

Teacher competencies post COVID-19: What constitutes an effective online teacher?

by Beatrice Segura Harvey

British Council's Master's Dissertation Awards 2023
Commendation

Teacher competencies post COVID-19: What constitutes an effective online teacher?

Author: Beatrice Segura Harvey

A dissertation submitted to University of Brighton for the degree of Master of Arts in Teaching English to Speakers of Other Languages with ICT (TESOL with ICT)

Supervising tutor: Paul Slater

February 2022

Abstract

This research paper aims to investigate teacher competencies for online teachers in the EFL industry in the UK in the context of the post-pandemic landscape and provide insight into key areas for further knowledge and development in the ELT sector regarding online teaching.

Initial data was collected regarding teacher competencies frameworks which was then used to devise an online questionnaire that was targeting managers, directors and teacher educators to gather their perspectives on teacher needs. As a result, three interviews were conducted with industry experts to further unpick and evaluate key themes arising and their potential implications to teachers' knowledge, skills and attitudes.

The results highlighted existing key competencies found in frameworks as well as new topic areas that were not found in the literature review. Thirteen key areas were identified that covered technology, knowledge, skill, attitudes, career landscape and teacher education models. The results call for further research into the thirteen themes as well as a need to address these areas within specific contexts by teachers themselves.

Key words: teacher competencies, teacher education, frameworks, teacher development, online teaching, digital skills.

Acknowledgements

I would like to thank my tutor, Paul Slater, for his unwavering support and patience for the duration of this project. Thank you to all the lecturers and staff on the MA TESOL course, who have provided me with their expertise and inspiration. And thank you to the interviewees and questionnaire participants for giving their valuable time and insights.

Thank you also to my family for their care and patience throughout this process, my partner for keeping the family going come what may, my three-year-old daughter for being astoundingly understanding when I cannot play and for my 4-month-old son for allowing me to bounce him in his chair for many hours of his life so far, as I write to the rhythm of the motion.

Contents

Abstract	1
Acknowledgements	1
List of figures	4
Introduction	5
Literature review	8
Introduction	8
Teacher competency: a definition	8
Competence frameworks and their uses	13
A change in context for teachers	16
A collection of competencies	18
Contrasting examples	19
Digital competency	19
Professionalism, expertise and identity	20
Conclusion	21
Research Methods	24
Introduction	24
Research Aim	24
Value Statement	25
Time horizon	25
Methodological approach and research design	26
Methods for data collection	26
Questionnaire	26
Interviews	27
Data analysis procedures	29
Ethical Issues	30
The participants	31
Validity and reliability	32
Data Analysis and Findings	33
Questionnaire	33
Interviews	36
Competency frameworks	36
Key competencies pre-crisis	36

Identification of new issues in teacher education and practice during crisis	37
Key competencies post-crisis	38
A call for change in teacher education	40
Discussion	41
Introduction	41
Key competencies - pre-pandemic	42
Preparedness for online teaching	44
Teacher support	45
Welfare and mental health	46
Institution identity	46
Materials adaptation	46
Key competencies - post-pandemic	47
What constitutes an effective online teacher?	48
Conclusion.....	50
Bibliography	52
Appendices.....	56
Appendix A: Cambridge: Framework Competency Statements.....	56
Appendix B: Erasmus +: Common European Framework of Reference for Teaching	58
Appendix C: The EAQUALS Framework for Language Teacher Training & Development	60
Appendix D : Interview with Thom Kiddle	61
Appendix E : Interview with Nicky Hockly.....	77
Appendix F: Interview with Hugh Dellar	91
Appendix G: Coding framework - interviews	106
Appendix H: Questionnaire correspondence and survey form.....	117
Appendix I: Interview correspondence and consent forms.....	123
Appendix J: Thematic analysis of questionnaire data (an example)	126

List of figures

Figure 1: Taxonomy for MFL teacher competencies (Bleichenbacher et al, 2020).....	10
Figure 2: Competence (Rossner, 2017)	11
Figure 3: Global Teachers' Key Competences Framework (GTKC, 2020 & Rossner, 2017)	13
Figure 4: Principles of EPG (p. 57, Rossner, 2017).....	15
Figure 5: Purposes or uses of competency frameworks according to stakeholders (p. 123-152, Rossner, 2017).....	16
Figure 6: Participants' years of work experience	33
Figure 7: Education service moved online during pandemic.....	34
Figure 8: Teacher preparedness for online provision.....	34
Figure 9: Emergent themes from primary data collection	44

Introduction

This study is rooted in a need to establish patterns or order in a period of fast-paced change and crisis which was the COVID-19 pandemic. From a management perspective, I witnessed a shift in teaching modes that considerably outpaced the teacher support and development available to the practitioners working during the crisis at the time. Therefore, the overarching aim of this paper is to identify and list key areas affecting teachers' skills and knowledge due to the pandemic. This will be done through the examination of teacher competencies.

