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## WARM-UP AT ENGLISH LESSONS FOR MARINE NAVIGATORS

*The modern merchant fleet is one of the most developed sectors of the world economy. The specific features of work on vessels require high professional competency of seafarers. English is the important tool of communication with other vessels, coastal stations, coast guards and seafarers. To work effectively and safely on board, the seamen must not only be able to communicate English, but also be familiar with the maritime terminology. This is why, in modern higher educational institutions much attention is paid to English language and the development of speaking competency of future marine specialists.*

*There is motivation problem in studying for each subject, but it is particularly acute in learning a foreign language. It arises because of the specific nature of the subject, which requires the student to have a certain knowledge and communicative abilities. It often causes difficulties and motivation disappears. Therefore, considering motivation as the main driving force in the studying of foreign language, it's necessary to note that motives are determined by his internal motivations. Hence this cause all the difficulties of summoning motivation. The student will be able to learn a foreign language if he feels the need for it, that is, he will be motivated. In this regard, the search for ways and means to maintain the motivation for studying English during the entire period of studying is of particular importance.*

*At the beginning of Maritime English lesson, the speech stiffness of students is usually noted. It is important for the teacher to try to set up the students for communication, to create a working contact with the largest number of students, that is, to carry out speech training. Such speech training is called warm-up. With the help of warming-up, it is possible to give the lesson the necessary rhythm and psychological background, corresponding to the state of the students, motivate the students for speaking English. Warm-up activities help students enter the speech environment after they have come to English classes; introduce students to the topic of the lesson.*

*The article deals with the features of warming-up and suggests activities that can be used at Maritime English lessons for marine navigators.*

**Key words:** warm-up, motivation, activation, navigator, Maritime English.

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## МОВЛЕННЄВА ЗАРЯДКА НА ЗАНЯТТЯХ З АНГЛІЙСЬКОЇ МОВИ ДЛЯ СУДНОВОДІВ

*Сучасний морський торговий флот – одна з найбільш розвинених галузей світової економіки. Специфіка роботи на судах вимагає високої професійної компетентності усіх членів екіпажів. Англійська мова є основним способом спілкування з іншими суднами, береговими станціями, працівниками берегових служб та членами екіпажу. Для ефективної роботи та безпеки на судні моряк повинен вміти не тільки спілкуватися англійською мовою, але також знати спеціалізовану лексику і терміни, які вживаються на борту судна кожен день. Саме тому в сучасних вищих морських навчальних закладах велика увага приділяється вивченню англійської мови та розвитку мовленнєвої компетентності майбутніх спеціалістів морської галузі.*

*Проблема мотивації у навчанні виникає з кожного предмету, але особливо гостро вона виявляється у вивченні іноземної мови. Вся справа в особливій специфіці предмета, що вимагає від курсанта наявності певної бази і комунікативних здібностей. Розглядаючи мотивацію як основну рушійну силу у вивченні іноземної мови, зазначимо, що мотиви відносяться до суб'єктивного світу людини, визначаються його внутрішніми спонуканнями. Курсант зможе вивчити іноземну мову, якщо тільки сам відчує необхідність у цьому, тобто буде вмотивованим.*

*У зв'язку з цим особливої значущості набуває пошук шляхів і способів підтримання мотивації вивчення англійської мови на оптимальному рівні протягом усього періоду навчання.*

*На початку заняття з морської англійської мови зазвичай відзначається іншомовна-мовленнева скутість курсантів. Викладачеві важливо постаратися налаштувати курсантів на спілкування, створити робочий контакт з якомога більшою кількістю курсантів, тобто здійснити мовленнєву підготовку. Подібна мовленнєва підготовка носить назву мовленнєвої зарядки. За допомогою мовленнєвої зарядки можна надати заняттю потрібний ритм і психологічний фон, відповідний стану курсантів, мотивуючи курсантів на іншомовну мовленнєву діяльність. Мовленнева зарядка допомагає курсантам увійти у мовленнєве середовище після того, як вони прийшли на заняття з англійської мови; ввести курсантів у тему заняття.*

*У статті проаналізовано особливості мовленнєвої зарядки та запропоновано вправи, які можуть бути використані на заняттях з морської англійської мови для судноводіїв.*

**Ключові слова:** мовленнева зарядка, мотивація, активізація, судноводій, морська англійська мова.

**Problem statement.** The modern merchant fleet is one of the most developed sectors of the world economy. The specific nature of work on ships requires high professional competency of all crew members. English is the primary language of communication with other ships, coastal stations, coast guards and crew members. To work effectively and safely on board, seafarers must not only be able to communicate English, but also be familiar with the specialized vocabulary and terms that are used on board every day. In light of this, in modern universities much attention is paid to English language and the development of speaking competency of future marine navigators.

