

Warm-Up as a Means of Fostering Target-Language Performance in a Particular English Class

**Maiia KARPUSHYNA¹,
Ihor BLOSHCHYNSKYI²,
Vasyl ZHELIASKOV³,
Valentyn CHYMSHYR⁴,
Olena KOLMYKOVA⁵,
Oksana TYMOFIEIEVA⁶**

¹ Ph.D. in pedagogics, associate professor of the English Translation Department of Foreign Languages and Humanities Faculty, National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi, Khmelnytskyi, Ukraine. E-mail: m.karpushyna@gmail.com

² Doctor of pedagogical sciences, professor, Head of the English Translation Department, Faculty of Foreign Languages and Humanities, National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi, Khmelnytskyi, Ukraine. E-mail: ibloshch@gmail.com

³ Ph.D. in Pedagogics, Head of the Humanities Department, Danube Institute of National University "Odessa Maritime Academy", Izmail, Ukraine. E-mail: zhelvas72@gmail.com

⁴ Doctor of Technical Sciences, associate professor, Director of Danube Institute of National University "Odessa Maritime Academy", Izmail, Ukraine. E-mail: chimshir@gmail.com

⁵ Ph.D. in Philology, associate professor of the Humanities Department, Danube Institute of National University "Odessa Maritime Academy", Izmail, Ukraine. E-mail: hpypsteinbock999@gmail.com

⁶ Ph.D. in Pedagogics, associate professor of the Humanities Department, Danube Institute of National University "Odessa Maritime Academy", Izmail, Ukraine. E-mail: tymofoksana@gmail.com

Abstract: The article concerns the problem of fostering future border guard officers' target-language performance by means of warming-up activities. The aim of the article is to track and validate the influence of warming-up activities on the effectiveness of teaching English for Specific Purposes to the cadets of Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine. Regular introduction of the cadets to the warming-up activities during the English classes has enhanced cadets' target-language performance and communicative competence as well as provided them with real-life contexts and settings, and therefore with adaptable and transferrable skills they can apply in all areas of their academic and professional life including interviewing travelers or impostors on the border. Our hypothesis is that warming-up activities contribute to cadets' target-language performance in a particular class. It was verified by the experiment which was conducted in 2017-2018 in the form of an interview based on quasi-professional communication with the second year cadets (120 people) of "Law" specialty at Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine. The analysis of the final control assessments conducted by means of using specially adopted the NATO Standardization Agreement (STANAG 6001) table of language proficiency levels for the future border guards' language requirements, basic terms and procedures demonstrated that warm-ups is a performance potential for cadets of different educational levels and can be used in diverse contexts including real communicative situations in which they learn to solve problems. Analysis has shown that due to the regular use of warming-up activities while conducting a particular English class, the quality of target-language performance has increased, which was confirmed by the cadets' academic scores. The result of the experiment gives credence to the assertion made earlier that warm-ups does their job: the cadets' target-language performance in experimental groups has improved at 8.02 (from 78.72 to 86.74), which is much higher than in control groups at 2,65 (from 79.69 to 82.34). It is safe to say that instructors should take advantage of warming-up activities to catch cadets' attention, promote motivation and interaction, practice and experiment with the language, which will "at the end of the day" lead to target-language performance enhancement.

Keywords: *warm-ups; English for specific purposes; cadets; target-language performance; particular English class.*

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Introduction

Foreign language learners perform much better when they are prepared before processing new information, when they are provided with a rubric so they know exactly what to do and what they are expected to achieve. For this purpose, instructors are looking for making connections to knowledge and skills students have already learned as well as experiences they have had. Furthermore, activities, which are incorporated with visual or audio-visual aids, set the real-life situation from the very start of a lesson and give food for brain, place models of different types to follow and establish the mode. Warm-ups are precisely what the instructors need in order to provide a scaffold, at which students move from the known to unknown and this scaffolding technique sets the students up for success. Good scaffolding techniques can include different activities: asking a question or commenting on a certain topic statement, a vocabulary game or unfinished sentences, which are to provide a clear direction towards what is coming further in a class. Although warming up activity takes a short period of lesson time, the fruit yielded is worth doing it. There are plenty of reasons which can be said in favor of starting a class with warm-ups. The first reason is to provide instructors with a “hook” to sting students to the quick; the second is to arouse their curiosity to what they are going to learn; there are more of them, among which: absorbing students’ attention, recruitment of their interest at the initial stage of the lesson, maintaining goal orientation, recapping what was learnt in the previous lesson or done as homework assignments, creating a good rapport with the peers etc. The role of warm-ups cannot be diminished by the instructors as they weigh not less than the other parts of a class but in some cases even more, that is to say, the success of the entire class depends on them. Warm-up proves to be just-in-time activity that gives students the “awakening” push and enables them to enjoy being *enveloped* in foreign language surroundings.

