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# THE IMPACT OF COVID-19 ON THE DESIGN OF ONLINE LANGUAGE TEACHING THROUGH ZOOM

*Since 2020, because of the Covid 19 pandemic, university education has been converted to a flipped classroom format, integrating asynchronous and synchronous forms. The change in the concept of learning required teachers to construct new lessons' designs. Rethinking the didactic approach led us to choose social constructivism as a pedagogical method. The main points of social constructivism used in this article are: learning is learner-centered process; design of learning scenario is built to develop problem-solving, decision-making and innovation capabilities of students; interaction and collaboration play very important role in the learning process; knowledge is co-constructed during interaction with other people. We concluded that communicating about health care during a time of pandemic is a necessary sociocultural competence. Using communicative approaches (task-based and content and language integrated), a structured task was designed. The students worked synchronously on the Zoom platform on the topic "How to survive during pandemic Covid19?" They were offered to complete tasks that involved in-depth vocabulary study and developed skills of reception, production, interaction and mediation. Then, using Zoom' breakout rooms function, the students were able to practice interviewing about the symptoms of diseases, simulating a dialogue with a doctor. Having learnt the vocabulary necessary for effective communication, at the next stage the students independently wrote a text on a given topic, as suggested by the homework assignment. This task fully realized the possibilities of the creative task to construct meaning. The results showed that using Zoom to develop sociocultural competencies for an online class offers students the needed opportunities for successful vocabulary acquisition.*
*Keywords: Zoom, Covid 19 pandemic, social constructivism, Task-Based Teaching and Learning, Content and Language Integrated Learning.*

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# ВПЛИВ COVID-19 НА ПРОЕКТУВАННЯ ОНЛАЙН НАВЧАННЯ ІНОЗЕМНИХ МОВ ЗА ДОПОМОГОЮ ZOOM

*У статті розглядається механізм формування комунікативної та соціокультурної компетенцій при викладанні англійської мови студентам вищих навчальних закладів в умовах пандемії Covid 19. Технічним інструментом формування таких компетенцій обрано застосунок Zoom, який став дуже популярним за епохи онлайн навчання. Теоретико-методологічну базу роботи складають положення соціального конструктивізму, напрацювання Д. Дьюї та Л. С. Виготського, task-based language teaching approach (TBLT) та Content and Language Integrated Learning (CLIL). Запропонований план заняття спирається на концепцію, що поєднує в собі синхронне та асинхронне навчання, був апробований протягом 2020-2021 начального року, продемонстрував свою методологічну ефективність та отримав позитивні відгуки студентів.*
*Ключові слова: Zoom, пандемія Covid 19, соціальний конструктивізм, Task-Based Teaching and Learning, Content and Language Integrated Learning.*

**Problem statement.** The problems of survival and mental health of the participants of the educational process during the COVID-19 pandemic, the role of technology in learning, especially synchronous meeting tools (SMTs) have already been in the focus of research. However, the possibilities of using this tool for foreign language teaching are not sufficiently described: although there are some limitations that do not allow a complete substitution of face-to-face classes, it has to be acknowledged that Zoom has become one of the effective tools for mass learning during the pandemic due to its ability to work with a large group of students.

The key problems we faced during distance learning are the search and choice of teaching methods and techniques taking into account the technical capabilities of the learner and all learners, because, as Rapanta et al. note, "online learning is more reliant on materials (text, video, exercises) than direct personal interaction (discussion, presentation)" [22], and fully duplicate on-campus lecturing is impossible. In the subject literature, distance learning is defined by concepts that combine two aspects: synchronous and technological. These are interactive synchronous classes and emergency remote teaching [15]. The effectiveness of both is determined by the use of popular and uncomplicated online tools for organizing synchronous meetings with students, one such tool being Zoom. In the conversion to online learning, the teacher's first priority was to use as many communication channels as possible, which this tool provides:

– working in large groups with screen sharing, watching videos together,
– work in small groups, in pairs (rooms),
– dialogue (chat room),

– the possibility of assessing students' knowledge (testing).

