoing, it is understood that a warm up is an introductory warm-up activity that helps motivate the student and is not always related to the topic of the class, as indicated by the TKT Course Book.

From the perspective of Rubish (2013) indicates “warm up as a preparatory stage in which students help to relax and unwind to a state of positive interest, with the goal of learning easy and fun”. In this way, the teacher manipulates the student's adhesive system, managing his emotions, with the conclusion that the student is enthusiastic and interested in a new knowledge.

These introductory activities mentioned previously were carried out at the initiative of the class with the proposal to capture the attention and motivate, so that the students are not currently in the process of receiving the class (Procel & Muñoz, 2018).

These activities are made so that the knowledge is more comprehensible and less expensive, increasing the learning process of the student. these activities build during the introductory phase a more mental state for the student to prescribe, learn and understand what the teacher explains in classes, logging the planted objects.

To start with a good class, the student must be motivated to learn. How is this done? Well, attention should be paid to how it is customary to start a class. For example, before of exercising, what do you do? Well, as you know, in order not to have an injury, you must prepare the body so that the body resists an entire exercise routine, said preparation of the body is called warm, in the same

way the student should be warmed up so that he resists an entire class and absorb the knowledge imparted.

The warm-up of which we speak consists of motivating the student about the content to be try, this motivation consists of sowing in the student interest about what he is going to learn, in this way he will pay adequate attention to the class. In the academic context of in the teaching of the English language, this warm-up is called warm up.

On the other hand, we have Lead in, which is also a warm-up activity that takes place performed at the beginning of a class in order to motivate the student, but approaches a topic in as explained by Gabana (2018) “A lead-in often includes an introduction to the topic 17 of the text or main task and possibly study of some new key language required for the text or main task”.

The introductory stage in a class facilitates the students to adapt to the theme and concentrate on its content. Both warm up as a lead in, its activities used to create a positive atmosphere and in this way facilitate learning for students. "There is, however, a difference between warmers and lead-in". While the warm up is not necessarily related to the theme of the class and is used to "disperse" to the students and make sure that they are interested in the English and are motivated to learn, the lead-in introduces the theme of the class and is used to activate the mind of the students. Also, you can include activities to verify the first preview to connect with the new one (RHALMI, 2014).

Teaching Knowledge Test: “Lead-ins focus on the topic of the lesson. They can also focus and motivate students and make a link between the topic of the lesson” (Spratt, Pulverness, & Williams, sf), is an introductory activity that allows students to prepare for the new topic that will be studied in class.

These introductory activities are prepared based on the topic to be discussed in the class, and they clearly prepare the previous knowledge of the student. Like, for example: if going to talk about animals, you can start with a quiz game activity, where the student answers What animals do you know? types, species? etc.

Another example, if students are going to read a text on the Internet, instead of giving them the text immediately, one or more introductory activities could be done, such as discussing with students how often they use the internet, what they use it for, what are their websites favorites, etc.

But in warm up activities are worked on that awaken the student without the need to be related to the topic, for example: if we are going to talk about the verb to be, we can make the students before class starts talk about the last class, or tell how was your end of week.

Another way of doing things is to make the student perform physical activities like the game of board activities where the student follows the board of directors according to the commands that the teacher dictates. If you like the introductory activity in the warm up has nothing to do with the theme of the class.

According to Rinvolucris (1990) icebreakers are also considered as "short opening activities that help to energize the class, release tension, and ease anxiety". In a class of languages, students may take it as unpleasant and threatening. Since they have to learn to function with a new set of language rules, a new lexical system, and even a new cultural framework. "As a result, they may become tense and fearful, just when they should allow themselves to become relaxed risk-takers"

Icebreakers are non-threatening activities that allow students to make progress in the use of the language while getting to know their classmates and together they create an atmosphere of Kind

of trust and support. It should be brief, language-focused, and give students the opportunity to learn from each other.

Warm up are activities that get students talking and ready to learn. Here are the following examples:

- Command exercises used in a fun way can wake up students and prepare them to learn.

(for example, stand up. Sit down. raise the right hand. Show me your pen...)

- Write a long word on the board and ask the students have them provide words using the letters of the word on the board.

- Write a letter on the board and ask students to say any words that appear. happen to start with that letter.

- Students volunteer to ask questions and write them on the Board. The other students have 2 minutes to write answers for some or all questions.

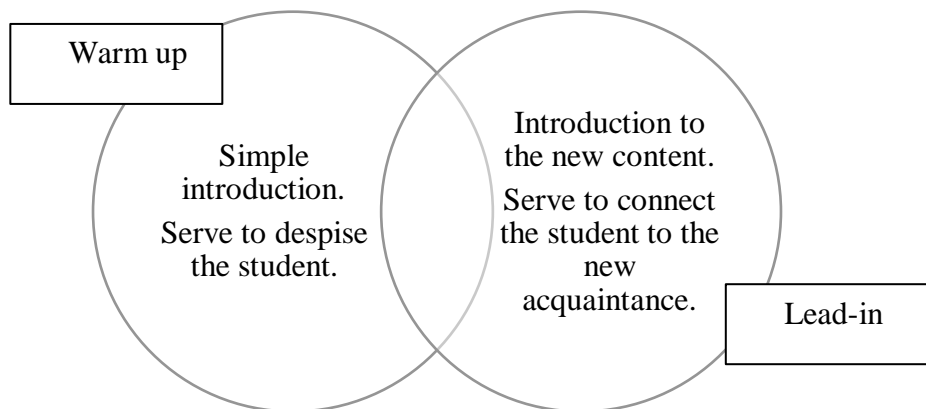
- Create a space where the student shares rhymes, jokes, riddles, poems.

Lead-in will introduce the theme of the class, for lead-ins it is essential to occupy the theme of the class. Continuation, the following examples:

- Before reading a text, choose some key vocabulary from that text and ask the students what the text will be about.

- Before reading, write some questions about the text and ask the students to answer the questions or predict the topic of the text.

- Write model sentences on the board. Ask students to translate into their mother tongue and guess what the lesson will be about.

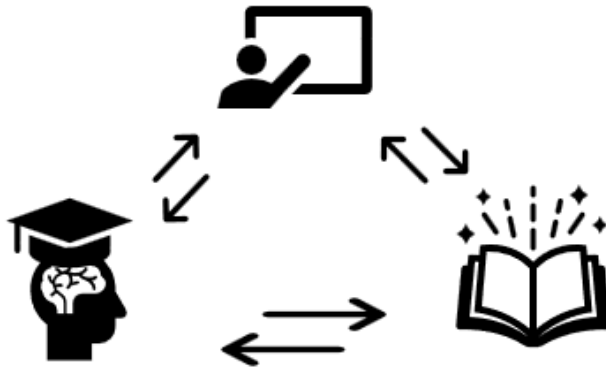


These introductory activities help with the motivation of the student, facilitating the work of the teacher, so if he hopes for a good class he should try to motivate the student to learn and be interested in knowledge, in this way he will try a good process - learn.

In the process of teaching and learning, the teacher takes into account that it facilitates the interaction with the students to increase their participation, motivation and interest in the topic, with the finalization of the communication that possesses a significant manner (Valendia, 2013). This plant environment, necessitates a teacher training robust ability to translate the knowledge into significant apprenticeships in its students (DeMonte, 2013).

The design of the methodologies for teaching must have an objective in mind for the needs of the student. In line with pedagogical theories, there is a wide range of pedagogical resources that allow for the evolution of pedagogy that allows us to realize the correct application of the learning process (Sánchez, García, Steffens, & Hernández).

Inside the learning process exist there are roles, the teacher and the student, now understand his participation is easy; to differentiate you need to be clear about who is teaching and who is learning.



Motivation is an important element within the learning process, it is conceivable that the thoughts and feelings that the occasion to want to do something happen, follow what will happen. It's very important in learning idioms and helping to plant the plants that are learning to exit.

