

**State Council of Educational Research & Training,
Pune – 30**

Innovative innovation

Primary Group

(Assistant Teacher, Graduate Teacher and Headmaster)

State level Innovative competition

Year 2022-2023

Developing Language skills by using 'WARMERS'

(Learning Games)

Name of the Innovation teacher's Name : **Thorve Swanand Balbhim**

School : **Zilha Parishad Upper Primary School Pangulgavhan**

Cluster : **Bramhgaon Tal. - Ashti Dist – Beed. – 414203**

Acknowledgement:

I especially thank the Maharashtra State Council of Educational Research and Innovation for providing an opportunity to present innovative innovation. I work in a rural area, and developing English language skills is a difficult task, but with this innovation, I have the opportunity to do so. The purpose of innovation is to develop English language skills among the students at the upper primary level.

Mr. Sudhakar Yadav saheb, our BEO, has provided timely guidance. Our cluster head, Mr. Arjun Gund Sir EDI, also gave valuable guidance. Mr. Deokate sir, Shri Misal sir, Mr. Galgate sir, Shri Mandhare sir, shri Warangule sir, Smt. Shendurkar madam, and Smt. Jadhawar madam, as well as the school's headmaster Nanaware sir, and a resource person, Mr. Nimbalkar sir also contributed to the initiative.

The cluster headmistress, Smt. Asha Patki Madam, visited my school and encouraged me to do this innovation project. The all obtained the necessary cooperation, demand, and promotion for this innovation. I am indebted to them.

Also, I am thankful to all the people who have contributed to this initiative.

Name of the Innovation Teacher:

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1. Innovation's name –

Developing Language skills by using 'WARMERS' (Learning Games)

2. Need and Importance of Innovation

I am an English language teacher. I discovered that my students are hesitant to communicate with teachers, partners, and friends. I was concerned about how to help them develop their listening and speaking skills. I have created a book of those named "101 Warmers," which I learned in British Council trainings. I use them in English periods to develop the skills of the English language. Reciting and memorizing the words is an old method of teaching and learning English. So-called "warmers" can create a good atmosphere among the students. It helps to increase their daring in that language. Actually, English is not our mother tongue and not a native language, so students have a little difficulty participating in the classroom. English is an international language and used in maximum countries.

This language is enriching day by day. Many other languages are adding new words in it. Some words are borrowing, coping, transferring or lending in English language from other languages. If we want to learn English, we should learn Vocabulary, sentence patterns, grammar, rules, pronunciations

and accents. Learning any language is continuous process. Using language daily then we are able to use language properly. For the new learners or students, they have to learn all skills of language. Listening, Speaking, Reading, Writing and fifth one that is most important is Communication. When learning is joyful or stress free then it will fruitful and everyone learns by its natural way. We need to use proper way or guidance from experts of our teachers.

Warmers help you to create healthy atmosphere in the classroom. With the help of warmers (games) everyone will enjoy learning. We have always a question how to teach lower level learners? If you use activity based learning it will more easily as you are teacher or as a learner. “If you listen only then you will forget after some time, if you see and try to understand you might remember but if you are involved in activity you will understand and that you never forget in whole life.” So learn by “warmers” (activities or language games) and you will learn for forever. Students are very active and hardly possible to sit on one place for long time. To create their interest in learning or attract them towards the lessons, we need some different things. Those things are not other than WARMERS (small games).

It helps to create positive atmosphere in the classes. Warmers are small time limit games of 4/5 minutes. Teacher should have to prepare for it and understands the rules and methods of the warmers particularly. Teacher should have to practise proper instructions of the games. Select the warmer according to the age of the student of the class. Always remember the main purpose of warmer is to develop language skills and entertainment not for the evaluation. While you want to develop any skill you may choose a warmer according to the topic. You may find many warmers in the language textbooks of any class. You have to choose correct warmer for correct or

suitable topic. Students take part in it because those are kinaesthetic activities. They can learn by audio, visual and with action. So it can help to develop all language skills.

