

WARM-UPS AS A WAY TO ENGAGE STUDENTS IN LEARNING ENGLISH DURING DISTANCE EDUCATION

A. Dmytryk

National Technical University «Kharkiv Polytechnic Institute»

ORCID:0000-0002-1685-1059

Purpose. The article deals with the problem of low motivation to study English during e-learning. The author works with such phenomena as «distance education», «warm up activity», «motivation» and links between them. The purpose of this research is to define the notion of warm up activities as an effective way to motivate students to learn foreign language during distance learning. **Methodology.** The scientific methods of theoretical and system analysis of psychological and pedagogical literature, comparison, systematization, description, generalization, practical experience, interpretation of research results and pedagogical observation of the results of the educational process, have been used in order to define warm-ups as one of the ways to motivate students to learn English during distance education. **Findings.** Analysis of scientific works and practical observation revealed that the motivation to study is influenced by the emotional factor of the students, so in order to interest them, teachers are required to use up-to-date information and communication technologies, to include materials in various formats to meet the needs of students. So, it has been established that warm ups have a significant impact on the cognitive activity of students. **Originality.** Since distance learning is gaining more and more popularity around the world, this phenomenon is quite new in Ukraine. University teachers are faced with new challenges so the issue of engaging students to learn English during e-learning is relevant nowadays. This paper has practical advice on how to solve this problem and help teachers of high educational institutions to stimulate students' cognitive activity. **Practical value.** The author suggests a list of web resources for practical use for both teachers and students in distance learning. The selection consists of online platforms for creating quizzes, tests, games and watching videos in order to increase the cognitive activity of students.

Key words: motivation, distance learning, cognitive activity, warm-up, educational process, foreign language, university students.

МОВЛЕННЄВІ ЗАРЯДКИ ЯК СПОСІБ ПІДВИЩЕННЯ МОТИВАЦІЇ СТУДЕНТІВ ДО ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ ПІД ЧАС ДИСТАНЦІЙНОЇ ФОРМИ НАВЧАННЯ

A. Ю. Дмитрик

Національний технічний університет «Харківський політехнічний інститут»

ORCID:0000-0002-1685-1059

З відносно несподіваним уведенням дистанційної форми навчання в освітній процес України, перед викладачами закладів вищої освіти постало питання щодо активного залучення студентів та ефективного проведення онлайн занять. Загалом, при дистанційному навчанні, на відміну від традиційного, освітній процес організовується таким чином, що навчальна програма базується переважно на самостійному навчанні студента, тому викладачі повинні докласти максимум зусиль для того, щоб підтримати інтерес, зацікавленість кожного, хто бажає вивчати англійську мову. Пошук шляхів підвищення мотивації до вивчення іноземної мови під час дистанційного навчання є актуальною проблемою, яка потребує своєчасного вирішення, оскільки навчання онлайн стає невід'ємною складовою освітнього процесу у всіх закладах вищої освіти України. На сьогоднішній день існує безліч методів для підвищення мотивації до навчання, однак єдиного універсального чи найбільш ефективного немає. У статті обґрунтовано роль мотивації в освітньому процесі. Автор розглядає проблему дистанційної освіти, її переваги, недоліки та шляхи підвищення активності серед студентів під час вивчення англійської мови онлайн. У ході дослідження виявлено, що мотивація тісно пов'язана з емоційним фактором студента, тому від сучасного викладача вимагається організувати урок таким чином, щоб у слухачів пробуджувався інтерес та зацікавленість до предмета. У статті розглядається явище мовленнєвих зарядок (warm-up activities), як спосіб заохочення студентів до дистанційного навчання. На підготовчому етапі заняття, мовленнєва зарядка слугує акумулятором уроку. За допомогою уміло підготовленої та проведеної мовленнєвої активності можна досягти такі цілі: створити позитивну та доброзичливу атмосферу, активізувати увагу, налаштувати на спілкування іноземною мовою, повторити пройдений матеріал, закріпити граматичні навички, розширити словниковий запас і таким чином, залучити до роботи всю групу. У роботі автором запропоновано перелік інтернет-ресурсів, які педагог може використовувати під час онлайн занять та за допомогою них створювати умови до підвищення мотивації студентів до вивчення англійської мови.

Ключові слова: мотивація, дистанційне навчання, пізнавальна діяльність, мовленнєва зарядка, навчальний процес.