The strategic importance of knowledge of English is treated differently by scholars: some scholars revealed the English language significance in self-education of the students of socio-humanitarian specialties (Melnychuk, Rebukha, Zavgorodnia, & Bloshchynskyi, 2018); other scholars, namely (Lahodynskyi & Semeniako, 2018) described second language teaching strategies within the framework of individualization and differentiation in Higher Educational Institutions. The significance of information and communication technologies usage by future border guard officers who study on specialty «State border security and protection»

according to the first (bachelor) level of higher education during the foreign language professional training for state examinations on discipline „Professionally-oriented foreign language” was revealed in the study of I. Bloshchynskyi (Bloshchynskyi, 2017).

Warm-ups, as an effective way of helping students to begin the English class daily, have been the subject of many scholars' researches, but there are some peculiarities due to different specific purposes of learning English therefore instructors strive to inquire into the issue deeper.

From Chris's point of view (Chris, 2014), warming up activities provide many benefits for both teachers and students, such as, a suitable environment for learning, a springboard into the topic or target language of the lesson. Because they are the first activities of the lesson, the warm-ups set the tone for the next hour, raises students' energy levels, create a positive atmosphere to practice and experiment with the language, get students into "English mode." He is also convinced that to fully get into "English mode," a warm up should last about ten minutes. Such researcher as Lassche (Lassche, 2005: 83) defines a warm-up stage to be the initial orientation to the language learning lesson. He claims that warm-ups can enhance students' downstream target-language comprehension and performance in a particular lesson. He identifies the following critical warming-up features for understanding warm-up design: small talk/rapport, goal orientation, topic familiarity, brainstorming, schema development, and visual scaffolding. Another scholar named Hadfield (2000) considers that warm-up has an affective purpose tucked inside the language learning aim, they can form part of the normal language syllabus as grammar, speaking or writing practice and should be integrated into the lesson plan. In addition, Garcia and Martín (2004) mention that the objectives of using warm up activity are a) to activate the students' background knowledge; b) to make them familiar with the topic involved; c) to present, at their request, the terms that will eventually be needed; d) to help them organize their mental lexicons; and e) to motivate them. They are convinced that the instructor has to take into account students' prior knowledge that is what students already know about the topic they are going to be taught.

Although the value of warm-ups is undisputable and almost every instructor is familiar with them, this technique still needs the in-depth study owing to different institutional specialties and their specific purposes as well as a significant role of warming up activities in facilitating students slowly into a more complex learning, especially when it concerns such a complex subject as Law. Therefore, this study is aimed at testing how warm-ups can foster target-language performance of the cadets of “Law” specialty in a

particular lesson session at Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine.

Methodology of Research

This study provides a research-based methodological approach that seeks to integrate research in foreign language teaching and learning. To achieve research objective via testing hypotheses, this research uses the qualitative methods of data collection and analysis, to be precise: interviews, observation, discussion, problem-based situation analysis etc. and quantitative methods of data collection and analysis, including mean, mode and median. In addition, theoretical methods are applied, namely analysis, comparison, systematization of recent studies in order to reveal how the research problem has been developed so far and what the research key points are.

Teaching English as a foreign language is a challenging task through the varieties of problems, among which is how to adapt to cadets' needs and motivate them to speak English as well as how to avoid dependency on a native language. For many above-mentioned reasons, warm-ups can be an effective instrument of doing so. Therefore, the experiment was carried out on the basis of Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine (NASBGSU) in 2017-2018 in order to test the suggested hypothesis. One hundred and twenty two-year cadets on the specialty 081 "Law" were engaged in the experiment. Each lesson on the discipline "English for Specific Purposes" in the experimental group (58 participants) was systematically started with a warming-up activity. The classes in the control groups (62 participants) were started with the home-assignment check and were followed by the new material according to the current curriculum. This allowed us to obtain statistical data to confirm or refute our hypothesis about the cadets' level of legal language performance.