Batista, Galvez, & Hinojosa (2010) explain that the motivation allows to channel the effort, energy and conduct in general of the students, allowing students to be more respectful of what is needed and estimating to work harder for the logs of the goals that are to the organization.

And this motivation is the need that students at the moment need to learn a new idiom and that helps students develop in a better way the productive and receptive abilities. In the case of oral expression, the warm up is what is needed to produce the development of ability, debit and that this introductory activity is connected to various games where you have to make use of oral production.

In the teaching of idioms, there are four linguistic distractions (speak, listen, read and write) in terms of its direction and modality. The language generated by the alumni (whether in speaking or writing) is considered productive, and the language directed to the students (in the reading or listening) is known as the receptive language (Sánchez, sf).

To develop oral expression as an English language skill, the following skills are proposed that the student must adapt to start with their development.

Obtains information from oral texts: It consists of recovering and extracting cleanly expressed information.

Infers and interprets information from oral texts: This ability consists in the student building the meaning of the text by relating clean and implicit information to deduce new information or fill in the gaps in the oral text.

Adapts, organizes and develops ideas in a coherent and cohesive way: This ability consists of developing ideas adapting to the purpose, recipients, characteristics of the type of text, register and context, considering the rules and manners of courtesy.

Use nonverbal and paraverbal resources strategically: This ability consists of the student using various nonverbal resources (such as gestures or body movements) or paraverbal resources (such as tone of voice or silence) depending on the situation.

Interacts strategically with different interlocutors: This ability consists of the student changing the roles of speaker and listener alternately and dynamically.

Reflects and evaluates the form, content and context of the oral text: This capacity consists of the reflection and evaluation processes that are related because both suppose that the student distances himself from the oral texts in which he participates.

1.3 CONTEXTUAL BACKGROUND OF THE USE OF WARM UP IN THE TEACHING PROCESS TO IMPROVE THE ORAL EXPRESSION OF THE ENGLISH LANGUAGE.

The warm ups have had a great impact in recent times, mainly in the pandemic caused by Covid-19 and students cannot have a direct relationship with the teacher. According to experts on the subject, it can be very stimulating and attractive for both teachers and students, since it prepares

them for the class by creating an environment more suitable for acquisition of knowledge, because it is considered as a precise teaching method in this virtual context, where education is from home and the student needs stimulation for a better learning.

There is currently a considerable amount of methods, techniques and tools that can be used to teach idioms, in this way the class is much more dynamic and functional, the warm up as a teaching method is indispensable in the teaching process - learning idioms, some methodologies have allowed communication between the teacher and the students, motivating the students for learning and how the student can complete with the objectives of developing as well as the four abilities of English idiom, and that many of the students have classes to learn and have learned that the teachers opt for realizing introductory activities of students arrange the student's atmosphere.

At the English level, learning English is not an option, it is a necessity, because he has created various ways to make it known to the student. Acosta & Gómez (2014) define the need to establish among students and professors a new culture of learning the language that involves all the necessary resources and conditions.

According to Acosta, García, & Carcedo (2018) in Latin America, one of the great problems for teaching English is the texts that we have created in the culture that we decide to teach, for example, the creation of content based on the large cities, famous places, personalities or costumes of groups, on occasion are superficial for the teaching of the English.

For this reason, it is indispensable that the teacher prepares the student in order to be comfortable, on the other hand, in the majority of Latin American countries, there are various foreign languages, in particular the English, the French, the Portuguese and also the Spanish, the original languages of each country, some of these countries are involved in establishing a polyglot society, and otherwise the knowledge of new cultures, more than the development of student thinking.

In Ecuador, English was established as a compulsory subject in public schools (2016) The Ministry of Education has stated that: “English is a compulsory subject from the 2nd grade of Basic Education up to 3rd year of high school in all public and private institutions in the country so that student’s Ecuadorian students have more academic, cultural and economic opportunities. The objective of this project is that students finish their high school reaching a level of English B1 proposed in the national curriculum for EGB and BGU.

The main objectives of the curriculum (2016) of English as a foreign language are:

- “Describe the compensation that students have for the world, other cultures and their own property and the ability to communicate their points of view through the languages of the foreign language.
- Develop the personal, social and intellectual skills needed to build on their potential and participate productively in a world that is more globalized than opera in other languages.
- Create a love for learning idioms from a temperamental oath, gaining experiences of interesting and positive learning, with the goal of motivating alumni to learn to learn”.



(Ministry of Education, 2016).

According to Fernandez, and others (2018), the institutions do not meet the objective raised in the national curriculum of English as a foreign language. The teaching of said language is poor, their class projects maintain assignments appropriate to the needs of the student in the development of English language skills, where the teacher must do 26 use of appropriate methodologies for the development of skills, a situation that is not achieved show.

In this context, the use of a promoter method, which ensures that the student learns to learn, is an active agent within the learning process, where the teacher encounters the appropriate methodology for developing oral expression; the planting method of teaching methodology that guarantees the active role of the student in classes such as the majority of oral expression.

Para Velandia (2018) Warm-up is an effective way to help students with their motivation, to start thinking in English and revise the material introduced in advance. Warm up creates a more interactive class, generating an atmosphere amenable to the student, all of these activities are created in English idiom specifically to despair at the beginning of each class, of the form that they

must unravel in order to answer the question the idiom and associate it first with the new knowledge that van acquires.

The activities that are employed in the warm up for the introduction of the class are presented in the form of didactic games for the student, the implementation of the didactic games in the teaching-learning process have distinctive races, must be related to the objectives, evaluation and organization school established for the educational subsystem. We must consider the characteristics of the student and the particularities that he must have this type of activity in order to contribute effectively to the teaching-learning process (Bravo, Pérez, Gonzales, Campos, & Dias, 2021).

The expectations of the warm up application in English classes are that the student is interested in learning, during the warm up introductory phase, the student will have to develop oral skills in the manner in which he or she excels in oral expression.

It is believed that students are not motivated to learn English and thus develop their skills, because there is no will to learn that language and despite the fact that there are students who want to learn a new language, there are others who are not interested, for On the other hand, the teacher can contribute to this, from the point of view of the warm up. According Alvares (2015) "Motivation is something main when it comes to learning. affects performance and It helps in a quick and easy acquisition of knowledge. This also applies to learning Languages".

Analysis of diagnostic results

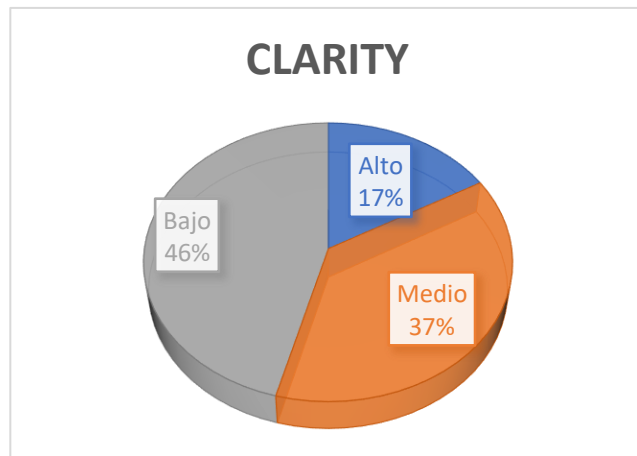
Once the analysis of the instruments applied in an orderly manner has been carried out, we have the result of the participant observation that can be evidenced in Annex 1, which exposes the ability

of oral expression considering the different dimensions such as clarity, coherence and fluency in the English language.

During the 7th grade class, which has 24 students, we noticed that the classes have been monotonous, where creativity and encouragement to start a class have been left aside, without emphasizing how essential it is to develop productive skills in the students by the teacher's methodology, thus discouraging the spirit of learning and actively participating in classes.

Table 1. Values assigned to the observation guide.