PROBLEM STATEMENT. Recent events in Ukraine and the world have given an impetus to thoroughly think about the effective use of distance learning in the higher education system of our country. This is also facilitated by the trend towards mass computerization and informatization of all spheres of life. With the integration of Ukraine into the global

information and educational area, the effective use of information and communication technologies in the field of education is of great importance. Today, Ukrainian legislation supports the rapid development of distance education. This is assured by various provisions and normative documents of Ukrainian legislation regarding this subject, namely the Law of

Ukraine «On Education», «Concept for the Development of Distance Education in Ukraine», «Regulations on Distance Learning», the state program «Education», etc.

The problem of distance learning in Ukraine has not received widespread study yet, however, with the rapid change in requirements for modern learning technologies, there is a lack of exact information about the influence of motivational factors on successful distance learning in higher educational institutions. Therefore, the aspect of increasing the motivation of students in distance learning with the aim of mastering a foreign language is relevant today.

The problem of obtaining education in the context of distance learning in higher educational institutions is covered in the scientific works of M. Bukharkin, A. Keya, V. Kukhareno, E. Mashbits, R. Meyson, S. Nipper, E. Polat, O. Ribalka, N. Sirovinka. They reveal the theoretical foundations, the content of distance education, the main tasks, justified their relevance, the issues of introducing new information technologies in distance learning and the didactic properties of computer tools.

The motivational aspect is a significant factor in activating the subjects of learning to perceive and master new information. It acquires especially great importance in the study of English as a second foreign language. The teacher's task is to psychologically convince students of the need to study it and then use it in future professional engagement [1].

The motivational aspect of education is researched and discussed in scientific circles both in national science and abroad. The works of such authors as L. I. Bozhovich, N. P. Volkova, V. V. Gilyun, A. I. Gebos, E. P. Ilyin, V. Ya. Kikot, A. K. Markova, M. V. Matyukhina, V. V. Polyanskaya, A. A. Rean, A. B. Tarnopolsky, V. A. Yakunin and others.

The purpose of the article is to study warm-up activities as a means of developing cognitive activity to learn a foreign language during distance learning by students of higher educational institutions.

MATERIAL AND RESULTS. Unfortunately, for many years in Ukraine there was no unambiguous idea of distance learning. The reason for this was the different approaches to its organization in various educational institutions. There were negative examples of low-standard implementation of distance learning. This influenced the perception of this form of education by society [2].

Therefore, at the initial stage of the research, it is necessary to consider in more detail the phenomenon of distance learning in the educational process. There are many approaches and interpretations of the term «distance learning». For example, the «Concept for the development of distance education in Ukraine» dated 20.12.2000. «Distance learning is a set of technologies that deliver to students, or any persons who study, the bulk of the material and provide interactive cooperation between students and teachers in the educational process, by allowing students to work independently» [3].

According to the Ukrainian Pedagogical Dictionary, «distance learning is a form of education, when communication between a teacher and a student or a teacher

and a student occurs through correspondence, tape, audio and video cassettes, computer networks, cable and satellite television, telephone or telefax, etc.» [4].

According to Ukrainian researchers [5], distance education is important because it is a specific organization of the educational and pedagogical process, which is based on the use of distance, information and telecommunication technologies.

Thus, analyzing the authors' definitions and definitions from dictionaries, we can conclude that the term «distance learning» is a process of interactive cooperation between student, teacher and interactive source of information resources, during which knowledge is transferred, skills and abilities are formed.

American researcher Michael Moore [6] identifies three types of interaction in the process of distance learning: «student-learning material», «student-teacher» and «student-student». The first type includes the process of mental interaction of the student with educational materials, which can be presented in text, audio or video format, or be implemented in a computer program. Since the student carries out distance learning largely independently, the educational material is subject to high requirements, in particular, to their quality, scope, content and form of presentation. In order for a student not to lose the desire to study a course, it is necessary for him to know clearly where and when he will need the knowledge he is acquiring. The division of educational material into small logically structured fragments facilitates the process of learning.