Results of Research

Teaching English as a foreign language in Ukraine is the process, in which the lesson represents almost the only chance for students to use the language. For this reason, anxious instructors use every minute of the lesson time in order to make it effective. Taking into consideration that warm-ups open the lesson, warming up activities are loaded with crucial tasks: to help the students be comfortable in classroom setting as well as feel confidence to interact among them and the teacher; to help them start thinking in

English; to catch the students' interest; to introduce a new topic and increase the motivation level of the learners etc.

That is why warm-ups should be given equal consideration as the other stages of the class session as well as become its integral part.

Warm-ups are often regarded as having strong links with energizers, ice-breakers, starters, but not all of them have similar connotation. For example, an "energizer" is something that gives energy or acts in producing an effect, that shakes up or awakens, inspires or specifies mode. Energizers are used throughout the lesson to encourage participants' involvement and interaction as well as to recharge them after a long activity. An "ice-breaker" is similar to a "bridge-builder", which is something that is done or said to get through the first difficulties in starting a conversation or discussion. It is safe to say that an ice-breaker is a means of establishing contacts between people. Its another function is to take the heat off or to put out feelers, which is explained with the idiom "to send an ice-breaker". They are both different from the warm-up in a sense that the latter is "paced, purposeful as well as visual, physical (interactive by doing)" (Sartor, 2005), involving students' organs of perception and speech for listening, speaking, reading and writing English. "Starter" can be interpreted as the beginning of a process or activity. This demonstrates its place and purpose in a lesson: to begin, to get things moving, to bring about or initiate and in this sense it is related to a warm-up. The latter is something that prepares a person for an activity or event, usually because it is a short practice or example of what the activity or event will involve. As a verb "to warm-up" means to liven up an audience in preparation for the main activity; to get ready for something important; to prepare or to "shape up". This analysis allows to affirm that a warm-up is a good scaffold for the EFL learners.

Taking into consideration the importance of this lesson stage we suggest that warm-ups is a helping hand for EFL learners that give the instructors an efficient methodological tool, which may later determine the type of other lesson stages' activities, allow them to observe and assess students performing potential, provide them with a genuine scaffold to succeed and supply the students with a real time warm-up situation, which is problem-based and therefore conversation-based one. The objective of this research is to verify the hypothesis: warm-ups using as an efficient methodological tool may scaffold students' learning of EFL and help them to succeed in developing their target-language performance in a particular class.

Having analyzed different resource books (Lindstromberg & Woodward, 1989; Hadfield, 2000; Ur & Wright, 2002), warm-ups have been

classified according to their certain features. This research resulted in the following classification:

- printed (cards, graphic organizers, word clouds), electronic (audio, video), identified according to the means used for their execution;
- problem-based, quasi-professional, context-based, task-based, discourse-based, person-oriented, lexis and grammar-based, divided according to the contents of problems;
- dialogues, discussion, games, classified by the way of cadets' participation;
- individual (nine box squares), plenary ("Microphone", question-answer, exchange of views, point of view), group (word clouds, analysis of specific situations), realized through different forms of interaction.

It stands to reason that any warming up activity among the above mentioned is specified by a situation, which should be designed as an "initial orientation" and a scaffold to logically develop the later stages of the class session. In order to find out the cadets' needs, needs analysis has been conducted by the instructors. The most important thing was to analyze their future professional sphere, where English most potentially could be applied, in order to select the language, they try and employ true-to-life situations in the learning process. Thus, cadets' training includes realistic simulation of their future career procedures. Such approach seems to be success-oriented and the one which can encourage cadets' personal and professional growth.

The best way to bring a surge of focus and energy at the initial stage of the English class is brainstorming that can be developed in an effective and creative way around a simple debated (problem) statement, for example the one, which reads "Punishment never does any good". Cadets split into groups and generate the ideas, giving reasons why they agree or disagree. After having completed the task they come up with their opinions. As a result, they recap the target vocabulary and get some food for thoughts as well as a large number of potential solutions to a problem. Furthermore, it helps focus classroom time on the content that the cadets struggled with, including legal English term, in particular.

The simplest way to warm up from the point of view of developing the task is problem-based questions, famous people's quotations, contradictory judgements or discrepant opinions, which should be refuted. For instance, cadets are offered to express their opinions on the contradictory quotations:

- "Justice is open to everyone in the same way as the Ritz Hotel" (Judge Sturgess).