Levels	Students
High	4
Médium	9
Low	11

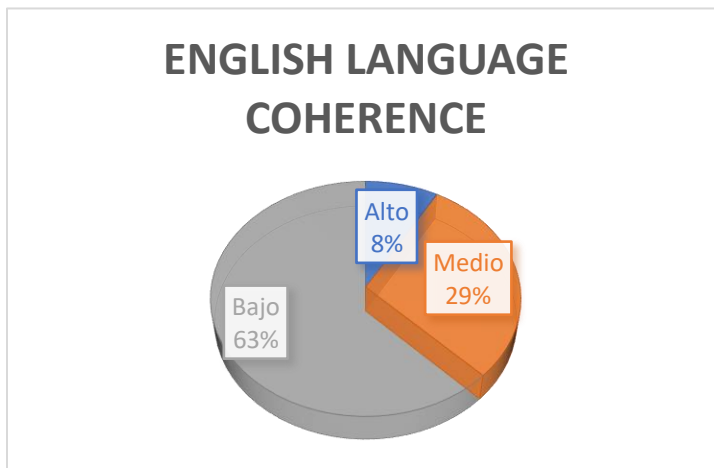


In the dimension of the English language, a high level of 17% was obtained, observing that the student always expresses his ideas clearly, makes adequate use of pauses, and his pronunciation, articulation and intonation when speaking is correct, a medium level with 37% it has been noted that the student sometimes expresses his ideas clearly, hardly makes adequate use of pauses, and his pronunciation, articulation and intonation when speaking are not entirely correct, and 46% of the students never he expresses his ideas clearly, he does not use pauses, his pronunciation, articulation and intonation when speaking are not correct.

The results show the lack of articulation, pronunciation and clear expression of ideas that students have been presenting during their classes in the foreign language.

Coherence in the English language

Levels	Students
high	2
medium	7
low	15

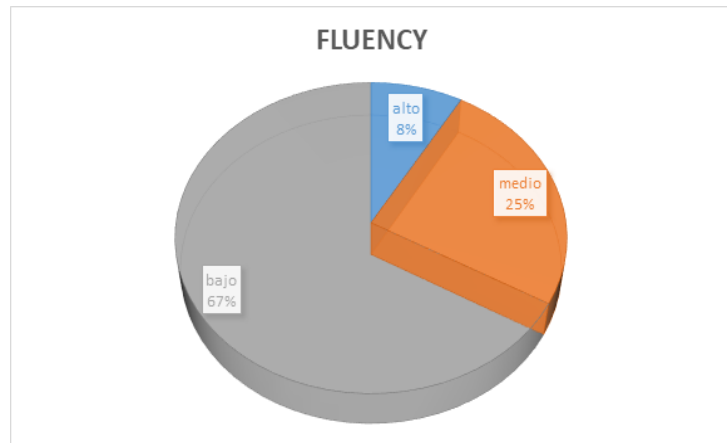


In the coherence dimension of the English language, a percentage of 8% of students, who belong to the high level, demonstrates presenting their opinions in an orderly, coherent, logical and interconnected manner, in addition to maintaining an adequate use of words with relevance to ideas, 29% of the students sometimes show their opinions in an orderly, coherent, logical and interconnected way, they hardly maintain an adequate use of words with relevance of ideas; and 63% do not show their opinions in an orderly, coherent, logical and interconnected way, maintaining an adequate shortage of words with relevance of ideas.

The results show the lack of coherence with the logical sense and the inappropriate use of words by the students when presenting their ideas in the classroom.

Fluency

Levels	Students
high	2
medium	6
low	16



In the fluency dimension, it was found that 8% of the students always demonstrate security and ease when speaking in the English language, maintain an adequate rhythm and speak continuously, on the other hand, 25% sometimes demonstrate security and ease when speaking in the English language, maintains an adequate rhythm and speaks continuously, and finally 67% of the students do not demonstrate security and ease when speaking in the English language, maintains an adequate rhythm and speaks continuously.

According to our results, it is evident that students are afraid of making mistakes due to lack of self-confidence, since it arises because they are aware of the lack of fluency in their speech, due to the fear that being corrected generates. The statistics show that there is nervousness and a lack of spontaneity in the students' target language.

Interview directed to the teacher of the English area

Annexe 2

Through the interview directed to the teacher of the English area, it was possible to examine the reality of 24 students of 7th year BGU parallel "A", who have a low level of oral expression, given this by the lack of interest of improve didactics within the area of English in the educational

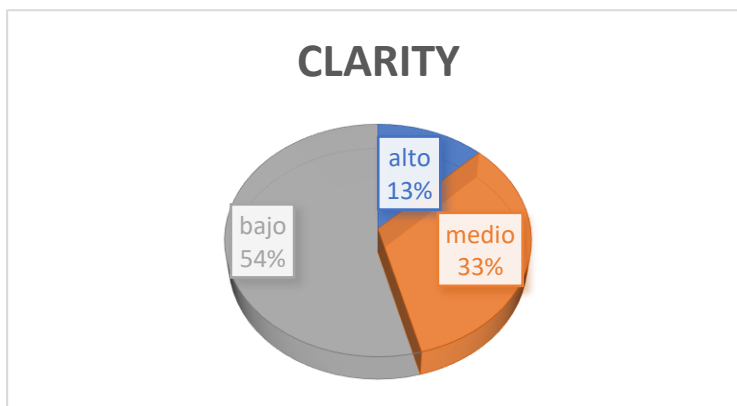
establishment, in addition to the lack of recreational activities that must be developed with students of that level, in the development of various language skills such as communication, expressing the lack of clarity, coherence of the English language, and fluency in their speech.

Diagnostic test (annex 3)

In order to assess and analyze the development of oral expression skills in students of 7th year BGU parallel "A", the diagnostic test was applied, confirming that:

In relation to the unit of analysis 1: Clarity in the English language, the following results were extracted:

Levels	Students
high	3
medium	8
low	13

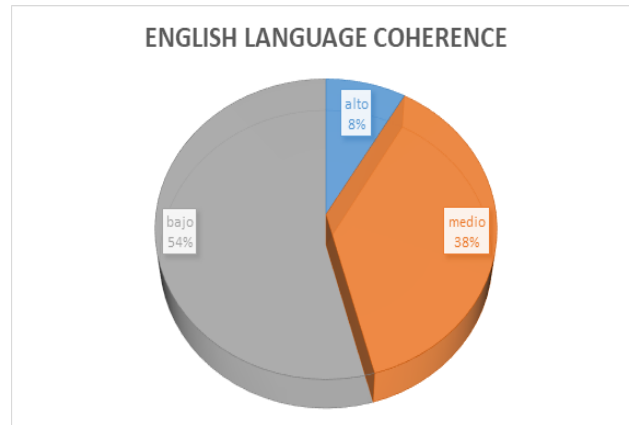


In the clarity of the English language and its category use of the English language to express ideas, accurately and objectively, it was found that 13 students (54%) achieved a score of 3 points, which places them in the low level, 8 students (33%) acquired an average of 4 points, placing themselves in the medium level, and only 3 students (13%) were found in the high level. It is evident that students present problems when it comes to expressing their ideas clearly, due to the lack of pronunciation and articulation of words in the English language.

The results show the insufficiencies that are being created in the communicative intention and the obstacles to expressing oneself.

In relation to dimension 2 English language coherence

Levels	Students
high	2
medium	9
low	13

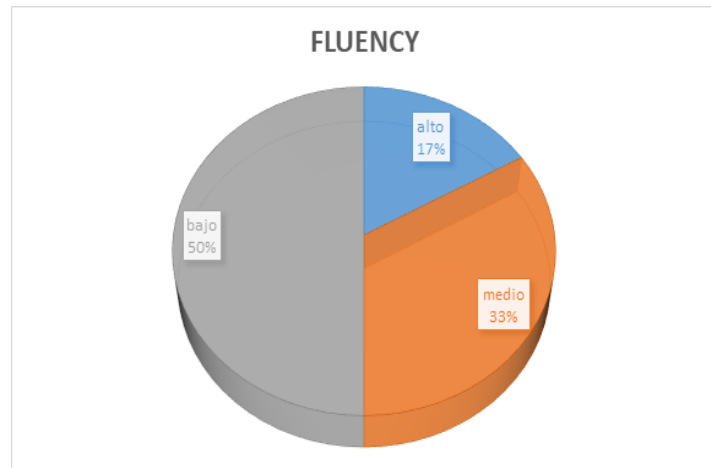


Coherence of the English language and its category: produce ideas or thoughts in an organized way, connect logically, it was found that 13 students (54%) were at a low level, 9 students (38%) were at a medium level and 2 students (8%) were at a high level. As a result of this diagnosis, the lack of interconnecting thoughts, the relevance of ideas, and the lack of logical sense and misuse of words in the English language are unquestionable.