In terms of *student-teacher* interaction, instructors strive to achieve predetermined learning objectives. Their function is to stimulate and maintain students' interest in learning, to promote their self-regulation and self-motivation. Teachers present knowledge, organize the application of what has been learned in practice, conduct assessments, and provide advice, support and encouragement to students. Establishing interaction between participants in the educational process on the basis of partnership, cooperation and mutual influence, helps to increase the educational motivation of students. It is extremely important in distance learning to receive meaningful feedback from students. Owning the view of the instructor has a positive effect on the learning and motivation of students

Student-student interaction, which occurs between two or more students, is an extremely valuable form of interaction that allows students not only to master the material, but also to develop leadership qualities and teamwork skills. Student work in groups not only helps to bridge gaps in their knowledge, but is also important - people who work and study together provide each other with social and emotional support. Student-student interaction provides stronger knowledge, community building, exchange of ideas and development of critical thinking.

The use of distance learning as the main educational form during the quarantine showed the general public its advantages and disadvantages. Being in the classroom and working with the teacher and classmates, students are much more actively involved in the learning process. When learning from home, they are less focused,

so many online students fail before getting any progress from the online course.

The advantages and disadvantages of distance learning are most fully considered in the article by V. V. Baryshnikov and A. A. Avlasenko-Kanarovich [7]. Among the main advantages of distance learning, scientists point out the following: free access to learning at any place where there is an Internet; working in a familiar home environment is much more comfortable; there is more free time; students have the opportunity to spend more time with their families; most of the work, tasks and tests are in electronic form, that reduces the amount of written workload. The main disadvantages of distance learning scientists include the following: lack of direct contact between teacher and student; the necessary internal motivation for learning and strict self-discipline; the problem of authentication and identification of the user, it is not always possible to determine whether the student performed the task or took the test; insufficient level of practical skills of both teachers and students to work with modern distance learning platforms; there is no «emotional coloring» of the knowledge transfer process, which is a strength of most qualified teachers of traditional education.

So, distance learning has a number of significant advantages over traditional ones. However, one of the main disadvantages of this form of education is the low level of motivation to learn. As mentioned, distance learning is characterized by high cognitive motivation. Distance learning presupposes great activity, self-motivation and self-control; it significantly distinguishes distance education from traditional forms, where such an increase in motivation is not observed. It is clear that not all students have the level of self-organization that is necessary to study in this format. Since distance learning is becoming more and more common in the educational system of Ukraine, therefore, increasing interest in online learning is relevant.

Many factors influence the student's motivation to learn, in particular: interest, perception, desire, self-confidence, self-esteem, patience and complacency. Research shows that motivated students are more likely to engage in challenging activities, actively engage in the learning process, and demonstrate increased efficiency, perseverance, and creativity.

Before deciding on the main ways to increase motivation for learning English, we will define the concept of «motivation». R. A. Hotlib believes that motivation is the driving force that encourages a person to successfully learn a foreign language [8].

Motivation plays an extremely important role in learning. It helps to intensify the behavior of the individual, to acquire knowledge, to direct the activities of students to specific goals, to develop socially important abilities and qualities, to improve efficiency and to form a sense of discipline. Motivation is widely recognized by researchers as one of the main factors influencing the pace and success of the process of learning foreign languages [9]. Another important factor is the formation of a stable motivation for educational and cognitive activities, which should be maintained throughout the educational process. The teacher should stimulate self-control,

also encourage and develop various means of productive cooperation.

Researchers from the United States have determined that the teacher also needs to make an effort to develop and increase the motivation to use distance learning technologies. Among the main steps that a teacher of a higher educational institution should take to increase motivation to use distance learning technologies are: giving vivid examples, introducing interesting forms of work, developing materials that are visually attractive to motivate students (using illustrations, interesting questions, etc.), applying skills development mechanisms, establishing collaborative work, etc [10].

Ukrainian researchers [11] confirm that it is possible to increase the internal motivation to learn foreign languages by selecting interesting educational material, using unusual teaching methods, attracting students to active activities in the classroom, inviting native speakers to participate, making the educational process emotional (using emotionally-colored educational material, humor in class, etc.); rely on the life experience of students, give examples from life, use authentic materials (creating a situation close to a real foreign language atmosphere, as a condition for the development of internal motivation); to include materials in various formats (text, video, audio) in order to meet the needs of students, they are inclined to perceive new information from different channels; use incentives, for example, additional points for all completed tasks on time; carefully plan and organize classes, minimize the risk of technical malfunctions.

L. Skuratovsky has a similar opinion about motivational elements, he considers motivations through the prism of emotions. He believes that the power of need is manifested through a certain emotional experience. Since the motive has an emotional component, and emotion can be the same motive. This is the manifestation of their relationship [12].