- "There is one human institution that makes a pauper the equal of a Rockefeller, the stupid man the equal of an Einstein, and the ignorant man the equal of any college president" (Thomas Jefferson).

More time is needed to select proverbs among which cadets choose the one, which expresses their viewpoint and give arguments. There are some examples taken from the topic "Appearance and Character of a Person":

Where there's a will, there's a way. Experience is the best instructor. Preach what you teach. He who hesitates is lost. Make hay while the sun shines.

Another exciting task can be attaching pre-made instruction cards to the cadets' clothes such as:

Tell me: ... - something nice about my English. - something nice about my clothes. - something nice about my eyes. - how good I am at something. - what my strong point is. - that something is my cup of tea etc.

It suggests a kind of mingling activity when cadets move around and talk to each other.

There is also a good idea for slower cadets. For them instructors prepare the unfinished sentences, which are based on familiar vocabulary and grammar that should be trained:

- If I saw a girl/man of my dream I would... (invite her to the disco-party, get acquainted with her, tell her...).

- If I could travel anywhere in the world I would...(go to..., visit...).

- We are what we... (do, eat, buy, etc.).

- What I really need is to...(study harder, make more friends, change my attitude to the situation, read more, sleep more etc.).

So-called slip-cards can be adapted to any level of cadets' training. They can give instructions or ask questions. Cadets randomly select a card without having been familiarized with its contents and perform the corresponding task. The slip-cards may include the following instructions: "Tell everyone..." - what makes you happy; - what you would like to be able to do; - the name of a person you admire and why; - something about your favorite film star; - about the best book you ever read; - something that is important to you.

The same idea is also good for reviewing of the previous topic. Each card offers to answer one question. The number of cards should correspond to the number of cadets. The task is selected randomly and completed immediately. For example, the cards may include questions concerning "History of the Protection of Ukrainian Borders": When did struggle for the integrity of Ukrainian lands begin? Who protected Kyiv Rus in the 14th

century? What system of border guarding was created in Kyiv Rus? What were the main missions of Cossacks? What border protecting system did they create? How did the Cossacks enforce the defense system? What did Cossacks do in case of potential danger?

To be better prepared for conducting an interview of a passenger at the international border crossing points the instructor begins with the warm-up, that suggests making questions to the given answers. The instructor prepares the answers of the potential violator of the border regime and prints them on the slip-cards. Responses are read by the instructor or one of the cadets, and the rest of the cadets make questions. The example is given below (Table 1):

Table 1 Answers and Questions Activity

Instructor's / cadet's suggested answers	Cadets' questions
Mahnoor Ali Kalpar	What is your full name?
I was born on the 13 th of May 1986 in Kabul.	When and where were you born?
I am a citizen of Afghanistan.	What is your citizenship?
I obtained my passport two years ago.	When was your passport issued?
I've visited Romania, Austria and France.	What countries have you been to?
I stand 6 feet tall.	What is your height?
I had my photo taken last year.	When did you have your photo taken?

The training task in making questions can begin with familiarization with the problem situation of professional content. For example: "Iranian citizens, who were heading for Vienna, have arrived at the Boryspil International Airport. While performing passport control, the Border Guard Inspector hesitated over the validity of the documents presented, therefore he sent them to the second line inspection. Partial forgery was detected in both documents (substituting the page containing personal data). The Iranians used foreign passports of the citizens of Finland and the Netherlands. For the counterfeits, they paid a fine and were sent from Ukraine to their country of origin". It is a true-to-life situation taken from the official web-site of the State Border Guard Service of Ukraine (Official web-site of the State Border Guard Service of Ukraine, 2019). So, its learning potential doubles as it is interesting from both: professional and linguistic aspects. The cadets work in groups brainstorming the ideas concerning the potential questions, which may contribute to the interview of

the above-mentioned border violators. After discussing their questions cadets may proceed to dramatizing the interview. That question time actually gives cadets a chance to think about the material before they come to main stage of the class. In fact, it is the way to contextualize the language learning process through multiple warming-up aids such as problem situation, questions, and dramatization.