This demonstrates the poor exposition of ideas in an orderly manner that students have and the problems in choosing the right words when speaking.

Fluency

Levels	Students
high	4
medium	8
low	12



According to the analysis, 12 students (50%) are located in the low level, 8 students (33%) are located in the medium level and 4 students (17%) are in the high level, thus showing that the most show a low level to express their positions spontaneously, unfolding naturally.

Due to the fear that students show when expressing themselves in the English language, the results show that the rhythm and security when producing words is not necessary when participating in the subject of the foreign language.

The results obtained in the diagnosis indicate the need to carry out an intervention aimed at the development of oral expression in the students of seventh year of basic education of the Albert Einstein school, since it was evidenced that the levels in the clarity, coherence and fluency of students when studying the English language are low, noting that the problem students have is when they try to communicate effectively, and in their attempt, the aforementioned deficiencies fail.

CHAPTER 2. METHODOLOGICAL FRAMEWORK

In this section, the methodological foundations that were used in this work to achieve the stated objectives are exposed, such as the paradigm and type of research, the design, both theoretical and empirical methods, and the population, as well as the techniques for the analysis of the data obtained from the application of the instruments.

2.1 PARADIGM AND TYPE OF RESEARCH

This work is within the mixed research paradigm, which seeks to interpret a reality in an established environment, to know and analyze authentic situations, on the other hand, the research seeks to understand and interpret the behavior of the population towards performance improvement, extremely in the results of the evaluation and the grading scale.

The combination of these paradigms allows to give depth to the analysis and better understand the teaching and learning processes. The qualitative and quantitative paradigm use various sources of information that are combined in various ways to support more comprehensive analyzes about educational problems. This combination of paradigms strengthens the validity of the interpretation of the results. (hamui, 2013).

2.2 RESEARCH DESIGN

"research design is defined as the methods and techniques chosen by a researcher to combine them in a reasonably logical way, in this way the research problem is handled efficiently" (perez, 2019).

The research is developed through an explanatory experimental design; this is due to the demands of the problem.

2.3 POPULATION AND SAMPLE OR SUBJECT MATTER

The selected population is made up of the total of 24 students, distributed in 17 women and 7 men of the 7th year BGU parallel "A" of the "Albert Einstein" elementary school in Arenillas.

2.4 RESEARCH METHODS

The research methodology accompanied by the approach is a situation that ensures the validity of the study for the correct development of the research, in this way methods were selected at a theoretical and empirical level, chosen according to the type of research proposed and the information that is intended to obtain.

2.4.1 THEORETICAL METHODS

The methods used in this work are the following:

Logical History:

Through this method we carry out a review of the contextual historical trajectory of the proposed topic, once this is concluded, we proceed to discover the development of the variables during the time studied.

Analytical and synthetic:

This method was implemented for the causes and effects that were found, analyze them and thus relate them in a logical way.

Modeling method:

The following method constituted an approximation to the reality of the study subject, helping to understand the relationships and qualities, and in turn explain the behavior that it has. "It is the

representation of those essential characteristics of the object under investigation, which fulfills a heuristic function, since it allows describing and studying new relationships and qualities of that object of study with a view to transforming reality" (Valle, 2007, p. 11)

Systemic Method:

This method was used consciously in the teaching-learning process, to improve oral expression in students, with control and guidance between theory and practice, it will allow us to level knowledge to achieve effective operation with respect to student performance during class.

2.4.2 EMPIRICAL METHODS:

Empirical methods allow us to collect information on the reality that we want to know as a researcher, helping our research to be enriched. Empirical methods are based on experience in contact with reality, that is, they are based on experimentation and logic which, together with the observation of phenomena and their statistical analysis, are the most widely used in the field of science. social" (Bernal, 2010).

The empirical methods implemented in this work are the following:

Participatory observation:

Through the execution of participant observation, it is possible to collect information directly from the reality of the investigated subjects, accessing to investigate their development in an accentuated manner. "Observation consists of the systematic, valid and reliable record of manifest behaviors or behaviors" (Fernández and Baptista, 2015).

The interview:

The interview allows us to investigate the data in a more specific way, it is a deeper investigation that allows us to recognize the root of the problems. In this case, it is directly addressed to the teacher in charge, to inform us about the participation of the students during the teaching-learning process.

Diagnostic test

This test is a procedure to identify and collect information on the level of development of the basic skills of the students in order to know, predict and make decisions that help the full educational development of the students.

The purpose of the educational diagnosis is not to address the deficiencies of the subjects and their recovery, but a new consideration that we can call pedagogical: to propose suggestions and perfective crises, either on deficient situations for their correction or recovery, or on non-deficit situations for their empowerment, development or prevention. (Castillo S. and Cabrerizo J, 2005)

2.5 TECHNIQUES FOR DATA PROCESSING

2.5.1 CONTENT ANALYSIS

In the present work, considering the results obtained through the empirical methods before together, the content analysis technique "constitutes a method of analyzing content data collected through other methods" (Mayer, 2016, p. 61) with the order to make inferences about social phenomena by non-intrusively examining communication patterns within their natural contexts and systematically reconstructing them for analysis.

2.6 OPERATIONALIZATION OF VARIABLES

In the currently developed work, it is essential that the variables with which the researcher is going to work be defined, since they are directly related to the problem studied, thus helping us to continue with the investigation and develop the instruments for data collection.

In the present work we have as variable 1: improvement of oral expression in the English language, which is defined by the authors as the communicative skill that encompasses not only mastery of the lexicon, pronunciation and grammar of the target language, but also knowledge sociocultural and realistic, then as variable 2: Class system using warm up as a teaching technique, defined as the set of creative activities that are used particularly before starting or ending the class, using resources in a fun and entertaining way reviewing content , deepening interest and creativity.

The modifiable variable is operationalized through the following units of analysis:

2.7 WORKING WITH THE VARIABLE: IMPROVEMENT OF ORAL EXPRESSION IN THE ENGLISH LANGUAGE

Table.1

Contextualization	Analysis Units	Categories	Indicators
Oral expression is complex to assess, but we all understand that this is much more than interpreting acoustic sounds organized into linguistic signs and regulated by a more or less complex grammar; and it is more than emitting a series of acoustic sounds of the same nature. (p.58)	clarity	Use the English language to express ideas accurately and objectively.	-Correct articulation -correct pronunciation -Clear expression of ideas

			<ul style="list-style-type: none"> -Appropriate use of pauses when speaking. -Emphasis when speaking. -Proper intonation -Audible voice.
	Coherence	Produce ideas or thoughts in an organized way, logically connected.	<ul style="list-style-type: none"> -Exhibition of ideas in an orderly manner. -Coherent ideas and with logical sense. -Interconnected or interrelated ideas -Proper use of words. -Pertinence of ideas
	Fluency	Ability to express words spontaneously, naturally and continuously.	<ul style="list-style-type: none"> -Easy to speak -Rhythm appropriate to their development -Security when speaking. -Speak continuously.

2.8 CATEGORIES USED IN THE INSTRUMENTS.

Analysis unit: Clarity

Category 1: Use of the English language to express ideas, accurately and objectively

- Correct articulation
- correct pronunciation
- Clear expression of ideas
- Appropriate use of pauses when speaking.
- Emphasis when speaking.
- Proper intonation
- Audible voice.

Unit of analysis: Coherence

Category 2: Produce ideas or thoughts in an organized, logically connected way.