Students participated in the games. That may develop their skills. By birth boys and girls are very active and like to do anything. Students participate in warmers and learn many skills. Those warmers are very simple activities to understand for students. Within few minutes you can prepare and take it in the classroom. Students are not only learning sentence pattern but also increase their vocabulary. Warmers are the most useful for communication skill development in the students. We should use that warmers and give more chance to students to talk to each other. As we know English is foreign language and little bit hard to understand,

Warmers may make it easy for the students. Students think in second language. Warmers create eco-friendly atmosphere in the classroom. They become more courageous and participated in class activity. Warmers create classroom interactions. With the help of warmers students strengthen their knowledge. Reinforcement of the language skills will happen due to those warmers. Student's involvement will increase by those activities. Teachers also learn from the videos that I have uploaded on YouTube. It is also useful for the students who participated in the different games of language. We learn better from others and like to imitate the good things others do. This innovation is important for both teachers and students.

3. Objectives of the innovation

1. Develop English language skills - listening and speaking among the students.
2. To create a healthy and eco-friendly atmosphere in the classroom.
3. Make students active in learning.
4. To develop the thinking skills of students.
5. To make students ready to learn the second language.
6. To encourage the students in their learning process.
7. To create daring among the students.
8. To attract students' attention.
9. To help students put aside distracting thoughts.
10. To get them ready to focus individually.
11. To learn how to give instructions to groups.
12. To involve maximum students in the activity.
13. To learn from each other.
14. To understand the instructions.

4. Planning of the Innovation

i) Monitoring of pre-operational status.

English is third language in upper primary standards. Students are not very perfect in using all types of skills of English language they listen carefully they understand what teacher says but very less speaking only one word at a time or maybe use of their mother tongue for the answers. They are not interested in learning English language specially while listening and speaking. They are interested in writing but also hard to read.

ii) Discussion with experts with concerned persons.

I have discussed about the innovation to my two friends, Mr. Ram Dhas and Mr. Baban Magar are the secondary teachers and working since 25 years. They gave me some instructions about how to implement the warmers in the class. How do I use English language? and

iii) Consider the necessary tools.

I have a book of “*101 Warmers*” is written by me. I chose 10 warmers (language games) for this Innovative Innovation. I have practised it for myself before I go to my classroom. I collected the material like a simile ball, some charts, and words for activity etc.

You need some material to play such warmers or games in the classroom. For example: balloons, chocolates, chits, balls, handkerchiefs, chalks, pencils, papers, colour sketch pens, pebbles,

compass, rulers, cups, adhesive tape, scissors, rubber bands, card sheets, cutters, stapler, pins, tags, etc. You have to keep all material handy so you can save time and use according to your warmer. While students are working with those material teacher should have to monitor and help them if they want need. For lower learners students keep them away from scissors and cutter. You may add some more material in it. Keep all material on the safe place.

iv) Sequence of actions to be performed.

I read warmer instructions. I prepared myself how I am going to take an activity in the classroom. I Collected all material which I required in the game and put it handy. Before I start, I checked the previous knowledge of the students. I gave proper instructions to the students. I divided the class as my activity requirement. I used ICQ (instructions checking questions) for checking that students understand or not. It is very important that all participants understand all things. While the warmer is going on focus on their actions. I have corrected the sentence structure without stopping him or her. I observed that all participants are taking part in warmer minimum once. I encouraged the students who are not active or shy to take part in the games. I came to the conclusion and decided who is winner or which group gets victory. I used very simple language as well as small sentences. All the lower learner students are unknown about the second language, so I have taken care of such things. Sometimes I used bilingual method in the primary classes. I

felt mother tongue is necessary then I used it too. I have controlled on using mother tongue when I was taking activities. I have practiced some sentence structure or patterns for effective teaching skills. I made very small sentences and grammatically correct. The warmers, which are related to speak I have controlled my talk time and increase my students talk time. When do decide to take an activity I have made groups. The groups are in pairs, three's, four's and on depend upon the number of students. If there are 12 students in the class then you make groups like 2 students of six pairs, 3students of four groups, 4 students of three groups, 6 students of two groups. While making groups I made different tricks like using chits, chocolates, numbers, alphabets and your own ideas. I have taken precaution that not all intelligent students will come in one group and slow learners in another group. Groups are always equally formed. Preparation of the groups must be decided before teacher go into the classroom. Warmers output is depends upon making pairs and groups.

v) Monitoring of Post-Initiative Status.