Video has become an important part of higher education. To make it an effective tool in learning English it is important for the instructor to “keep videos brief and targeted on learning goals, use audio and visual elements to convey appropriate parts of an explanation; make them complementary rather than redundant, use signaling to highlight important ideas or concepts, use a conversational, enthusiastic style to enhance engagement, embed videos in a context of active learning by using guiding questions, interactive elements, or associated homework assignments (Brame, 2015). Thus, video is a natural way to engage foreign language learners at the initial stage of the class session into the English mode. And a warm-up is an excellent idea to employ authentic and relevant contents, incredible videos, fascinating stories broadcasted by native speakers through different channels. Visual warm-ups suggest not only inspiring ideas but a number of ways to integrate critical and creative thinking into the English class. The result is cadets become interested, and when they are interested, they work harder, persist longer, and remember more accurately.

These can be educational videos, news from authentic web-sites or fragments from feature films. For instance, the extract from the film “Terminal” introduces cadets to the real true-to-life situation and provokes discussion on the problem of becoming a stateless person and its consequences.

The educational film “The Magistrates Court” (The Magistrates Court, 2019) transfers cadets to the true realities of the British court and explains who participates in the trial and what their responsibilities are. The instructor sets the task: 1) to find out the positions that are held by the participants of the court (magistrates, usher, defense solicitor, prosecuting solicitor, jurors, legal advisor); 2) to determine the responsibilities of each official. The success of the second task depends on cadets’ training level, therefore it can be done in two ways: for an upper intermediate level group the problem remains unchanged, and for a pre-intermediate level group, the instructor offers a list of random expressions that cadets use as support for the same task. These expressions are illustrated in Table 2.

Table 2. Expressions that mean legal officials’ duties

hear a case	advise the magistrates	say «All rise»
impose a sentence	show the only admissible evidence	check whether all summons are answered
refer the case further	pass exhibits around the court	present the prosecution case
ask questions to the defendant	challenge evidence	present interests of his client
cross-examine the witnesses	exclude the unfair evidence	lay heads together

Watching a video or listening to audio requires conducting preliminary activities, starting with the simplest ones. For example, it can include the following steps: to draw out and make a list of key expressions from video or audio text, to compare cadets' expressions with the instructor's ones, to enlarge their lists, to compose one sentence summary based on them etc.

Great ways to get cadets thinking about any topic in a new light are word clouds. Most word cloud programs work in the same, straight-forward way and are easy to use. The clouds help revise target vocabulary and construct statements or definitions. The more times a word is used in the text, the bigger it appears in the cloud. Therefore, the key words might be deliberately repeated twice to highlight them in bigger letters (Figure 1).



Figure 1. Word Clouds “Who an impostor Is”, “What Juvenile delinquency is”

The figure demonstrates two encoded statements: the one on the left explains who an impostor is; the other – what juvenile delinquency is. After decoding both word clouds, cadets come up with their own definitions:

“An impostor is a person who dishonestly pretends to be someone else in order to gain an advantage or tries to cross the border illegally masquerading as others”.

“Juvenile delinquency is the habitual committing of criminal acts or offences by a young person, especially one below the age at which ordinary criminal prosecution is possible”.

The instructor can also use problem-solving analysis tool such as mind maps or graphic organizers according to the schemes: reason – problem – solution, or problem – solution. In order to find out and discuss the roots of juvenile delinquency, the cadets work in groups and create mini-cases, filling out decision trees, smart cards, spider diagrams, fishbone graphs etc. This tool is used for different purposes: for generating ideas for further discussion and for constructing paragraphs using the already completed maps (Figure 2). Its benefits are obvious: all cadets are engaged in group work, equally share responsibilities, provide each other with the feedback about the misconceptions, teach each other, produce a lot of different ideas in a short period of time and cross a language barrier from the start.