- Exhibition of ideas in an orderly manner.
- Coherent ideas and with logical sense.
- Interconnected or interrelated ideas
- Proper use of words.
- Pertinence of ideas

Unit of analysis: Fluency

Category 3: Ability to use words spontaneously, naturally and continuously.

-Easy to speak

-Rhythm appropriate to their development

-Security when speaking.

-Speak continuously.

Analysis

Clarity

Good: When the student always expresses his ideas clearly, makes adequate use of pauses, and his pronunciation, articulation and intonation when speaking is correct.

Regular: When the student sometimes clearly expresses his ideas, he hardly makes adequate use of pauses, and his pronunciation, articulation and intonation when speaking are not entirely correct.

Insufficient: When the student never expresses his ideas clearly, he does not use pauses, his pronunciation, articulation and intonation when speaking are not correct.

Coherence

Good: When the student always exposes his opinions in an orderly, coherent, logical and interconnected way, he also maintains an adequate use of words with relevance of ideas

Regular: When the student sometimes presents his opinions in an orderly, coherent, logical and interconnected way, he almost does not maintain an adequate use of words with relevance of ideas.

Insufficient: When the student never presents their opinions in an orderly, coherent, logical and interconnected way, and does not maintain an adequate use of words with relevance to ideas.

Fluency

Good: When the student always demonstrates confidence and facility when speaking the English language, maintains an adequate rhythm and speaks continuously.

Regular: When the student sometimes demonstrates confidence and ease when speaking the English language and almost does not maintain an adequate rhythm and speaks continuously.

Insufficient: When the student does not demonstrate security and ease when speaking the English language and does not maintain an adequate rhythm and speak continuously.

2.9 DESCRIPTION OF THE INSTRUMENTS

Participatory observation:

It was applied since, through the Likert scale, it was considered definitive to issue a judgment, indicating the degree to which the frequency characteristic is presented in the student's performance.

The numerical evaluation applied to appreciate the frequency was: Always, having in representation of the number 3, sometimes having in representation of the number 2, and never, having in representation of the number 1.

Our participant observation guide has three benchmarks for clarity of the English language, coherence of the English language, and fluency.

(Appendix 1)

The interview:

This semi-structured type instrument was directed to the teacher of the English area, which aimed to know the student's ability and mastery of the foreign language, focused on oral expression.

The interview has three main points regarding the clarity, coherence and fluency of the English language, in each question the teacher can answer with a yes or no.

(Appendix 2)

Diagnostic test:

It was applied to students, to know the score obtained in related topics such as clarity, coherence, and fluency, the test consists of 8 questions. All the needs to successfully start the process of improving students' oral expression.

Once the methodological framework has been presented in this chapter, which is dedicated to support the present investigation and also as a resolution of the bases for the elaboration of an intervention proposal that will help to focus on the solution of the determined problem.

CHAPTER III. INTERVENTION PROPOSAL

The third chapter of the present work is in charge of progressively detailing the practical contribution that allows researchers to confirm the validity of the intervention proposal, which consists of a class system using warm-up as a teaching technique for the improvement of oral expression of the English language in the 7th year BGU parallel "A" of the students of the "Albert Einstein" elementary school in Arenillas in the 2021-2022 school year.

3.2 THEORETICAL FOUNDATION OF THE WARM UP AS A TEACHING TECHNIQUE FOR THE DEVELOPMENT OF ORAL EXPRESSION.

The present work focuses on the implementation of a system of didactic activities - warm up as a teaching technique for the development of oral expression of the English language in students of the 7th year BGU parallel "A" of the students of the "Albert Einstein" elementary school in Arenillas

To delve deeper into the subject, first you have to investigate what methodology, according to (Muñoz Restrepo, 2010, 72) in his magazine called Universidad EAFIT emphasizes that: "Foreign language teaching methodologies have evolved throughout history. history, mainly, from linguistic and psychological theories". In addition, in their article they describe that among the main theories of learning, behaviorism, cognitivism, socio-constructivism stand out.

From this it goes back specifically to the social constructivist current promoted by Vygotsky, which refers to the social dimension and the influence of the sociocultural context, in this theory teachers act as advisors to help students discover their special abilities, In the same way, a clear example of this theory is the communicative approach, which consists of the cognitive and social processes involved in learning a foreign language.

According to Hernandez (2000) as announced in the “Encuentro” magazine, in his article "Language teaching methods and learning theories" he states that teaching methods are the way in which a language is taught, which it contains specific procedures and systematized principles, representing the idea of how the language is taught and learned. From what the author proceeds indicate that the types of methods are divided into traditional and modern; the grammar-translation method, the direct method, the audio-lingual method, the total physical response (TPR) method, and the communicative approach.

Due to the aforementioned, it is understood that the communicative method closely related to the present research work, Hernandez (2000) states that it is not a method, but an approach that includes the learning of a language as the development of communicative forms. This method aims to improve communicative competence by emphasizing group work, and especially the need for student improvement.

On the other hand, since this work focuses on dynamic and communicative methods, we emphasize current teaching methods, citing Anburaj, Christopher, Ni Ming, (2014), who classify the following methods as innovative in the English language:

- Enacting the stories
- Teaching through conversations
- Teaching through games
- Word games
- Competitions
- Creative assignments
- Help from the multimedia

The method called "Teaching through games" is related to the present topic use of warm up, it is mentioned that this method is very striking for most children and adolescents, the student discovered more won playing, in this way it was acquired the language in a simple and easy way. Likewise, the interest in being a winner allows students to give their best effort maintaining interest during class without boredom, relating, these are also fun games that help stimulate learning at the beginning of class.

In accordance with the didactic techniques and according to (Fleta Guillen, 2007, 57) in his writing for the "Encuentro" magazine, he states that: The theory of multiple intelligences pluralizes the traditional concept of intelligence and proposes up to seven different intelligences for each individual (linguistics, logical-mathematical, musical, bodily-kinetic, spatial, interpersonal, intrapersonal). According to this theory, each person is made up of a combination of various intelligences and at an early age, the learning environment directly influences the development of these intelligences; For this reason, it is convenient, as suggested by Gardner in 1995, that when activities are introduced to children, different techniques are used to thereby improve the development of the different intelligences of the students.

By this we are referring to the fact that each student has a different way of acquiring knowledge, be it linguistic, logical-mathematical, musical, bodily-kinetic, spatial, interpersonal, and lastly, intrapersonal, adding that for Gardner, it is essential that The different techniques mentioned should be used in classes, since it will contribute to the development of the student's skills.

According to the Monterey Institute of Technology and Higher Education (2010), it tells us that there are several teaching techniques, which aim to increase student learning. On the other hand, it is important to note that the technique that has been considered the simulation and game

technique will be due to the fact that it helps to enhance creativity in students, it is animated, and at the time it will allow significant learning through warm-up activities.

Teaching techniques

- Exhibition: The information is presented in an organized way, the teacher exposes it according to the regulations, although in some cases the students can also do it.
- Project method: Through work projects, reality is brought closer to the academic environment.
- Case method: Through real or fictitious cases, reality is brought closer to the academic environment
- Question method: Students analyze and discuss the questions raised pertinent to the subject.
- Simulation and game: You learn through action, both about content and the performance of students in different situations.
- Problem-based learning: Students synthesize, work and build knowledge in small groups, which are usually taken from the real context.
- Role play: The ability to solve problems is put to the test in students, expanding their field of experience.
- Discussion Panel: Guidance is given to students regarding content.
- Brainstorming: Extract varied information, increase creativity and conflict resolution.

On the other hand, guiding us from the article “Encuentro”, Fleta (2006) mentions that there are three techniques that can be used to make the most of school hours and class

- Routines: These are actions that are performed regularly; daily, weekly and with which the students are familiar. His goal in English class is to use the same words or expressions while following school routines.
- Transitions: These are the phases between activities, that is, the periods of time in which teachers have to guide students from the end of one activity to the beginning of the next. Its objective is to measure the achievement of activities and plan resources to be used either when the sequence of activities increases or decreases.
- Formulas: They are expressions always used for the same situations and during the initial classes guaranteed to the apprentices the basic instruments to be able to use the L2. Its objective is to use them in a continuous and methodical way, in this way the communicative ability in the students is stimulated.