The problem of motivation in studying arises for each subject, but it is particularly acute in learning a foreign language. This is due to the specific nature of the subject, which requires the student to have a certain basis and communicative abilities. This often causes difficulties and motivation disappears. Therefore, considering motivation as the main driving force in the studying of foreign language, it's necessary to note that motives relate to the subjective world of a person, are determined by his internal motivations. Hence this cause all the difficulties of summoning motivation. The student will be able to learn a foreign language if he feels the need for it, that is, he will be motivated. In this regard, the search for ways and means to maintain the motivation for studying English during the entire period of studying is of particular importance.

To start a lesson with a warm-up is a good way to grow curiosity and interest among the learners and motivate them to give their attention in further activities to know more (Zhu, 2010: 70). In the preparation stage, a warm-up can act as an important factor to arouse students' interest to motivate them (Jun, 2000). D. Wiśniewska also mentions that interest builds motivation and exploration to learn, to develop broad knowledge and to attain skills and experience (Wiśniewska, 2012: 212).

**Recent research and publications.** Warm-up is the first stage of a lesson, the engage part in the

teaching cycle described by J. Harmer (Harmer, 2013: 288); it sets the tone for the whole class. To get the established goal in a lesson, it is essential to have a good starting in order to assure the success of the entire class, because a suitable beginning generates a positive atmosphere to develop efficiently the other two stages of teaching English process: study and activate.

A warm-up stage is a preparatory stage which helps the students feel relaxed and also sets a positive mood for learning (Rushidi, 2013: 135). According to C. Robertson & R. Acklam "warm-up is a short activity for the beginning of lesson" (Robertson, Acklam, 2000: 30). The warm-ups are different types of activities which help the students begin to think in English, review previously introduced materials and become interested in the lesson (Velandia, 2008: 11).

G. Lassche defines that for language learning lesson a warm-up stage is the "initial orientation" (Lassche, 2005: 83). So, a warm-up activity is used to start a class with an interesting task to help the students be comfortable in classroom setting and to help them start thinking in English.

**The purpose of the article.** The researcher seems to agree that warm-ups help to prepare students for the lesson. First, they act as energizers, because they are fun and relaxed. A good first activity will not require a significant amount of thinking and is meant to gradually get the students into a learning mindset and start the class off on a positive note. Warm-ups also serve a practical purpose. They provide a buffer for the first 5-10 minutes of class in which students that are late can arrive without missing anything vital. The purpose of the article is to offer some suggestions of warm-up activities that can be used by teachers to engage students into work, encourage them, introduce the topic, shift students into the target language.

**Presentation of the main material.** At the beginning of a lesson, it is essential to activate students' existing knowledge and relate them to the new information they are going to learn. Scientists A. M. Garcia and J. C. Martin mention that one of the objectives of using warm-up activity is to activate

students' background knowledge. Teachers need to understand what students already know about the topic they are going to teach and they need to connect the topic with the students' present understanding. Teachers should start teaching from the point about which students have knowledge or they are familiar and we comprehend something only when we can relate it to something we already know only when we can relate the new experience to an existing knowledge structure. (Garcia, Martin, 2004: 44).

Yi Jun Jun thinks that in the preparation stage, a warm-up activity can act as an important factor to arouse students' interest to motivate them (Jun, 2000). D. Wisniewska also mentions that interest builds motivation and exploration to learn, to develop broad knowledge and to attain skills and experience, beginning a class with a warm-up activity is a good way to grow curiosity and interest among the learners and motivate them to give their attention in further activities to know more (Wisniewska, 2012: 219).

A warm-up activity helps the students trigger their existing knowledge and also drive their mind towards the main activity, this is the way students can build a connection between the old and new information (Nemati, Habibi, 2012: 383). If students get the idea about what knowledge and skills, they will acquire from the starting of the class, their achievement level will be high (Joshi, 2006: 151). A brief warm-up activity can build a relationship between the students and the learning materials (Hasan, Akhand, 2013: 14). If learners find that a task is related to their learning needs, they will perform the task with higher effort. But their performance level will be minimum when the task will be irrelevant with their needs.

The students will be motivated to learn when the activities and exercises for language learning are interesting to them. The warm-up activity used to motivate students should be interesting (Ruiz, Ramirez, 2008: 187). Scientist R. W. Schmidt defines that motivation is learners' interest and enthusiasm for the learning materials and tasks used in class and it indicates their levels of attention, concentration and enjoyment (Schmidt, 1991: 158).

As Ch. Cotter notes, "because it's the first activity of the lesson, the warm-up sets the tone for the next ninety minutes" (Cotter, 2014). Jumping right into trying to use new language or doing a more serious language-learning exercise can be frustrating to students and can drain their energy. "A fun warm-up, on the other hand, raises energy levels. Fun activities also produce relaxed, less inhibited students. With the right warm-up, you'll have created a positive atmosphere to practice and experiment with the language" (Cotter, 2014).

J. Gebhard claims that the objective of using warm-up activities is to relax students, to help get them over their classroom apprehensions (Gebhard, 1996: 187). This loosens up those tongues right from the start and gets the class off on a confident, outgoing foot.