**An analysis of recent research and publications.** In the past decade much research has focused on eLearning. For example, Larsen-Freeman and Anderson (2011) put forward the thesis that technology enhances learning opportunities [17, p.250] due to greater learner autonomy, higher motivation to learn, greater social interaction through writing, ability to adapt learning to the individual needs of the learner. According to them Computer-assisted Language Learning (CALL) does not override the importance of pedagogy and the role of the teacher in helping students co-construct their knowledge [17]. Later studies, e.g. Martin, F. & Bolliger, D.U. (2018) [19] demonstrated that online learning was being actively developed even before the pandemic. More recently, Michael, P. A. and Murphy [20]; Kohnke, Moorhouse [16] have identified Zoom as almost the best and easiest to use tool for the securitization of higher education, including for communicative language learning, allowing for the adaptation of online classes because of the limitations caused by COVID-19 pandemic. Applied research in the field of psycholinguistics by Hind Abdulaziz Alfadda and Hassan Saleh Mahdi [14] also confirmed the positive attitude of students towards the use and Zoom in foreign language learning. During 2020-2021, Zoom [5;7] – a tool that can be used to create a synchronous computer-mediated communication (SCMC) environment–has been the subject of research. Studies have demonstrated that "interaction and multimedia communication can be effectively enhanced in language learning through SCMC" [5]. However, despite the geographical expansion of research, in the most recent survey containing publication statistics on the topic of emergency remote teaching (ERT), it is unclear why there is no publication data covering the situation in Ukraine [21]. In this paper, the synchronous learning platform Zoom is seen as a tool to develop sociocultural competence of the students, with the help of which learning will become more intensive and more individualized.

**The purpose of this study** was to describe the possibilities of the educational process with Zoom, developing communicative competences of learners. The article consists of a theoretical part, which offers an overview of approaches to online learning, and a practical one, where the role and functions of online tools used in foreign language teaching are analyzed. The selection of tasks for the Zoom class was based on three criteria: relevance of the topic, level of the group, and the situation of online learning. The research has resulted in a detailed plan for an online lesson on the topic "How to survive?" using the Zoom platform, presented in a practical part. We have described the different types of interactive activities, ranging from those which allow learning new material asynchronously to those which allow consolidation of new knowledge during synchronous learning. Table 1 presents the basic principles of topic development:

*Table 1.*

**Basic principles for the development of the topic**

| | |
|---|---|
| Asynchronous learning: Flipped classroom | Reading<br>Listening<br>Writing |
| Synchronous learning: Online environment | Reading<br>Listening<br>Speaking<br>Writing<br>Linguistic form: modal verbs to express obligations, abilities, to give advice and suggestions, conditional sentences |
| Methodological approaches | Task-based language teaching (TBLT)<br>Content and Language Integrated Learning (CLIL)<br>Collaborative learning |
| Use of emergent technologies | Zoom, Google classroom<br>ICT: Internet, e-mail, chat, blog |
| Content | Human Health: Covid-19 |

**The presentation of the core material**. Obviously, as the conditions of learning changed, so did the learner characteristics. The primary task of the teacher has become to establish social contacts, to restore the social context of learning which was lost in the conversion to a distance mode. Rapanta, C. et al. write: "Learning is social: we learn from and with others, even if at a distance" [22]. The focus should therefore be on pedagogy and learning, rather than technology.

The theoretical basis of this article is the social constructivism, which is based on the notion that learner does not receive knowledge "ready-made", but creates and builds it in the course of interaction with other learners. The theory of social constructivism emerged in pedagogy in the 70-80s as a development of the ideas of cognitivism which emphasized internal mental constructions and the influence of others on individual learning. The key ideas of social constructivism are based on the works of John Dewey (1859 – 1952) and Lev Vygotsky (1896 – 1934).

In "How we think" (1933) J. Dewey considers the concept of the complete act of thinking as the basis of effective learning. According to Dewey, thinking is a process of filling in gaps and making connections between discrete facts or phenomena. The thinking process goes in two directions: from individual facts to a generalization (or induction) and backwards from a known whole or idea to its component parts (or deduction). By the complete act of thinking Dewey means the mutual complementation of the methods of induction and deduction. Induction leads to the determination of the connecting principle between facts and generalization, deduction allows the verification (confirmation or refutation) of the proposed generalization. This complex interaction is the basis for "valid discovery or verification of critical thinking" [4]. The conclusion is not just a statement of facts, but the result of reflexion as a series of mental operations with the aim of constructing new knowledge.