I took the game in the class and then I observed that the students understand the instructions. As teacher used the gestures while speaking or giving instructions. They remember the sequence and the sentences in their mind and used properly. They didn't have any type of stress or fear while taking part in the games. They listened

carefully as well as tried to speak fluently. This practise helped to develop their fluency too.

vi) Steps of the proceedings.

- a) Chose a warmer (language game) according to the lesson or objectives.
- b) Prepared for taking game.
- c) Collected some essential material.
- d) Practiced for simple language.
- e) Asked students to participate.
- f) Gave instruction to students.
- g) ICQ about the game to cross check.
- h) Played the warmer (game).
- i) Observed the students.
- j) Corrected their mistakes and errors.
- k) Evaluated them as used the skills.
- l) Make eco-friendly atmosphere in the class.
- m) Controlled on Teacher talk time.
- n) Increased Student talk time.
- o) Accepted all responces.
- p) Congratulated winner group.

Time table

Sr.No.	Period	action to be taken
01	Date 01 July to 20 July 2022	Innovation planning, consultation with experts, creation of necessary tools
02	Date 24 July 2022	Oral test Of students to check their level
03	Date 28 July to 28 Sep 2022	Implementation (10 Activities)
04	Date 01 Oct 2022	Check out the learning Outcomes
05	Date 03 Oct to 20 Oct 2022	Rearranging the activities (5 activities)
06	Date 25 Oct 2022	Final oral test
07	Date 01 Nov to 15 Nov 2022	Innovation report writing

vii) Assistance of others for activities.

If teacher wants to develop language skills among the students, it is the best way that use of different types of games in the class room.

Teacher should have to choose warmer and

viii) Evidence to be submitted for the activity.

I have taken those activities in my classroom and they are repeated by me. I have also another some games which helped me to teach the listening and speaking skill.

Link of activities

Sr no.	Name of the activities	Links of Activities
01	Back to back	https://www.youtube.com/watch?v=tC-FLQOAhCA
02	Live or dead	https://www.youtube.com/watch?v=ZKgrvX5XFJk
03	Before after	https://www.youtube.com/watch?v=jfF8BOJgJII
04	I like...	https://www.youtube.com/watch?v=mRkmzyUbhHg
05	Word ladder	https://www.youtube.com/watch?v=z5XXb2wU1wQ
06	Onion ring	https://www.youtube.com/watch?v=toxKhFkY1w0
07	Crosses and noughts	https://www.youtube.com/watch?v=4kaPe6VZpx0
08	Word bank game	https://www.youtube.com/watch?v=HQNyEUwky_A
09	Balloon game	https://www.youtube.com/watch?v=p7WyPov-WUA
10	Jump in jump out	https://www.youtube.com/watch?v=a-x6OB-AykA

