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## **CONTENT-BASED LEARNING DURING THE EMERGENCY REMOTE TEACHING**

### **КОНТЕНТНЕ НАВЧАННЯ У ДИСТАНЦІЙНІЙ ФОРМІ ПІД ЧАС КРИЗИ**

#### **Rozhdestvenska I. Ye.**

*Candidate of Philological Sciences,  
Associate Professor,  
Associate Professor at the Department  
of Foreign Languages  
and Vocational Training,  
University of Customs and Finance*

#### **Рождественська І. Є.**

*кандидат філологічних наук, доцент,  
доцент кафедри іноземної філології,  
перекладу та професійної  
мовної підготовки,  
Університет митної справи  
та фінансів*

#### **Cherniavska O. K.**

*Candidate of Philological Sciences,  
Associate Professor,  
Associate Professor at the Department  
of Foreign Languages  
and Vocational Training,  
University of Customs and Finance  
Dnipro, Ukraine*

#### **Чернявська О. К.**

*кандидат філологічних наук, доцент,  
доцент кафедри іноземної філології,  
перекладу та професійної мовної  
підготовки,  
Університет митної справи  
та фінансів  
м. Дніпро, Україна*

Emergency remote teaching, caused by the full-scaled Russian invasion in Ukraine, began in April 2022 and continued in September. After a brief suspension of educational institutions in February-March 2022 due to the evacuation of students and teachers, teaching could only take place online. And while during the COVID19 quarantine educational institutions received centralized support, such as televised lessons, in 2022 learning became truly emergency remote due to pressing circumstances. In September 2022, mixed-format instruction began, but returned to online format in October due to the lack of infrastructures such as power supply and the internet, and continued with interrupted Internet connections and missing audio. However, in the present situation we are doing with bare minimum resources and scant time.

In view of the fact that teacher's goal is to ensure continuity of learning, occasionally for the effectiveness of learning asynchronous activities might be more reasonable than synchronous ones. Due to crisis conditions we are able to offer our students such models of instructions as mobile learning, audio

conferencing, some elements of correspondence course, when textbooks and tests are sent to the students through Google classroom, they study at home and send it back by Google classroom. But the main question is how to support learners' interest, motivation, engagement. We found this task is no less important than technical support.

The question in our study was, is teaching response to desire to learn during this current situation, what is the role of content in the emergency remote teaching? According to Stephen Krashen, language acquisition occurs most efficiently when the message is so compelling that the acquirer is not even aware that it is being delivered in another language [3]. Therefore, we keep in mind that the message finds an expression in content. Thus, our study was designed to give students the opportunity to engage in language acquisition through content-based learning. According to this approach, we have selected up-to-date content related to public speaking and political communication.

Main characteristics of content-based language instructions are their strong connection with the type of tasks students will encounter in university. In the teaching of public speaking skills, we aim to support learners' academic-specific language development. In the field of political communication, we seek to give the students information which enable them to engage them in talking about content needed to express that content.

We have showed in this table how integrate teaching and content. Related to this content, we oriented learners to interactions with content and other learners to promote learner development.

Table 1

Reading/Speaking	<p>Activity 1:  Teacher introduces concept of public speaking. Students read a short text from «Guide to Public Speaking» by Chris Anderson [1] and underline the elements of speech, names of great talk tools: connection, narration, explanation, persuasion, revelation; discuss what is the role of political communication in armed aggression, which past and present politicians are good speakers, what a conviction politician/ a weathervane politician is.</p>
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Listening/ Prewriting	<p>Activity 2: Students listen to the extracts from two historical speeches: Winston Churchill's from 1940, when a German invasion of Britain was expected, and Boris Johnson's address to the Ukrainian Parliament from May 2022; students take notes and discuss what references to Churchill's speech they heard in Johnson's speech.</p> <p>Students listen to a passage of Boris Johnson's explanation how to speak like Winston Churchill [4] two times; students take notes, then retell the passage in their own words; students compare their reformulations with the original passage from the content text, note new words.</p>
Writing	<p>Activity 3: Students prepare one-page summaries about a good orator; oratory as a key political skill.</p>
Speaking	<p>Activity 4: Group work. Students give the presentations to each other; students compare each other's essays and discuss how to improve their papers.</p>

Further studies are recommended to explore the role of affective factors in foreign language acquisition in the context of emergency remote teaching.

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