Another important component of social constructivism theory was Lev Vygotsky's idea of the social nature of learning, which includes not only the learner and the tool, but also takes place with the participation of other people [3], as well as the concept of Zone of Proximal Development (ZPD). In "Thinking and Speech" (1934), L.Vygotsky investigates the problem of mass learning and mental development in school age and puts forward an idea revolutionary for its time. The idea is that some tasks are too difficult for a child to do on their own, but that these tasks can be performed effectively with the help of adults or more-skilled peers. The

basis of the child's development is imitation as the main form of learning. Imitation is realized through co-operation and enables the child to move from what they know how to do to what they do not know how to do, i.e. to learn new things. This going beyond by means of cooperation is assessed by L. Vygotsky as central to the psychology of learning and is defined by him as the zone of proximal development [2]. Where the learning process "creates" the zone of proximal development, the representatives of social constructivism suggest that knowledge is a construct that is jointly built in the process of learning.

Based on the work of D. Dewey and L. Vygotsky, social constructivism offers the key idea that learning is a meaning construction process. This means that teachers should motivate students to cooperate and interact with peers. Students, in turn, should make sense of information (process information) and construct meaning of knowledge actively.

The main social constructivist assumptions used in this article are the following:

– Learning is a learner-centered process; therefore, as Rapanta, C., Botturi, L., Goodyear, P. et al., necessary for student-centered design [22];

– design of learning scenarios is designed to develop problem-solving, decision-making and innovation capabilities of students;

– interaction and collaboration plays very important role in the learning process;

– knowledge is co-constructed during interaction with other people;

– collaborative dialogue.

As the communicative approach defines the strategy of our study, communicative language teaching approaches became the basis for the design. An important theoretical basis for our study is the task-based language teaching approach (TBLT) because CEFR states that "in any communicative situation, general competences are always combined with communicative language in order to complete a task" [8, p. 31-32]. Another theoretical framework is Content and Language Integrated Learning (CLIL), interestingly, which according to Gene Thompson and Jim McKinley "combines the main task-based language teaching and CLT principles by providing authentic learning situations that support meaningful engagement with the foreign language" [24].

Let's review the main points of TBLT that we need in this article. 1) Learning by doing. According to R. Ellis et al., language learning takes place *through* task performance rather than *for* task performance. Language learning is seen primarily as an incidental process that takes place in line with learners' communicative needs [11, p.155]. Tasks are designed to produce learners who can use their English in the real world outside the classroom [25].

2) Meaning is the starting point for language development. It is important to support a spontaneous exchange of meanings. So, the teacher begins by starting an opinion, by telling a personal story which engages learners` interest. They respond with their own stories. Referring to the learner's personal experience facilitates a real personal involvement and a useful discussion ensues [25]. In this way the initial goal of the task-based language teaching approach is achieved: to encourage learners to engage in meaning with the language resources they already have.

3) Focus on form. Learners' attention must be drawn to forms that are difficult to acquire incidentally during the performance of communicative tasks [18, 11].

4) Individual development. Tasks provide the space for learners to integrate task content and their own language resources [11, p.155].

5) Interaction. Task-based language teaching provides ample opportunities for learners to negotiate meaning and develop shared understanding based on their own language resources. Long calls interaction a driving force in language acquisition [18]. R. Ellis believes that learners must be able to negotiate solutions to the range of tasks that they face effectively and appropriately [12].

6) Some researchers consider that in addition to opportunities to perform interactive tasks, learners must have opportunities to perform input-based tasks such as listening and reading [10, 11] and output-based tasks such as speaking and writing [11, 23].

Among the various definitions of task, we used the one that best applicable across our purposes and our context In accepting the very simple definition by Bygate, Skehan and Swain [6, p.11]: 'A task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective', we base ourselves on R. Ellis' definition, who conceptualizes task as a workplan, not as a process. His definition is based on criteria that can be used to distinguish whether a given workplan is a task or not a task [11, p.10].