5. Procedure of the Innovation

1) Observations and records of preconditions

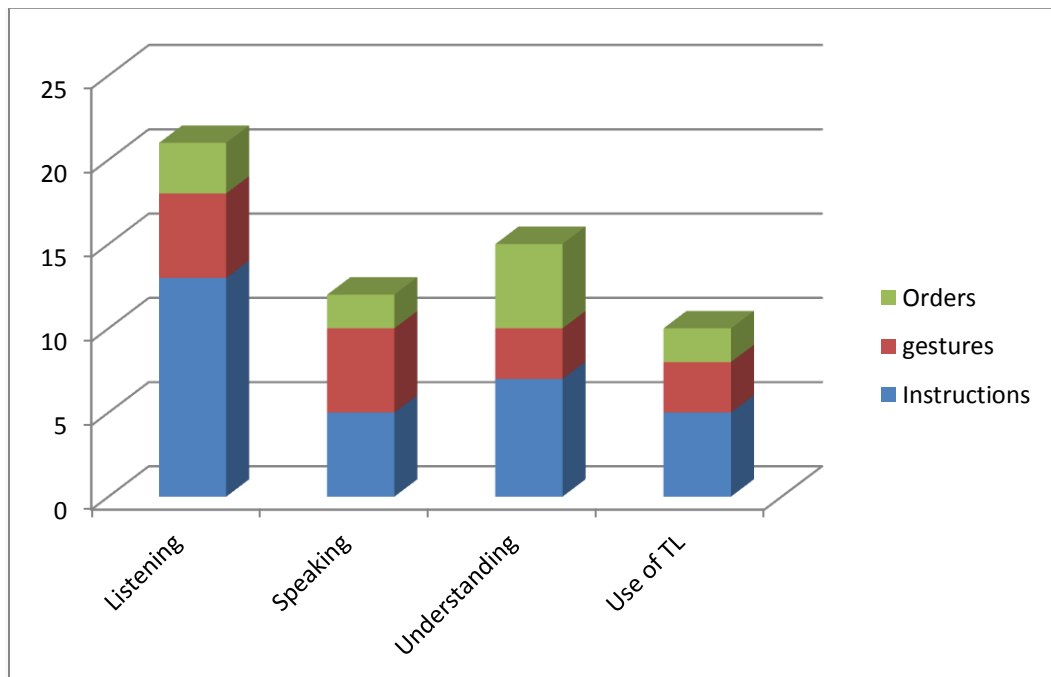
Students are not able to speak the English language and can't understand the instructions as well as gestures in the classroom. They understand very less second language. They use more L1 while participating in class. They don't have daring and little bit shy. They are not participating among the students.

2) Observations and information collection during proceedings

Number of students 20

Response of students in English language

	Instructions	gestures	Orders
Listening	13	5	3
Speaking	5	5	2
Understanding	7	3	5
Use of TL	5	3	2



List of the warmers: (Language games)

Sr .N o	Name of the activit y	Learning Outcomes	Action	Materi al
01	Back to back	To learn about body parts. To get enjoyment.	Practice the names of the body parts. Form pairs of the students. It is only action game. Give them instructions. Tell them follow the instruction and do the action. They have to follow the instructions. Head to head, forehead to forehead, elbow to elbow, waist to waist, knee to knee, cheek to cheek, ear to ear, thigh to thigh, chin to chin, mouth to mouth. The pair, which is not doing the proper action, is out from game. Play till last pair remains. Declare the winner of the game. Play again and again for more practice.	
02	Live or dead	To learn scientific things. To learn the name of the objects and animals. To learn grammar.	Teacher will take practice of live things and dead things. Teacher gives instructions about jump. If the thing is live then jump your right side. Then if the thing is dead then jump your left side. Play a demo for understanding. Give time to understand the orders. The students who will make the wrong jump will out. Play the game until one participant is remaining. Declare her or him as winner. <i>(Play the same game with singular and plurals)</i>	

03	Before after	To learn sequence. To learn the standing position. To learn preposition.	Make one line of all students. Practice the words AFTER and BEFORE. The first student will say, " I am standing before Ajay." Ajay will say, " I am standing after Jayesh and before Savita." Savita will say, " I am standing after Jayesh and before Kanta. Play the game until everyone get chance to say about him / her. Give help if anybody needs. Practice till they understand the theme. Choose the best participant. Congratulate him / her.	
04	I like...	To learn likes. To learn name of the objects. To learn memorizing.	Form a circle of the students. Take a ball to play a game. Start sentences I like a mango. Next student will tell adding a word on the place of the mango. Do it with every participant. After first round play it another way. Start again I like a mango. Second students add his new word i.e. I like a mango and an apple. Third one will say- I like a mango, an apple and a guava. Continue the game till last.	
05	Word ladder	To develop thinking skill. To make brain storm. To make a sequence of the word.	Make two groups of the class. Choose any word for start. Ask students to find the next word. As a help, give them a hint. Go for the next word. Last step check the answers. Declare the winners. Ex; HARD – CARD – CART – CAST – EAST – EASY.	
06	Onion ring	To get information about each other.	Form two circles with equal participants. Make two circles one in one. Students stand face to face. Outer circle students are speakers.	