But warm-ups not only help get students thinking in the foreign language, they also help students start thinking about the topic of the lesson. The warm-up allows students to remember vocabulary from previous lessons on this topic and they start eliciting what they already know. Or if they don't do this themselves, they may hear fellow students bring up passive knowledge and lights will start turning on in their own heads. In this case, they will be helping each other review their previous knowledge, paving the way for its expansion. The teacher can facilitate this by repeating what has been learned in previous lessons. In fact, a warm-up can simply be a review of a previous lesson, making all the lessons connect into a bigger picture.

Ch. Cotter states that warm-up activities in lesson plans receive less attention that it should. Some teachers tend to prepare these activities few minutes before starting the class. A well-prepared warm-up offers more than just "have fun" in a session, it allows teachers to create a comfortable atmosphere in the classroom. Teachers have to be sure about what they are teaching and how much information the students have about the subject, and then he/she needs to connect the topic with students' present understanding. Simple conversation between learners that allow him or her to sit back and observe the languages abilities that they have. Warm-up activities also provide the opportunity to reach each student and arouse their interest, even the more reluctant students can be engaged by using a low risk warming up activity it also not only offers an approach to students, but also gives the possibility of reviewing language skills and activate previous knowledge (Cotter, 2011).

R. Velandia proposes some principles to design a warm-up activity. She suggests that a warm-up activity should take place at the beginning of the class. It will help the teachers catch the students' attention. It has to be interesting so that students get motivated from the very beginning. It is usually a short activity as it is a preparatory stage of other stages of a lesson. Warm-up activity has to be related with the lesson topic so that in other stages students can get involved in different activities easily to develop their language skill (Velandia, 2008: 26).

C. Robertson and R. Acklam also have described the main features of a warm-up activity. They include that a warm-up activity needs to be interesting to

motivate the students for practicing English. It will not be the main part of the lesson as a warm-up activity is a short activity. Warm-up can be used to give the students a chance to revise previously studied language (Robertson, Acklam, 2000: 44).

Experience shows that, conducting a speech warm-up at each lesson, the vocabulary of students increases significantly. Here are some examples of warm-up activities that can be used at English lessons for marine navigators.

For the second-year students, in the module “Medical Care on Board” (in the course-book “Watch Out”), teacher can start lesson on topic “duties of Medical Officer” by watching a cartoon clip “Tom and Jerry. Doctor Jerry” or students may get cards with the pictures (Fig. 1). After watching the video, the students answer such questions:

- What was the illness?*
- What medical treatment was applied?*
- Is it safe to treat illness at home? Why?*
- Is it safe to treat illness aboard the vessel? Why?*



**Fig. 1. Pictures from cartoon «Tom and Jerry. Doctor Jerry»**

For the third-year students, in the module “Ship Waste Management” (in the course-book “Get It Done”), teacher can start lesson on topic “Safety Rules for Incineration” by watching a cartoon clip “Vovka in the far away Kingdom”. After watching the video, the students answer the questions structured in such a way as to give them the opportunity to express their opinion. For example:

- Why did the accident happen?*
- What had to be done to avoid it?*

Then the students receive pictures (Fig. 2) and discuss the common and distinctive features in the operation and safety measures of two different

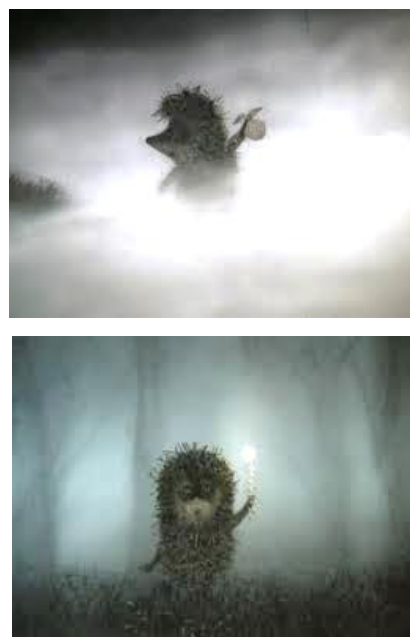
mechanisms (*Look at the pictures and compare safety measures while operating the given equipment*).



**Fig. 2. Incinerator and woodstove**

At the beginning of the lesson on topic “Watchkeeping in Restricted Visibility” (in the course-book “Catch the Wind”) the students may watch a cartoon clip “Hedgehog in the Fog” (or teacher may give them pictures) (Fig. 3) and answer the questions in pairs or groups. For example:

- What happened to the hedgehog?*
- What piece of advice would you give to it?*
- What serves as the ship’s eyes in poor visibility?*
- Can we always trust these “eyes”? Why? Why not?*



**Fig. 3. Pictures from cartoon “Hedgehog in the Fog”**

**Conclusion.** So, warm-ups at English lessons for marine navigators can help to revise lexical units and grammatical structures, develop the ability of students to spontaneous speech, improve dialogic speech skills, improve creativity, and set a positive, friendly tone of the lesson. The choice of the content and form of warm-up depends on the level of language proficiency of the group and should be related to the main objective of the lesson.

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