We have used the standard task structure, which has three stages: pre-task, main task and post-task. We see pre-task and post-task activities as critical to achieving the goals of task-based teaching. The pre-task stage serves to prepare learners for the main task and the post-task stage provides them with opportunities to analyze the process and linguistic forms used during task completion. A more detailed study of pre-task and post-task stages reveals the basic principles that we apply in task design. In particular, we reference the work of R. Ellis et al. [11], who identifies three goals of pre-task stages. The first goal is to motivate learners, arousing their interest and building up their expectations. To motivate students, we inform them of the relevance of the Covid-19 topic to their personal life and their health.

The second goal of pre-task stage is to prepare learners for the upcoming main task. It means that they are clear about the task procedure and expected outcome. It also means that they are equipped with the adequate resources required for task completion.

The third goal of pre-task stage is to provide learning opportunities which may have an effect on learning outcomes or task performance. So, responding to survey about Covid-19 topic (in exercises 2, 3) encourage students to think and talk about grammar and to look up new words.

Post-task activities are follow-up activities that build on the main task. The purpose is to provide learning opportunities by two ways: repetition and form focus. According to R.Ellis et all, three types of repetitions can be identified: exact repetition, procedural repetition and content repetition [11, p.228]. In exact repetition both the content and procedure are repeated. In procedural repetition, learners follow the same steps each time they perform the task but the content is different for each performance. In content repetition, the repetition involves the same content but the procedure is different. Our tasks are based on content repetition: we offer students content about about Covid-19 in different types of tasks and in different contexts. We also use repetition in different modalities: audio, video, pictures, text. Content repetition happens through recycling the same information in a different format. So, after watching video, students are asked to debate or give their opinion, to summarize the main point of the topic in writing.

The second way to provide learning opportunities is focus on form. We give opportunities for students to practice producing structures they found difficult when they performed the task. We use the input materials to exemplify the usage of the linguistic target.

In our design, we used most of the main types of task, according to Larsen-Freeman D., Anderson M. [17]: input-providing task (reading and listening in exercises of flipped-classroom; ex. 2a, 2b), information-gap task (ex. 2b), opinion-gap task (ex. 1a), reasoning- gap task (ex. 1a, 2a), output-prompting task (ex. 2b – writing; hometask-writing an email).

The need to integrate the different types of content used in our study with language learning has given rise to the Content and Language Integrated Learning approach. As Gene Thompson and Jim McKinley write, "the need for greater collaboration" [24, p.2], which has gained particular relevance today when learners and learners must use each other's experiences and "the integration of content and language learning has become imperative, and even expedient" [24, p.10]. Among the main provisions of CLIL supplementing TBLT we should mention the following. According to Coyle, D. pedagogy CLIL "operates along a continuum of the foreign language and the non-language content without specifying the importance of one over the other" [9, p.2]. This principle is embodied in the following statements: 1. The course content is not only about acquiring knowledge and skills; it is about the learner creating his or her own knowledge, understanding and developing skills. 2. Interaction in the context of learning is fundamental to learning. In our opinion, these provisions are a practical embodiment of L.Vygotsky's idea about " interiorization " of function ("Tool and sign"), when due to imitation and joint activity there is "a transfer of social modes of behaviour inside the system of individual forms of adaptation" [3, p.1109], the inward transfer of functions, a transformation of "social mode of behaviour into a function of individual adaptation" [3, p.1128]. Thus, learning becomes meaningful and autonomous. The approach also emphasises the role of the teacher in shaping the content of learning. Gene Thompson and Jim McKinley found that the role of the teacher is important for the formation of socio-cultural competence, and in a situation where "the means of communication is a common L2, the sharing of responsibility for this learning by each participant is assumed" [24]. 3. Content is related to learning and thinking (cognition). In order for the learner to interpret the content independently, a linguistic analysis must be made of it. 4. The learner needs to learn language that is related to the learning context. This language should be transparent and accessible. [24, p.8–9]. The CLIL approach redefines the role of foreign language by distinguishing such sub-languages within foreign language learning: 1) *Language of learning* – basic vocabulary/grammar related to the topic, the necessary minimum to be learned within the topic. 2) *Language for learning* (language needed to operate in the learning environment). Thus, during independent work and collaborations, students need to understand the language of the programs they are working with, thanks to such tasks the motivation to learn increases. 3) *Language through learning* – dictionary use for vocabulary extension. The last segment is important for asynchronous work of students on homework, when vocabulary extension takes place in the process of learning additional texts.