Human behavior is based on emotions, they activate and organize the perception, thinking and aspiration of a person. Emotions directly affect perceptual processes, filter the information that a person receives with the help of the senses, actively intervene in the process of its subsequent processing, and have a close relationship with the motivation for learning.

Warm-up activity meets all these requirements, namely, it affects the emotional-volitional sphere, attracts before the lesson and increases motivation for learning.

As K. Hiria notes, warm-ups are a skillfully organized beginning of a lesson (usually no more than 5 minutes), which is able to introduce students to a foreign language atmosphere and give students a positive attitude for the entire further lesson [13].

For the warm-up to be successful, it should have the following conditions:

1) Be interesting. An interesting warm-up can interest students, arouse positive emotions that will affect motivation.

2) Based on the topic. The warm-up should be based on the goals of the lesson.

3) Focus on students. The warm-up should be for their age group, level of language.

4) Be short. Teacher should always set a time limit, warm-up tasks should take no more than 5 minutes.

5) Be «authentic». The warm-up should not be detached from reality. It will be better if the warm-up will simulate life situations and what we do every day.

According to Z. Jun [14], motivation for learning is influenced by the learners' interest in the class activities and they help to learn more and be engaged in learning. So, the warm up activity used to motivate students should be interesting and aimed at involving students to participate actively in learning process. In the preparation stage, a warm up exercise can act as an important factor to arouse students' interest to motivate them.

Unlike distance learning, full-time education provides an interesting educational process that includes the needs of students for active communication, work in groups and separately in a team. Therefore, teachers are faced with the challenge of how to adapt warm-ups in an online environment.

Online teaching opens the door for using as many multimedia tools as possible in the educational process. As A. Bespartochna notes [15], the use of multimedia in the educational process contributes to: increasing the motivation of students to learn; intensification of the learning process; student personality development; development of skills of independent work with educational material; increasing the effectiveness of training due to its individualization.

Therefore, combining speech exercises with the introduction of multimedia tools help to achieve maximum success in increasing the motivation for learning.

In this paper, a selection of online resources was made, teachers can use them during distance learning to effectively conduct warm-ups and to interest students:

1. To make online tests, quizzes, games:

- *Kahoot* is a learning gamification platform that allows learners to create interactive tests, surveys, tasks for practice and verification of the studied material. Here various questions can be created and added some videos or pictures for them and different answer options. And during the game, the application creates a player rating based on the number of correct ones.

- *Quizlet* – the service helps to create flash cards with or without a picture to learn vocabulary. This format of assignments allows you to train skills such as reading, speaking, listening and writing.

- *Wordwall.net* – a resource where you can create 18 different games. There are games for grammar and vocabulary. It is possible to create games such as match up, quiz, unjumble, Gameshow quiz, random wheel, Crosswords, «What's your favorite...» , «Talk for a minute about» or «Have you ever...».

- *Quizizz* – Platform for creating interactive tests. Completely free, integrates with Google Classroom.

- *GoFormative* – is used to revise knowledge and actualization. We give the reader the opportunity to find out and transform knowledge into real-time mode.

- *ESL Games* – provides a variety of interactive games and exercises for fun. Free ESL games: Snakes

and Ladders, Hangman, Spelling games, Wheel of Fortune, TV Games (Betting Game), Mazes, Memory Games, Matching exercises, Sequencing exercises, Picture Quizzes and.

- *Socrative* – online service for creating and conducting tests in educational institutions in the classroom. Registration for students is not required, it is enough to enter the code provided by the teacher. With a real-time survey, teachers and students can visualize data to make decisions about future learning.

- *Learning.apps* – creating interactive exercises, tests, games, crossword puzzles. Using a database of ready-made exercises by subject and class.

- *Quizalize* – an excellent online designer of various educational quizzes, tests and games.

- *ESL PartyLand* – for teachers of English as a second language, This platform has materials and teaching ideas for every type of audience and student. There are ideas how to teach conversation, grammar, listening, and speech through music, movies, videos, and the web.

2. To create interactive worksheets, exercises and tasks:

- *Liveworksheets* – Interactive worksheet designer.

- *Wizer.me* is a simple and fast tool for creating interactive worksheets with tasks and exercises that can be used for distance learning, homework, classroom work on an interactive whiteboard.