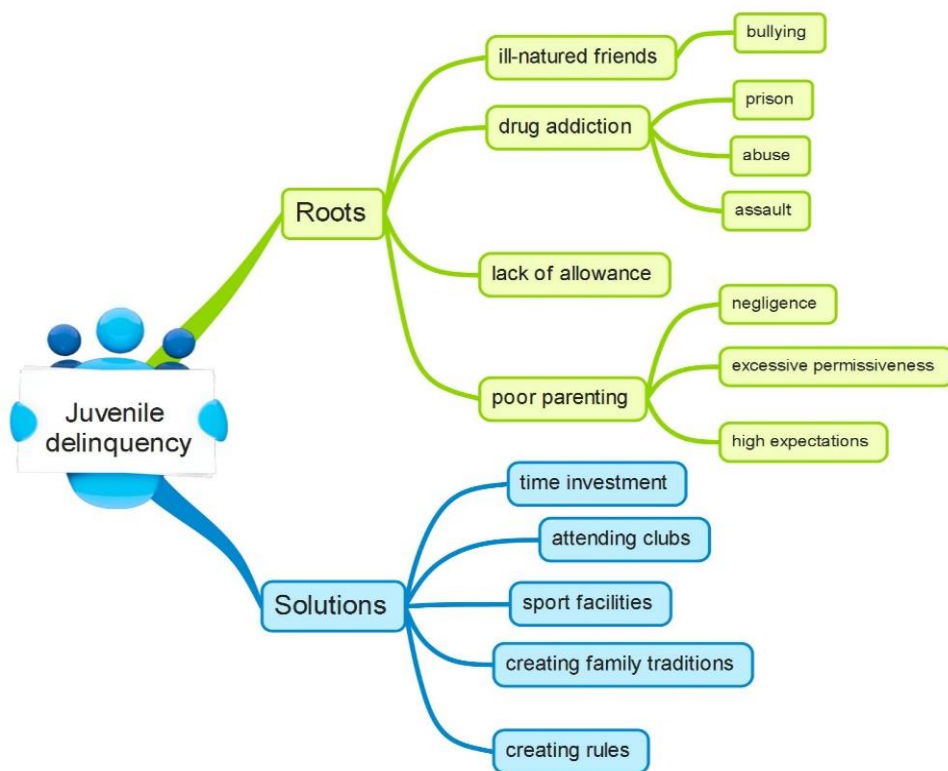


Figure. 2. Problem-solving Analysis Map “Roots of Juvenile and The Ways to Combat Them”

More challenging task can be developed around a different mind map. The tasks offered are open-ended ones. They typically take a bit longer to complete and provide information about problem-solving strategies and thinking as well as opportunity for cadets to demonstrate higher levels of understanding the concepts. They might have a range of appropriate responses and give the instructors clear criteria for assessing a range of knowledge and skills.

Cadets work in groups of 5-6 people generating ideas on each of the suggested mind map vectors below (Figure 3). This task can be done as a part of home assignment reading, which might be very supportive in obtaining and later in producing ideas. It depends on a group type (low, pre-intermediate, intermediate, upper- intermediate).

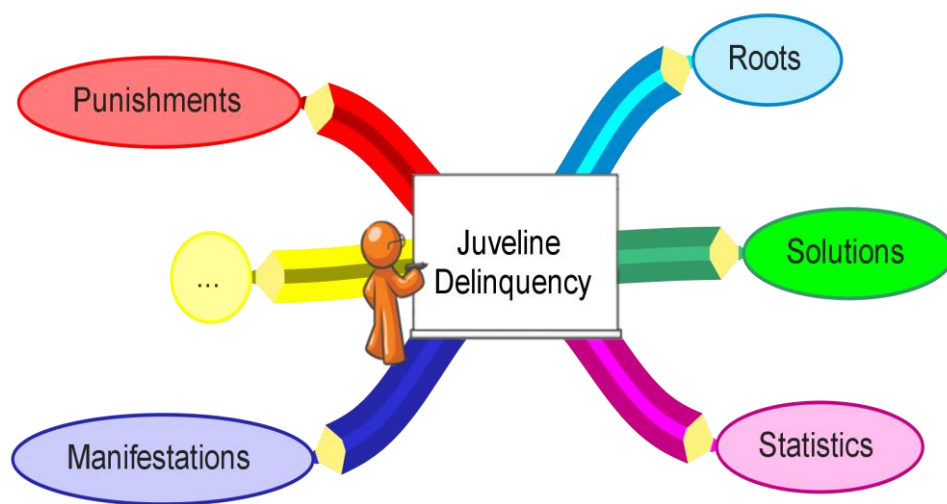


Figure. 3. Different Aspects of Juvenile Delinquency

A productive language environment can be created by nine box squares (Table 4). The instructor enters the key words or phrases of the previous lesson in each of the nine cells in the table and sets the task: use three of them in the sentence or all of them in a short paragraph.

Table 4. Nine Box Squares

facilitate border crossing	prevent smuggling	controlled substances
streamline the inspection	illegal migration	enforce the law
eliminate the redundancies	illicit items	border control

“Ask a Question” minute is another way to involve cadets into communication. The best questions are those, which are linked to the subject of the previous lesson. Questions should be prepared by the instructor, or cadets during self-training as their home assignment. Questions are written on separate cards, they are placed into a basket or bag; the cadets are offered to select a card and answer a question. Every correct answer contributes to victory.