		<p>To increase talking ability. To learn pair and share.</p>	<p>Inner circle participants are listeners. Outer participants are telling about themselves. After one minute teacher make sound. Then outer circle moves one step right. Speakers tell again something to new partner. Then after some practice the rolls are be changed. Inner circle will be speakers and outer will be listeners</p>	
07	Crosses and noughts	<p>To get knowledge. To learn correct place to play. To get fun.</p>	<p>Take out 10 questions from any lesson. Form two groups of your class. Draw nine squares or two into two lines. Assign crosses sign to one group and noughts sign to another group. Tell them whose three signs will in row means vertically, horizontally or diagonally comes first will be the winner. Make a toss and start the game. Ask a question to first group and tell them to make a sign. Give chance to new participants each time. Play the game. Declare the winner team. Congratulate both the teams</p>	
08	Word bank game	<p>To understand some the part of speech. To learn bifurcation.</p>	<p>Form three or four groups. Ask them some words. Write down those words on the board. Draw four column tables on papers. Distribute those papers in the groups. Tell them to by forget those words in the columns. Decide the time and tell to the groups Write these as NOUN, VERB, ADJECTIVE, ADVERB Ask students to discuss and then write. Check their answers with the help of whole class. Write the answers on the board.</p>	

			Find out the maximum correct group. Declare the winner.	
09	Balloon game	To increase the team spirit. To get fun. To learn to form meaningful sentences.	From three groups of your class. Take 8 balloons. Write down eight meaningful sentences. Each sentence have more than 5/6 words. Tear those sentences into words Put one sentences in every different balloon. Careful those words are not be mixed. Choose one participant from each group. Put balloons away from the class. Make two circles near the board. The participant will choose one balloon. Bring it in the circle without touching it. Break the balloon and collect all the chits. While break the balloon nobody will touch it by hands. (Hand at the backside.) The other members write down their meaningful sentences on the board Then next member will go and do the same action. The group who will write maximum sentences correctly will be the winner.	
10	Jump in jump out	To learn opposite actions. To get enjoyment. To give attention.	Make four rows of the students. Tell them jump in and jump out. Take practice of it. Then say, they have to make a correct jump. The students who make wrong jump will be out. Play the game till the last student becomes winner. Add two new things jump left and jump right. Play with four orders. You can play this doing opposite actions. Take this activity on the ground if possible.	

3) Observations and their records after completion of activities

As is students' nature, they are very enthusiastic about taking part in games. They especially like to walk on the grounds. English warmers (language games) helped me pique their interest in English. They participated very happily in the games. I gave them some instructions with gestures, which I found they understood easily. They observed each other very carefully and emulated them. Students tried to learn the new things or sentences that were in the games. It creates a friendly atmosphere for learning and developing listening and speaking skills. They became more active and dared to learn in new ways. Every day, they were drawn to the games and focused their attention on them. As a result, they are not distressed or afraid of the language. They learned gestures and instructions. I found that it was very effective for the students to learn from each other.