- *The Busy Teacher* is a great source of free printed ESL worksheets and lesson plans for English teachers. *BusyTeacher.org* is a place where teachers can share their ESL worksheets, ESL lesson plans and ideas for lessons with other teachers for free.

- *Veslio* – interactive lessons (levels A2-B1), which can be conducted online or printed. Each lesson is accompanied by video and interactive content.

- *ISLCollective* – navigation on the site is very convenient, there are only 3 main tabs: printables-materials for offline teaching, projectables for online, video lessons-variations of video on any topic and for different levels.

- *ThoughtCo* – thousands of resources for both students and foreign language teachers, from basic vocabulary and grammar textbooks to advanced writing and speaking skills.

- *Breaking News English* – warm-up activities related to world news, and summarized news articles.

3. For the development of speech skills:

- *VoiceTube* – a tool that allows to listen and study each sentence in the video. Students can listen and record how they pronounce a sentence from a script and then compare it to the original. Some videos also have tasks. The app contains over 15,000 videos, including TED-talks, TED-ED, CNN news and more. Content is divided into three levels: initial, intermediate and above average. Users can also use keywords to search for learning materials.

- *Lyrics training* – learning English with music. The program shows videos in karaoke mode and offers to insert words in the spaces.

- *Flipgrid* – a platform that will enliven the discussions in the lesson. Instead of the usual oral/written

answers, ask students to record short video answers. Create a themed online board from students' videos.

- *Film English* – online lessons based on short videos.
- *ESL videos* – free quizzes, lessons and online conversation classes for students.

To confirm the opinion that warm-up activities increase the motivation for online classes, during two months (March-April) 2021, a series of English classes was conducted using an online platform, namely *WorldWall*. For example, on the Airport theme, a picture quiz was used (Fig. 1), which helps to consolidate the passed material. With the Google Meet distance learning platform, the instructor is required to enable Screen Sharing and manage the progress of the quiz.



Figure 1 – Quiz «Airport» on the online-platform WorldWall

On the topic «Money», the «Random Wheel» template (Fig. 2) was chosen for warming up. The teacher appoints the respondent and turns the wheel on which he stops, the student answers exact question. This exercise solves the issue of motivation for speaking, allows student to build grammatically correct sentences, develops communication skills and think creatively.



Figure 2 – Random Wheel «Money» on the online-platform WorldWall

The template «Group sort» is a good option to work on grammar topics. For instance, topic «Plural Formation» (Fig. 3), students should put the correct answers into appropriate columns. The task takes only 5 minutes, but it has a great value.

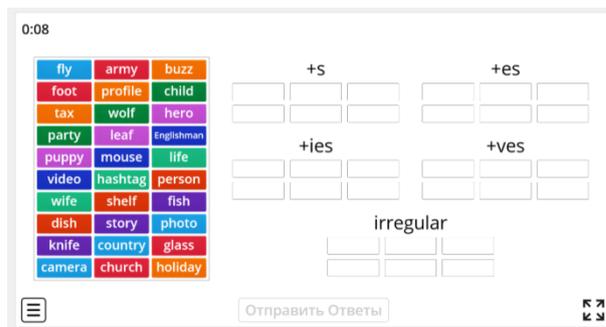


Figure 3 – Group sort «Plural Aormation» on the online-platform WorldWall

During the pedagogical observation, it was noted that as a result of such an experiment, students began to be less late for the lesson, since warm-ups were carried out precisely in the first 5-10 minutes, the lesson became more productive, inspiring, students worked actively, and the material was learned faster and better.

CONCLUSIONS. Distance learning is gaining momentum and enters the stage of development when it begins to compete with traditional forms of learning (full-time and part-time). Distance learning itself is a productive form that uses traditional and specific methods, tools and forms of learning based on computer and telecommunications technologies. Therefore, thanks to such form of studying, it is possible to take English lessons to a whole new level, diversifying through multimedia, online platforms, and websites. In the article we proved that the effectiveness of learning English mostly depends on the positive attitude of students to the learning process, the ability of teachers to make the lesson enjoyable and stimulating through effective planning so that monotony does not take over the lesson. It is also believed that the well-organized warm-up activities makes the task more interesting, increases student involvement, attracts students' attention, creates a positive atmosphere. They can help to review knowledge from a previous lesson or introduce a new topic to the class. All the online resources above can be used by teachers to increase the motivation of students to learn English.

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