In summary, after having analyzed the different didactic teaching techniques, it can be said that this varied set of activities are used by the teacher to intervene in their students during the teaching-learning process. To reach this proposed objective, teachers make use of routine techniques, in this way the students are set during the English class.

When we talk about warm-up activities we refer to the whole set of fun games, which are used by the teacher in order to encourage students. Its main goal is to motivate and dispose them to learn by stimulating their intellect and body in certain cases. These activities are characteristics to improve learning since they should last at least 5-10 minutes. On the other hand, warm up is an effective way to start thinking in English and to review the introductory material beforehand.

Some of the characteristics that should be considered in a warm up activity are the following according to (Velandia, 2008, 13)

- It is brief
- It is related to the topic
- It is useful to continue the class.
- It is an interesting and enjoyable activity.
- Prepare students for a period of concentration
- Help students get started
- The student focuses his attention.
- It goes to the beginning of the class.

3.3. PLANNING OF THE CLASS SYSTEM USING THE WARM UP AS A TEACHING TECHNIQUE FOR THE IMPROVEMENT OF ORAL EXPRESSION IN THE ENGLISH LANGUAGE.

This section specifies the planning of the classes that the authors have structured, in which a class system is offered using the warm up as a teaching technique for the improvement of oral expression in the English language in the 7th year BGU parallel "A" students of the "Albert Einstein" elementary school in Arenillas, which took place in four classes, on Monday 8, Thursday 11, Monday 15, and Thursday August 18, 2022.

CLASS 1:

Content: Comparatives adjectives

Topic: Comparing friends

Method: Presentation, Practice, Production (PPP), this method was used because it focuses on the teaching-learning process, it requires the teacher to start with an icebreaker that is part of the

introductory activities of oral expression, usually it is used at the start of a new class to get to know each other. In addition, this method consists of three parts: presentation of the class, practice and production of the same, this means that it will help to evaluate the process.

Resources: board, markers, worksheets, pen, sheets, flashcards.

Introduction: It begins with a greeting, then the topic and objective of the previous class is indicated, warm-up activities are applied with a time limit of 10 minutes, asking what adjectives the students know in English, then labeling pictures are used, a strategy that consists of the student relating the name to the image.

Development: Comparative adjectives are explained as follows: first, flashcards of the adjectives that will be used in class are presented, then the teacher will give a few minutes for the student to write down the adjectives that they did not know, at the end they will continue with the explanation of some rules to convert these adjectives into comparative adjectives. At the end of the explanation, the students are grouped to carry out a guided practice where the teacher explains an activity that must be solved in pairs, which consists of writing comparative sentences among the students in the class using the adjectives that are previously noted.



Conclusion: At the end, the group will choose a student to present the results of their activity in front of the whole class, the teacher must evaluate and provide feedback to the group.

CLASS 2:

Content: Comparatives

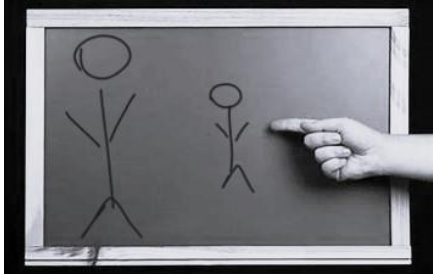
Topic: Comparative sentences

Method: Task Based Learning (TBL), this method is used for the student to learn through activities, it helps to become familiar with the language. In the case of the second class, the content has already been explained previously, what is intended to be done now is to include a new topic and push the student to build their knowledge.

Resources: board, markers, worksheets, pen, sheets.

Introduction: It begins with a greeting, then the topic and objective of the class is indicated, then warm-up activities are applied with a time limit of 10 minutes, where the teacher will ask the students the content about the last class, then they will be asking the student to say examples comparing classmates, these activities are carried out in English so that the student develops their oral expression.

Development: In this class, the teacher draws a picture on the blackboard and a student must go on to draw their respective antonym and say a sentence comparing the teacher's drawing with theirs. In this way, the teacher will make the student speak in front of the classroom, improving oral expression. Then the teacher forms the students in groups of three and performs a role play with the topic Criticizing my friend.



Conclusion: The teacher through role play evaluates the learning of comparative adjectives and the oral expression of the students to know if the objective is being met, then the teacher gives feedback and the class ends.

CLASS 3:

Content: Superlative

Topic: Superlative adjectives

Method: Presentation Practice Production (PPP), this method was used because it focuses on the teaching-learning process, requires the teacher to start the class with an icebreaker, which is part of the introductory activities of oral expression, therefore it is usually used at the beginning of a new class. In addition, this method consists of three parts: presentation of the class, practice and production of the same, this means that it will help to evaluate the process.

Resources: board, markers, worksheets, pen, sheets, flashcards, brainstorming.

Introduction: It begins with a greeting, then the teacher introduces the topic and objective of the class, then warm-up activities are applied with a time limit of 10 minutes, where the teacher asks about the adjectives learned in past classes, then asks the students what they understand by superlative, to answer the teacher performs a brainstorming on the board that consists of

brainstorming, each student must say a word that gives meaning to what the teacher asked and the teacher will write on the board.

Development: The teacher explains about superlative adjectives, its use and rules, then does a filling gaps activity which consists of completing sentences with the adjectives in parentheses, the activity is explained and sheets are given to the students which will be worked in groups members.

Conclusion: At the end of the activity, the group chooses a student to present the results orally in front of the class, the other groups must compare their answers and then they will say the number of correct answers and errors, this being part of the formative evaluation, the class ends with feedback.

CLASS 4:

Content: Superlatives

Topic: Superlative sentences

Method: Task Based Learning (TBL), this method is used for the student to learn through activities, it helps to become familiar with the language. In the case of the second class, the content has already been explained previously, it is intended to include a new topic and push the student to build their knowledge.

Resources: board, markers, worksheets, pen, sheets, presentation.

Introduction: It begins with a greeting, then the topic and objective of the class is indicated, then warm-up activities are applied with a time limit of 10 minutes, where the teacher will ask what the students remember from the last class, then they will be asks the student to say examples

comparing a classmate with the whole class, these activities are carried out in English so that the student develops their oral expression.

Development: Last class is remembered, the teacher forms groups of 5 students and provides them with a flipchart and markers per group, then the students draw a diagram to write differences and similarities between comparative and superlative as well as write examples of both contents, then they expose their work in front of the class.



Conclusion: Students must have learned about comparatives and superlatives, the teacher asks questions and provides feedback as necessary.

Methodological recommendations for the appropriate application of the class system created.

To start with the application of this system, the teacher must set the objective of the class system using warm up as a teaching technique to improve oral expression. The authors of this work planned four classes within the class system, which intend to work on a scale from less to greater learning effort, the teacher must pay attention to the classes as they progress, because the activities become more complex in order to improve oral expression, this means that the student will end up producing the language, the warm up as introductory warm-up activities helps the student to develop their oral expression as long as the activities are chosen well.

CHAPTER IV: DISCUSSION OF THE RESULTS

This chapter describes the implementation of the class system using the warm up as a teaching technique in the 7th year BGU parallel "A" students of the "Albert Einstein" elementary school in Arenillas, and the results are discussed, supporting the analysis in the contributions of research related to the subject under study.

4.1. PRACTICAL APPLICATION OF THE CLASS SYSTEM WITH THE USE OF WARM UP AS A TEACHING TECHNIQUE TO IMPROVE ORAL EXPRESSION IN THE ENGLISH LANGUAGE.