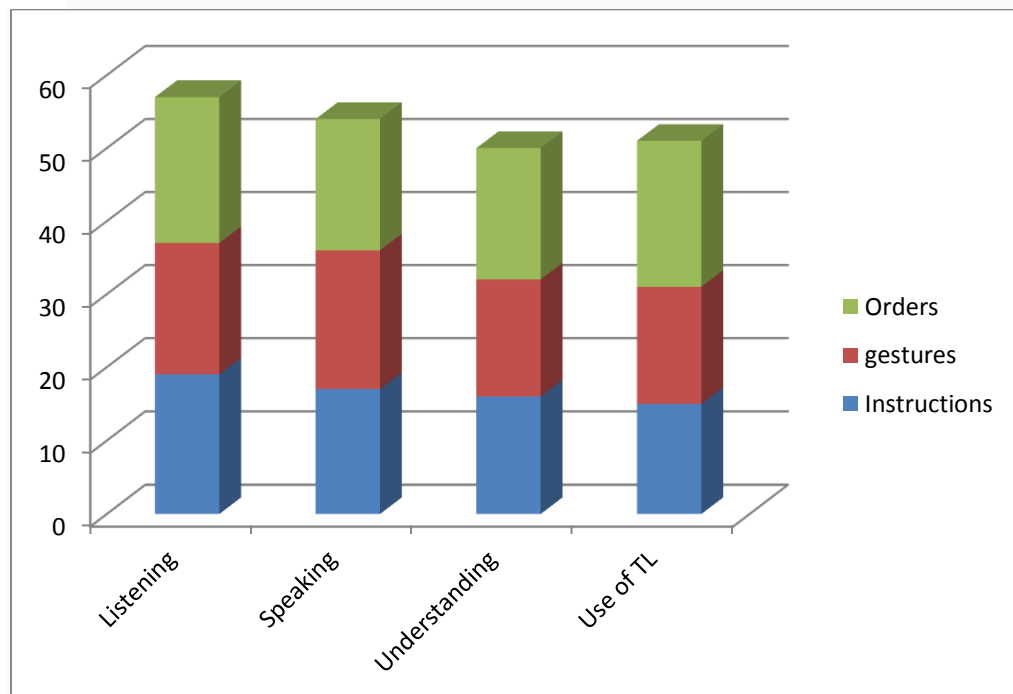
4) Difficulties faced in proceeding

They have many difficulties as English language students because of a lack of vocabulary and a lack of atmosphere; they don't know how to speak, listen, understand, or respond. While teaching them English in the classroom, I noticed that they were free, lacked confidence, and were not talking or responding in English. I made gestures that they recognised but found difficult to accept. I gave them some practice, but it's very difficult for them to capture that, so I gave them some orders and instructions again and again, but their listening and

speaking skills are not very developed; they can't understand, and they use English as a third language for themselves very little.

5) Data Analysis : Graphs, Charts (if required)

	Instructions	gestures	Orders
Listening	19	18	20
Speaking	17	19	18
Understanding	16	16	18
Use of TL	15	16	20



6. Success / Performance of the Innovation (as per objectives)

Students developed their English language skills, especially listening and speaking. They have created a healthy and eco-friendly atmosphere in the classroom. They were active in learning and developed thinking skills. I made students ready to learn the second language. I encouraged the students in their learning process. They created a sense of daring among them. attract students' attention. I helped students put aside distracting thoughts. Let them be ready to focus individually. Learn how to give instructions to groups. Involve as many students as possible in the activity. learned from each other. to understand the instructions. They used English learning techniques to solve all of their problems.

7. Conclusion

Students are the future of our nation. Nation building is the main work of teachers. For better output from learning the warmers are good option. Students may get knowledge, skills, language, rules, etiquettes, structures, grammar, positive thinking, ability, decision making, activeness, self- respect, brain stimulate, critical thinking, sportsmanship, imagination, discussion, actions, drama, role play and many more. All that things are depends upon the practice of warmers. It is the only one way. Teachers are varied and they have a lot idea for developing language skills.. I hope teacher will take such warmers or games in their classes and will success to achieve their goals which they

have fixed. Learn from games is the best way to develop language skills. Students will never become bore while the learning is most interesting. Students are always waiting for you and love your teaching-learning methods. You will be a good teacher for students as well as parents. Always use warmers at beginning of the lessons so it creates healthy atmosphere. Warmers are one way of developing the language skills, other than you may use other things like chants, rhymes and poems. Use proper language while you are taking those activities. The warmers will become milestone in skill developing.