While one of the principles of TBLT is Focus on form, CLIL complements this by excluding "grammatical progression", which implies leaving more complex linguistic phenomena and more complex language constructions "for later". Thus, the approach assumes the same progression that L. Vygotsky wrote about. The development of linguistic competences is suggested by using not only grammatical phenomena but also phrasal units, writing frames and speaking frames which, as a result of repetition, may become part of the student's active vocabulary. Thus we suggest speaking frames in Exercise 1 and writing frames in the writing section of our assignment. The integration of grammatical aspects into content aspects can be seen in the reading task from the flipped classroom, where comprehension of the text is linked to the repetition of modal verbs to express obligations, abilities, and conditional sentences.

The plan we developed and implemented in the online classes is the following:

**Unit 1. Asynchronous learning. Flipped classroom**

Exercise1. Recommendations posted on the official website of the UK government **Get tested and self-isolate if required** (https://www.gov.uk/guidance/covid-19-coronavirus-restrictions-what-you-can-and-cannot-do#get-tested-and-self-isolate-if-required). The students are asked to read the text, write out and translate the vocabulary on the topic. In addition to the vocabulary, they should also pay attention to the use of modal verbs (can, should, must) and conditional constructions.

Exercise 2. BBC video **About volunteering** (https://www.bbc.co.uk/learningenglish/english/features/lingohack/ep-200422).

Learn language related to isolation:

stuck at home – unable to leave where you live

Self-isolate – keep yourself away from other people,

Self-isolation is when you do not leave your home because you have or might have coronavirus (COVID-19)

keep ourselves to ourselves – avoid seeing other people

lockdown – emergency situation where movement is restricted

stick together – support each other.

**Unit 2. Synchronous learning. Online lesson in Zoom.**

Exercise1. Answer the questions with a partner. Give reasons for your answers.

*1. How do you think you would react during quarantine restrictions?*

a. I would try to keep calm and follow the advice of health experts and local authorities

b. I would feel confused, panic and avoid seeing other people

c. I would try to make the most of my time

*2. What can you do to help vulnerable people? Are you ready to volunteer during pandemic?*

a. I can search for volunteer opportunities in my area and ask how I can best support them with my time

b. If I were in a financial position to do so, I should make a donation to directly help combat the COVID-19 pandemic

c. I would only share local volunteer opportunities on social media, but I'm not ready to volunteer during pandemic

*3. What should you do if you feel unwell?*

a. I should call an ambulance

b. I should contact a GP, use an online service or app to get remote consultation.

c. I should not leave my home because I have or might have coronavirus.

Exercise 2.

2a. HOW TO SURVIVE?

Watch the video fragment (from 28 to 30 min.):

https://www.engvid.com/covid-19-coronavirus-vocabulary-expressions/

In pairs answer the questions:

1. What does «maintain social distance» mean?

2. Why should you avoid visiting vulnerable people?

3. Why should you cough or sneeze into bend of your elbow?

Tell about you:

1. Do you maintain social distancing in public transport, shops and on the street?

2. What do you do when there is a lot of people around you and social distancing is impossible?

3. How do you avoid contacts with sick people?

4. Do you use a sanitizer entering or leaving the store, university and other places? And coming home?

2b. Watch the video **Covid symptoms: What are they and how do I protect myself?** (https://www.bbc.com/news/health-54145299)

What are the symptoms of? Fill the table:

| Symptoms | Coronavirus | Flu | Cold |
|---|---|---|---|
| Headache | | | |
| Shortness of breath | | | |
| Fever | | | |
| Ssneezing | | | |
| Lost of smell and taste | | | |
| Cough | | | |
| Runny nose | | | |

After watching answer the questions True or False:

1. Most people who feel ill with coronavirus will have at least one of these three key symptoms:

a high temperature

a new, continuous cough

a loss or change to their sense of smell or taste

2. Flu usually comes on suddenly and sufferers will often experience muscle aches, chills, headaches, tiredness, a sore throat and a runny or stuffed nose, along with the cough. It feels worse than a heavy cold.