Below is evidence of the activity within the classroom with the aim of validating and determining the effectiveness of the teaching technique, based on the use of warm-up for the improvement of oral expression in the English language in the 7th year BGU parallel "A" students of the "Albert Einstein" elementary school in Arenillas, the execution process of each class is presented below:

Class 1:

For the application of the first class, the teacher will take pictures of the adjectives and their names, in order to work in classes with the labeling pictures activity, where the name is related to the image, the teacher provides this material so as not to waste time within the introductory class. The class continues and images of all the adjectives that will be learned during the class are presented. The teacher asks the students to write the adjectives they did not know; for the explanation of the use of comparative adjectives, the board is used. After the explanation, in groups the students write comparative sentences, with the new adjectives (ANNEX 9). For the evaluation, the groups are asked to choose a student to represent them and orally share their answers with the whole class. The class is closed with feedback.

Class 2:

In this class, the teacher begins by asking what they learned from the previous class, a few minutes are given to answer in English, and then students are asked to make comparisons between their classmates, ending the introductory part of the warm-up activities, followed by the teacher draws two pictures on the board, in the first the teacher draws and in the second a participating student, the activity consists of the student drawing the opposite of the teacher, to create comparative sentences between the two drawings. At the end of the activity, the students will form a group of 3 to carry out a role play called Criticizing my friend, with this activity the teacher evaluates the knowledge and development of oral expression. The class is closed with feedback (ANNEX 10).

Class 3:

It begins with the warm-up activities, asking about the last class, the teacher waits for the answers in English, then brainstorms with superlatives. At the end of the introductory part, the teacher asks a student to read the concept created by the course. Therefore, the teacher explains the class about superlative adjectives using the board, then proceeds to carry out the Filling gaps guided activity where students must fill in the blanks with adjectives. At the end of the activity, the teacher asks a student to present their answers in front of the entire class, the rest of the groups compare their answers, the teacher collects the works and evaluates the contents to give the corresponding feedback. (ANNEX 11)

Class 4:

For the final class, the warm-up activities began by asking about the last class, followed by the teacher asking students to compare a partner with the rest of the class, thus remembering the use

of the superlative. Each student says a sentence, then a brief reminder of past classes is made, the teacher provides materials to make a diagram, which will be presented at the end of the class by the entire group, the diagram must contain similarities and differences between comparative and superlative, also create sentences of both and accompanying pictures. Through this work, the class system is concluded, where the teacher observes the improvement of the oral expression of the students and the development of the new content learned. (ANNEX 12)

The selflessness that the students showed when expressing themselves in the English language was easily evidenced, for this reason the applied instruments showed the low motivation of the students when receiving the classes. In this way, the present investigation investigates that motivation is a vital factor in the teaching-learning process. (Díaz & Hernández, 2004) mention that the role of the teacher is aimed at guiding the learning and behavioral motivation of students to apply them voluntarily in the classroom, giving meaning to school tasks and offering a specific purpose, so that they develop a genuine taste for school activities and understand them for personal and social use.

In the same context, Dörnyei (2005) divides the motivation process into initial desires that are transformed into goals, to later become intentions, which are analyzed in their implementation, fulfilling the achievement of the objective and a final evaluation of the process.

Through the use of warm up within the teaching-learning process of the oral expression of the English language, it is hidden that by using the aforementioned motivating teaching technique, the students managed to change their "monotonous" perception, through the implementation of the activities, the students, in addition to having fun, allowed themselves to learn significantly, strengthening autonomous and team work. As Nguyen Nhung (2015) agrees, warm-up activities

have positive results, and play an essential role in language classrooms by engaging and motivating students in all skills, especially speaking skills.

With the use of warm-up it was possible to visualize a change of attitude in the students as the activities were applied, the predisposition was remarkable to carry out each proposed exercise. However, it should be kept in mind what type of introductory activity is going to be carried out. Since although it is true that there are two types: warmers and lead-ins. Which are more specific activities that make a theme of the lesson and the students' own lives. (The TKT course)

Thus, Baquero (1996) emphasizes the usefulness of warm up activities in the classroom, since it provides changes in needs and awareness. This allows the student to use their imagination, which in turn contributes to the creation of voluntary purposes that help to carry out plans in real life using the language for communicative purposes.

CONCLUSIONS

- ❖ Through an exhaustive bibliographical investigation, the development of the teaching-learning process of the English language was based on the application of a class system using warm-up as a teaching technique to improve the oral expression of the English language.
- ❖ Through the instruments implemented, it was possible to identify the factors that influence the teaching-learning process of the oral expression of the English language in the 7th year BGU parallel "A" students of the "Albert Einstein" elementary school in Arenillas.
- ❖ According to the theoretical foundation and the data collection carried out, improved class system to improve oral expression through the use of warm up as a teaching technique [warm-up activities before class] to improve oral expression in the 7th year BGU parallel "A" students of the "Albert Einstein" elementary school in Arenillas in the 2022 school year.
- ❖ After the application of the proposed class system, a significant change was evidenced in the improvement of oral expression and student learning, which helped us with the verification of the effectiveness of the class system based on warm up as a teaching technique. to improve the oral expression of the English language in the 7th year BGU parallel "A" students of the "Albert Einstein" elementary school in Arenillas.

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Annexes

ANEXO 1

Guía de Observación Participativa

Tabla de valoración:

Niveles	Valores
Siempre	3
A veces	2
Nunca	1

Unidades de análisis: Claridad	
Categoría : Uso del idioma inglés para expresar las ideas, de forma precisa y objetiva	
El estudiante siempre expresa claras sus ideas, hace uso adecuado de las pausas, y su pronunciación, articulación y entonación al momento de hablar es la correcta.	
El estudiante a veces expresa claras sus ideas, casi no hace uso adecuado de las pausas, y su pronunciación, articulación y entonación al momento de hablar no son del todo correctas.	
El estudiante nunca expresa claras sus ideas, no hace uso de las pausas, su pronunciación, articulación y entonación al momento de hablar no son correctas.	
Unidades de análisis: Coherencia	
Categoría : Producir organizadamente las ideas o pensamientos, conectados lógicamente.	

El estudiante siempre expone sus opiniones de forma ordenada, coherente, con sentido lógico e interconectadas, además mantiene un uso adecuado de las palabras con pertinencia de ideas.	
El estudiante a veces expone sus opiniones de forma ordenada, coherente, con sentido lógico e interconectadas, casi no mantiene un uso adecuado de las palabras con pertinencia de ideas.	
El estudiante nunca expone sus opiniones de forma ordenada, coherente, con sentido lógico e interconectadas, y no mantiene un uso adecuado de las palabras con pertinencia de ideas.	
Unidades de análisis: Fluidez	
Categoría: Habilidad para utilizar las palabras de manera espontánea, natural y continua.	
El estudiante siempre demuestra seguridad y facilidad al hablar en el idioma inglés, mantiene un ritmo adecuado y habla de forma continua.	
El estudiante a veces demuestra seguridad y facilidad al hablar en el idioma inglés y casi no mantiene un ritmo adecuado y habla de forma continua.	
El estudiante no demuestra seguridad y facilidad al hablar en el idioma inglés y no mantiene un ritmo adecuado y habla de forma continua.	

ANEXO 2

Entrevista dirigida al docente area de Ingles

A continuación, se presentan las siguientes preguntas que nos ayudarán con nuestro trabajo de titulación, para poder concluir con éxito nuestra investigación y por consiguiente nuestra carrera, por este motivo se solicita contestar de la manera más honesta posible.

Gracias por su colaboración.

Unidades de análisis: Claridad			
Número	Preguntas	Respuestas	
		Si	No
1	El estudiante articula y pronuncia las palabras de una forma correcta		
2	El estudiante demuestra claridad en el mensaje cuando participa en clases		
3	El estudiante maneja una entonación y énfasis adecuado cuando expone sus ideas.		
Unidades de análisis: Coherencia			
1	El estudiante expone sus ideas en forma ordenada, coherente y con sentido lógico.		

2	Cuando el estudiante participa en clase sus ideas están interconectadas		
3	El estudiante emplea un uso adecuado de palabras y pertinencia de ideas		
Unidad de análisis: Fluidez			
1	El estudiante habla con facilidad y seguridad el idioma inglés.		
2	El estudiante mantiene un ritmo adecuado cuando expresa sus ideas.		
3	El estudiante produce un discurso continuo en clases.		