8. Bibliography and Appendices

List of the students		
Sr no	Name of the students	Standard
1	Upadhyay Sumit Vishnu	sixth
2	Garje Yash Maharudra	sixth
3	Gite Aniket Hari	sixth
4	Gite Arti Babulal	sixth
5	Gite Om Nandu	sixth
6	Gite Karan Suresh	sixth
7	Gite Dhananjay Kailash	sixth
8	Gite Puja Sanjay	sixth
9	Gite Popat Ashok	sixth
10	Gite Rohit Suresh	sixth
11	Gite Vitthal Mahadev	sixth
12	Gite Vaibhav Ajinath	sixth
13	Gite Shubham kantilal	sixth
14	Gite Sanskriti Ramdas	sixth
15	Gite Sagar Dilip	sixth
16	Gite Sarthak Gahininath	sixth
17	Gite Sonali Sunil	sixth
18	chaudhar Mahesh Mahadev	sixth
19	Pawar gopika Anil	sixth
20	Misal Suvarna parasram	sixth

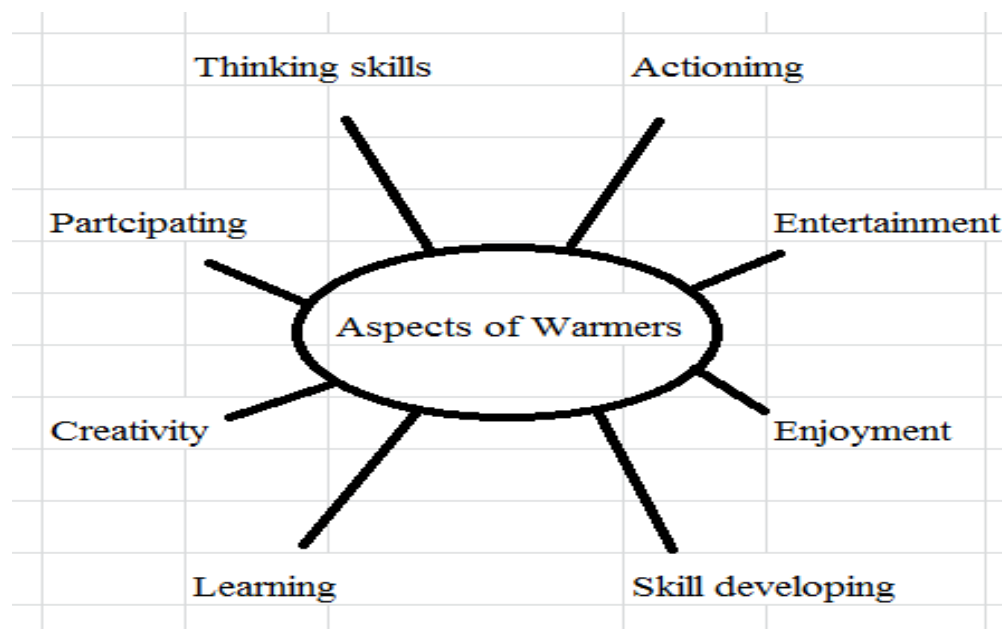
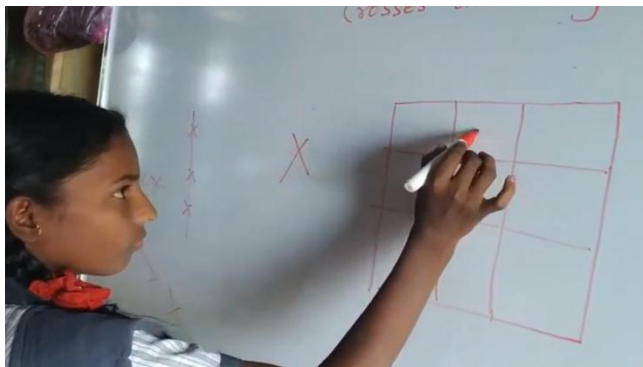
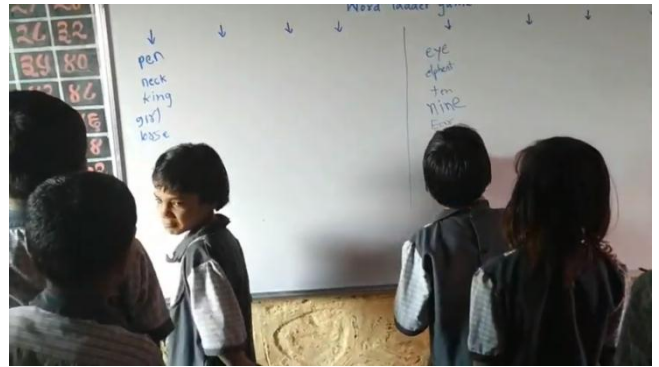