A special place among warm-ups is occupied by personally-oriented questions. They facilitate effective learning and provide cadets with strong motivation to learn English because they can do that in more interesting ways than traditional class activities.

- What do you value most in life?
- What are five words a friend would use to describe you?
- What is something that only few people know about you?
- What is the greatest challenge you are facing?
- What do you value in a friend?
- What do you like most about yourself?
- What are the easiest and the hardest emotions for you to express and why?

- What would you like to learn to do better?
- What is the motto you try to live by?

This work usually takes place in groups of three cadets, who in turn answer questions and thus get acquainted with each other. The number of questions is determined by the instructor, according to how much time he/she plans to spend at the initial part of the class. By random selection a cadet is suggested to tell his/her groupmates about what impressed him/her most in the stories. This technique does not only stimulate cadets' attention, but also develops the basic speaking skills in public. Further acquaintance of cadets is made by means of cards, on which they write down interesting facts about themselves, or describe their actions, manners. After the cadets have made records on the cards distributed to them, the instructor redistributes the cards. The person who gets a card, guesses who the cardholder is and comments briefly on his/her assumption.

Providing preferences is one more exciting warm-up. The instructor selects thematic vocabulary and makes a pair of words; the cadets choose what they prefer and explain their choices. This activity helps not only revise the vocabulary but also break down a language barrier. Such vocabulary pairs may include:

- Listen or speak.
- Country or pop.
- Morning or night.
- Countryside or city life.
- Plan your holiday or decide what to do when you get there.
- Hiking tour or bungee jumping.
- Playing football or watching football.

All in all, the content of warm-ups depends on the topic of a particular class session as their aim is to foster comprehension and communication within a certain topic.

To verify the hypothesis, the experiment has been carried out in four cadets' groups totaling to 120 cadets of the same faculty, knowledge level, age, gender and quantity composition. Each group (A1, A2, B1, B2)

contained 28 or 33 second year cadets, who were interviewed within the topics related to their curriculum at the beginning of the experiment and at the end of each semester.

Training in the discipline "English for Specific Purposes" is aimed at preparing cadets for the law-enforcement activities. So they are supposed to know law terminology and be able to use it fluently in target communication, to exploit major grammar patterns in simulated quasi-professional communication, to take decisions in the real-life service situations modeled in the class where knowledge of legal English is required. Real-life situations were taken from the official web-site of the State Border Guard Service of Ukraine in order to test the cadets.

To evaluate cadets' language performance, the instructors followed a specially-invented assessment form. For this purpose, the **NATO Standardization Agreement** (STANAG 6001) (NATO Standardization Agreement (STANAG 6001), 2019) table of language proficiency levels was adopted for the future border guards' language requirements, basic terms and procedures (Table 5).

Table 5. Assessment form of cadets' performance
 followed by Instructors

Levels of cadets' performance	Characteristic features
<u>Level 0 – No proficiency</u>	Unable to function in the spoken language. Oral production is limited to occasional isolated words such as greetings or basic courtesy formulae.
<u>Level 1 – Survival</u>	Able to maintain simple face-to-face communication in typical everyday situations; begin, maintain, and close short conversations by asking and answering short simple questions; elicit and provide predictable, skeletal biographical information; communicate about simple routine tasks in the workplace. Speech is often characterized by hesitations, erratic word order, frequent pauses, groping for words, ineffective reformulation, and self-corrections. Topics include basic needs such as elementary personal background, ordering meals, obtaining lodging and transportation, shopping.
<u>Level 2 – Functional</u>	Able to communicate in everyday social and routine workplace situations; describe people, places, and things; narrate current, past, and future activities in complete, but simple paragraphs; ask and answer predictable questions.

	Errors in pronunciation, vocabulary, and grammar may sometimes distort meaning. Topics: job procedures, family, personal background and interests, travel, current events.
<u>Level 3 – Professional</u>	Able to participate effectively in most formal and informal conversations on practical, social, and professional topics; perform such common professional tasks as answering objections, clarifying points, justifying decisions, responding to challenges, supporting opinion, stating and defending policy; produce extended discourse and conveys meaning correctly and effectively. Occasional errors in pronunciation, grammar, or vocabulary are not serious enough to distort meaning. Topics: economics, culture, science, technology, politics, philosophy as well as his/her professional field.