3. You shouldn't get tested for coronavirus if you develop a new, continuous cough.

4. A coronavirus cough means coughing a lot for more than an hour, or three or more coughing fits or "episodes" in 24 hours.

5. Colds tend to develop more gradually and are less severe, although they do still make you feel unwell. Fever, chills, muscle aches and headaches are rare.

6. A runny nose is a reason to get tested for coronavirus.

2c. Work in pairs (using Zoom breakout rooms tool). You need to have a remote medical consultation about symptoms of Coronavirus. Compose a dialogue.

**Unit 3. Asynchronous learning. Homework.**

**Exercise 1. This exercise is taken from** https://www.cambridgeenglish.org/Images/582665-covid-19-lesson-plan.pdf

*You have received an email from your English friend Susan:*

I've started a blog about my life in lockdown and I'd like to include something

about how people's lives have been affected by the COVID-19 pandemic in different countries. Can you tell me about the situation in your country? I'd like to hear about how your daily routine has changed and any advice you have for making the best of the situation.

Write your email in reply. (You can write your answer in the form of an essay or an informational message).

**Conclusions.** If we sum up the results of these studies, we are led to the conclusion that the development of students' communicative competence during an online class takes place at all stages according to the descriptive CEFR scheme: reception, production, interaction, mediation. Reception skills, which are mainly acquired during reading and listening, can be formed during asynchronous work, where students have more autonomy, which allows them to devote sufficient time to these types of work. The communicative learning strategy we have chosen involves the use of authentic texts, which are presented in the flipped classroom section. Reception implies listening, so in the same section we offer students two BBC Learning English reports: reception is developed during watching/listening and reading, during vocabulary consolidation (texts are accompanied by a vocabulary commentary) and during listening to each other during a synchronous lesson. The texts form the basis for developing speaking skills (e.g. in answering questions from Exercise 1). During the synchronous session, the students are invited to listen to an extract of an educational video blog and a BBC video about the symptoms of illness, and the tasks that follow these texts – dictation (completing a table), answering questions – also develop mediation skills.

Production skills – speaking and writing – are particularly important when studying the topic of survival. Both skills are developed during a general discussion and in breakout rooms, where the task is to have an on-line conversation with a doctor. It is important that before beginning this type of work, the students have acquired the vocabulary necessary for effective communication. The next stage will be to write a text on a given topic, as suggested by the homework assignment.

The skill of interaction implies the integration of the skills acquired in listening and speaking. In this lesson, this skill is developed during conversation, discussion about what is read, heard and seen, as suggested by the exercises offered to the students after reading the texts (2). Under the guidance of the teacher, students will revise and consolidate vocabulary and develop their interaction skills.

The integration of reception and production skills that takes place during the mediation process is shaped by the processing of the texts. In terms of the topic under study, it is important because the skill collaborating in constructing meaning is essential for interpreting information, participating in discussions and creating one's own blog on the topic of the pandemic. Mediation involves the skill of note-taking, summarising, synthesising the text by changing the style of expression, length of the text, etc. In our proposed lesson project, the skill is formed primarily in the process of retelling texts and is also necessary for learning to write. In this way, the online lesson offers students the necessary opportunities for successful vocabulary acquisition:

– the main stages of learning the topic – reception, interaction, production, mediation;
– maximum engagement of the different senses and perception organs during listening, viewing, reading, writing and speaking;
– sustained engagement through collaborative strategies;
– presence of teacher and peers;
– extensive use of the skills of understanding, thinking, argumentation, expression, collaboration.

The homework is organized so that the students' skills involved in the lesson are applied at a qualitatively different, higher level – a creative one. The students are asked to create a blog using all the material studied on the topic. They are given key components to think about: topic, type of content, style, keywords. This assignment fully realizes the possibilities of a creative task.

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