ANEXO 3

Test diagnóstico

Name:

Grade:

Date:

Claridad

1. Responda las siguientes preguntas:

Find someone who

Has seen a pig	Has touched a fish	Has dream with animals	Has seen a donkey
Has danced in public	Has gone to the beach	Has gone to the cinema	Has touch a spider

2. Repeat the tongue twister:



Coherencia

3. Responda las siguientes preguntas sobre su película favorita:



- What is your favorite movie or book?
- Why is it your favorite?
- What is the message of it?

4. Describa la siguiente imagen



- A. The picture shows:
- B. Are they domestic or wild animals?

C. How many animals are there?

D. Where are the animals?

5. Escuche atentamente las adivinanzas y conteste las siguientes preguntas

<p>I'm as hard as a rock, but I melt immediately in hot water. What am I?</p> <p>_____</p> <p>An ice cube</p>	<p>What comes down but never goes up?</p> <p>_____</p> <p>Rain</p>
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<p>I have wings and able to fly, I'm not a bird yet I soar high in the sky. What am I?</p> <p>_____</p> <p>An airplane</p>	<p>What must be broken before you can use it?</p> <p>_____</p> <p>An egg</p>
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<https://arbolabc.com/adivinanzas-en-ingles>

Fuidez

6. Piensa en el alfabeto en inglés, repite las letras ordenadamente, descubre la imagen escondida.



<https://arbolabc.com/abecedario-en-ingles/conecta-los-punto>



ANEXO 4

PLAN DE RECOLECCIÓN Y PROCESAMIENTO DE DATOS



Dimensiones	Dimensión	Alto	Medio	Bajo
Actividad 1 Actividad 2	Claridad	El estudiante expresa claras sus ideas, hace uso adecuado de las pausas, y su pronunciación, articulación y entonación al momento de hablar es la correcta.	El estudiante a veces expresa claras sus ideas, casi no hace uso adecuado de las pausas, y su pronunciación, articulación y entonación al momento de hablar no son del todo correctas.	El estudiante no expresa sus ideas claras, no hace uso de las pausas, su pronunciación, articulación y entonación al momento de hablar no son correctas.
Actividad 3 Actividad 4 Actividad 5	Coherencia	El estudiante expone sus opiniones de forma ordenada, coherente, con sentido lógico e interconectadas, además mantiene un uso adecuado de las palabras con pertinencia de ideas.	El estudiante a veces expone sus opiniones de forma ordenada, coherente, con sentido lógico e interconectadas, casi no mantiene un uso adecuado de las palabras con pertinencia de ideas.	El estudiante no expone sus opiniones de forma ordenada, coherente, con sentido lógico e interconectadas, y no mantiene un uso adecuado de las palabras con pertinencia de ideas.
Actividad 6	Fluidez	El estudiante demuestra seguridad y facilidad al hablar en el idioma inglés, mantiene un ritmo adecuado y habla de forma continua.	El estudiante a veces demuestra seguridad y facilidad al hablar en el idioma inglés y casi no mantiene un ritmo adecuado	El estudiante no demuestra seguridad y facilidad al hablar en el idioma inglés y no mantiene un ritmo adecuado y

			y habla de forma continua.	habla de forma continua.
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ANEXO 5

 <p style="text-align: center;">UNIVERSIDAD TÉCNICA DE MACHALA "Calidad, Pertinencia y Calidez"</p>  <p style="text-align: center;">D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR UNIDAD ACADÉMICA DE CIENCIAS SOCIALES CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS Lesson plan N° 1</p>					
School: Albert Einstein	Subject: English	Grade: 7° year	Academic period: 2022-2023		
Didactic Unit:	Topic: Comparatives	LENGTH: 40 minutes	Date: August 8,2022		
Teacher: Genesis Carrion, Jason Astudillo					
Class Objective: At the end of the class students will be able to learn how to describe people using comparative adjectives.					
Contents	Phases/time dedicated to each phase	Activities	TECHNIQUES and strategies	Resources	Evaluation
Comparatives	Introduction 10 min Development 20 min Conclusion 10 min	-Greetings -Warm up -Introduction of the topic -Explanation about comparative adjectives -Students learn the different comparative adjectives through an exercise	Questions and answers. Labeling pictures. Choral Drill Feedback	Worksheets Flashcards pictures	Students are able to identify and describe people using comparative adjectives.



ANEXO 6

 <p style="text-align: center;">UNIVERSIDAD TÉCNICA DE MACHALA "Calidad, Pertinencia y Calidez"</p>  <p style="text-align: center;">D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR UNIDAD ACADÉMICA DE CIENCIAS SOCIALES CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS Lesson plan N° 2</p>					
School: Albert Einstein	Subject: English	Grade: 7° year	Academic period: 2022-2023		
Didactic Unit:	Topic: Comparatives	LENGTH: 40 minutes	Date: August 11,2022		
Teacher: Genesis Carrion, Jason Astudillo					
Class Objective: At the end of the class students will be able to describe people sentences using comparative adjectives.					
Contents	Phases/time dedicated to each phase	Activities	TECHNIQUES and strategies	Resources	Evaluation
Comparatives	Introduction 10 min Development 20 min Conclusion 10 min	-Greetings -Warm up -Reinforce the previous topic -Task using comparative adjectives - The student produces sentences using different comparative adjectives.	Questions and answers. Eliciting Role play Feedback	Worksheets Pictures	Students are able describe people using comparative adjectives.

ANEXO 7

 <div style="text-align: center;"> UNIVERSIDAD TÉCNICA DE MACHALA "Calidad, Pertinencia y Calidez" </div> 					
D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR UNIDAD ACADÉMICA DE CIENCIAS SOCIALES CARRERA DE PEDAGOGIA DE IDIOMAS NACIONALES Y EXTRANJEROS Lesson plan N° 3					
School: Albert Einstein	Subject: English	Grade: 7° year		Academic period: 2022-2023	
Didactic Unit:	Topic: Superlatives	LENGTH: 40 minutes		Date: August 15,2022	
Teacher: Genesis Carrion, Jason Astudillo					
Class Objective: At the end of the class students will be able to learn how to describe people using superlative adjectives.					
Contents	Phases/time dedicated to each phase	Activities	TECHNIQUES and strategies	Resources	Evaluation
Superlatives	Introduction 10 min Development 20 min Conclusion 10 min	-Greetings -Warm up -Brainstorming about the topic -Introduction of the topic -Explanation about superlative adjectives -Students learn the different superlative adjectives through an exercise.	Questions and answers. Eliciting Filling gaps Presentation Feedback	Worksheets Pictures	Students are able describe people using superlative adjectives.

ANEXO 8

 <div style="text-align: center;"> UNIVERSIDAD TÉCNICA DE MACHALA "Calidad, Pertinencia y Calidez" </div> 					
D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR UNIDAD ACADÉMICA DE CIENCIAS SOCIALES CARRERA DE PEDAGOGIA DE IDIOMAS NACIONALES Y EXTRANJEROS Lesson plan N° 4					
School: Albert Einstein	Subject: English	Grade: 7° year		Academic period: 2022-2023	
Didactic Unit:	Topic: Superlatives	LENGTH: 40 minutes		Date: August 18,2022	
Teacher: Genesis Carrion, Jason Astudillo					
Class Objective: At the end of the class students will be able to describe people using superlative adjectives.					
Contents	Phases/time dedicated to each phase	Activities	TECHNIQUES and strategies	Resources	Evaluation
Superlatives	Introduction 10 min Development 20 min Conclusion 10 min	-Greetings -Warm up -Brainstorming about the previous topic. -Task about superlative adjectives -Students learn the different between superlative and comparative adjectives through an presentation.	Questions and answers Presentation Feedback	Board Markers worksheets	Students are able describe people using superlative and comparative adjectives.

ANEXO 9



ANEXO 10



ANEXO 11



ANEXO 12