The interviews conducted by the instructors were based on real-life situations similar to the ones provided below.

Situation 1. An Egyptian citizen arrives at the Boryspil international airport in Kyiv. His purpose of travel is to see his relatives (brothers and sisters) living in Kyiv. He has a valid Ukrainian visa, a return ticket, and a letter of invitation by his hosts in Ukraine. However, this letter is not notarized (as the Ukrainian law requires).

Instructions to follow:

Make further verification:

Examine the passport to see if the person has been issued previous visas.

Compare previous entry/exit stamps to see whether the person has overstayed in Ukraine in the past.

Contact the competent Ukrainian authorities asking them to make the necessary verifications about the hosts.

Explain the reason of such redundancies and then make a decision based on the result of such verifications.

Situation 2. A Chinese citizen arrives in Ukraine by plane. At the passport control, he shows a foreign passport and visa. The type of visa is for business purposes. During the interview, the Chinese citizen declares in oral form that the purpose of his visit is employment on the territory of Ukraine.

Develop the situation according to the instruction: The problem is that he cannot be given a permission to cross the Ukrainian border because the

purpose of his visit does not correspond to the purpose of his visit in his official documents. He does not have permission to work in Ukraine legally.

Discussion

All in all, the cadets on specialty 081 "Law" were tested tree times: an entry test at the beginning of the experiment to establish the initial performance level and two controlled assessments at the end of each semester to find out the level of their progress. The first among the latter two controlled assessments was conducted as a mid-term control to identify what should be changed, altered, maintained, improved, or expanded in order to enhance the final results. All classes in groups A1 and A2 were steadfastly introduced to warming-up activities while in groups B1 and B2 all lesson sessions started with home assignment check.

Table 6. The results analysis of the cadets' performance

Scores	Control groups (B1, B2), (n = 62)				Experimental groups (A1, A2), (n = 58)			
	Initial results		Final results		Initial results		Final results	
	cadets	%	cadets	%	cadets	%	cadets	%
Level 3 (90-100)	5	8,07	8	12,90	5	8,62	15	25.86
Level 2 (82-89)	12	19,35	20	32,26	5	8,62	25	43,10
Level 1 (75-81)	41	66,13	33	53.23	43	74,14	18	31,04
Level 0 (67-74)	4	6,45	1	1,61	5	8,62	0	0
Average rate	79,69		82,34		78,72		86,74	

The above data shows that our hypothesis has been validated (Table 6). The average score in the control groups is 2,65 higher at the end of the experiment in comparison with its beginning. The experimental groups' result is 8,02 higher. The divergence between the scores of the compared groups is 5,37, which proves the validity of the hypothesis.

Conclusions

Our initial research in applying warming-up activities as a means of fostering target-language performance in a particular lesson session found

that it is insufficient to begin an English class with home assignment check from the start. Cadets need to be prepared for listening, hearing, performing English that is to say to be “enveloped” in a foreign language before home assignment check. The purpose of this lesson stage is to provide a scaffold for the further class activities.

Warming-up activities help cadets concentrate on the learning process, stimulate their thinking; their task is “to sting cadets to the quick”. Therefore, it is important to make a point of starting every lesson with a warm-up. At the same time, it is crucial to prepare warming-up tasks according to the cadets’ level of knowledge: they set the mode of the English class and as a result they become situations of success for cadets.

The warm-ups can be classified according to different characteristics but taking into consideration that this study focuses on the activities that can provide a genuine scaffold for cadets’ better target-language performance, the focal point is made on the warming-up activity, which enables to anticipate vocabulary and grammar agreed with the cadets’ level of knowledge and their future professional needs.

The experiment proved that warm-ups exert a beneficial influence on the academic results of the cadets that is demonstrated in the assessment class sessions. The final score in the experimental groups is 5,37 higher than in the control groups. Bearing in mind that the groups at the initial stage of the experiment had a slight difference in scores (0,97 points in favor to the control groups), the validity is even more obvious.

It is safe to affirm that in order to encourage cadets to be active participants of the learning process, they have to be prepared by applying warm-ups at the very beginning of the class. For this purpose, they should be short, knowledge level-suited, useful for further activities and interesting.

Further research will concern building a smooth bridge between different activities of the main part of the English class.

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