Fig2 Different aspects of WARMERS.

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The Role of Warming Up Activities in Adolescent Students' Involvement during the English Class by Rosalba Velandia





प्रतिज्ञापत्र

मी श्री/श्रीम/डॉ. शोरे स्वानंद बलश्री प्रतिज्ञापत्र लिहून देतो/ देते की, या नवोपक्रम स्पर्धेसाठी सादर केलेला Developing Language Skills by using 'WARMERS' (Learning games) हा नवोपक्रम माझ्या स्वतःच्या शैक्षणिक उपक्रमांवर, अनुभवावर आधारित आहे. हा नवोपक्रम मला स्वतःला सुचलेला आहे, काल्पनिक नाही. तसेच भारतीय अथवा विदेशी लेखकांच्या ग्रंथातील अथवा संशोधनातील माहितीच्या आधारे हा नवोपक्रम लिहिलेला नसून यामध्ये मला जाणवलेल्या समस्येचा सूक्ष्म अभ्यास करण्याचा मी प्रयत्न केलेला आहे. हा नवोपक्रम यापूर्वीच्या राज्यस्तरीय नवोपक्रम स्पर्धेसाठी सादर केलेला नाही. तसेच इतर कोणत्याही व्यक्तीकडून लिहून घेऊन तो मी माझ्या नावावर सादर केलेला नाही. तसे आढळून आल्यास तो Copyright Act १९५७ खाली दाखलपात्र गुन्हा आहे याची मला कल्पना आहे.

दिनांक : 15/11/2022
स्थळ : पांगुळगव्हाण

स्पर्धेसाठी स्वाक्षरी
नाव : शोरे स्वानंद बलश्री
शाळेचा / कार्यालयाचा शिक्षक.



प्रमाणपत्र

प्रमाणित करण्यात येते की, श्री/श्रीम/डॉ. शोरे स्वानंद बलश्री हे माझ्या शाळेत / कार्यालयात कार्यरत असून त्यांनी सादर केलेला Developing Language Skills by using 'WARMERS' (Learning games) हा नवोपक्रम शैक्षणिक वर्ष 2022-23 मध्ये त्यांनी स्वतः राबविलेला असून ती त्यांच्या स्व परिश्रमाची फलश्रुती आहे. हा नवोपक्रम त्यांनी राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे मार्फत आयोजित यापूर्वीच्या राज्यस्तरीय नवोपक्रम स्पर्धेसाठी सादर केलेला नाही.

दिनांक : 15/11/2022
स्थळ : पांगुळगव्हाण

शाळा/ कार्यालय प्रमुखाची स्वाक्षरी
नाव : बलवरे विष्णू पंढरीनाथ
शिक्षका : मुख्याध्यापक
डि.प.प्राथ.शाळा, पांगुळगव्हाण
जि.जाधी, जि.बीड