Identifying and examining teacher competencies is an important process to enable teachers to develop in their professional skills (Richards, 2010). Through the analysis of competencies, frameworks have been developed, teacher assessment has been improved, teacher education has advanced and teacher recruitment has become more transparent and effective (Rossner, 2017). There are tools developed to better support teachers that have been based on interpretations of teacher competencies (Rossner, 2017) and whilst there is a vast amount of literature on teacher competencies, since the COVID-19 pandemic, there has been a dramatic change in the way EFL education is provided globally and as a result, there is a gap in the literature where teacher competencies is not discussed, in an age of increased online education, post crisis.

In the first quarter of 2020, the UK (and other nations around the world) went into national lockdowns due to a pandemic. As a result, nearly all education that was face-to-face, had to either be postponed or moved online; this includes the EFL industry in the UK (Díaz Maggioli, 2021).

Within the UK the variety of EFL institutions reacted differently, some closing all classes temporarily, whilst others made a leap, and for some a jump, into online teaching (Díaz Maggioli, 2021). And just like the speed at which the pandemic spread around the world, teachers, with zero to little training, found themselves teaching online (Latif, 2022).

The rest of the industry began to react quickly, with publishers turning their paper copies of textbooks into easy-to-use eBooks and handing out free e-presentation software to schools to facilitate the move (Díaz Maggioli, 2021). Other institutions such as exam boards, associations and teacher development departments within publishing companies began to provide 'free' online webinars, mini courses, 'how to' sessions.

Even on a local level, institutions began to set up internal training and support as it became more evident that the crisis was not going to pass quickly.

As the rapid change in provision of education, moving towards more online and/or blended learning, has happened and with such speed (Díaz Maggioli, 2021), there is a gap in the teacher competency literature which identifies competencies that are specifically for online education and there may be a change in competency markers as some may become redundant in the online mode.

Therefore, this study aims to open up the discussion on teacher competencies for the purpose of teacher development in online contexts.

The project has one primary question, followed by three guiding questions:

Teacher competencies post COVID-19: What constitutes an effective online teacher

1. *What are the primary competencies in the English language teacher?*
2. *To what degree do they prepare teachers for online teaching?*
3. *What additional competencies does an online teacher require?*

The research will identify primary competencies in the English language teacher and examine those competencies in relation to online teaching requirements. The research will also point to potential additional competencies that need to be considered for the online teacher and examine current perspectives within the industry.

The study will initially focus on gathering data at institution level (managers) to determine if the move to online education has highlighted any changes in their perceptions of what competencies constitute an effective teacher and their observations of teacher development for online learning during the crisis and since.

Finally, the research will then concentrate on data collected from interview(s) of current experts in the industry who also have a direct or indirect impact on policy for teacher development, teacher education and recruitment.

The research will be focused within the UK sector and will only gather primary data from two stakeholders (managers and experts) but will incorporate secondary research from a wider scope, if relevant. All the data gathered will be via digital services such as online forms, web conferencing software and email.

The study will be limited by time and therefore the data will provide a snapshot of the current discussion. In addition, the managers that will be approached to complete the survey will be within a

network of associations, therefore limiting the responses to only those who are members of the professional associations.

Data gathered through this study will aim to start a discussion in teacher competencies that is aligned with the dramatic social, economic and cultural changes (Díaz Maggioli, 2021) that are taking place as a result of the global pandemic. It aims to provide insight into any possible changes in the future for those who deal with teacher development and education management and conclude with a list of competencies that need further consideration in the post-pandemic era.

This paper consists of six chapters, the first being the introduction, followed by a literature review focusing on teacher competencies and their frameworks. The project then moves on to research methods where the primary data collection research design, approach and strategies are outlined. Following the research methods is the data analysis which reports the findings of the primary data collection. The subsequent chapters are discussion, in which the findings are debated and correlated with the literature review findings, and then the final chapter, conclusion, summarises the discussion and suggests areas of further research.

Literature review

Introduction

The concept of teacher competencies has been developed in academia and industry over the years in order to help teachers, teacher educators, managers and other key stakeholders better define and support teachers in their professional development and become effective teachers. However, since the 2020 global pandemic, the teaching and learning environment has changed dramatically and due to teaching being situated, or contextually based (Tsui, 2009), this literature review will examine teacher competencies in a post COVID-19 crisis setting.

An effective teacher is one who has the knowledge and skills that they need to complete their role (Richards, 2010) and whilst research has shown that “students’ performance levels are higher when the teachers’ competence has been proven” (p. 474, Turner-Bisset, 2001), there are issues when defining and categorising competencies that list or itemise the knowledge and skills. Consequently, these lists and approaches can create limitations and issues when a competency framework is developed and used in a real-world working context. Therefore, the first part of this review will examine different perspectives on teacher competencies, their definitions and categorisations and then analyse developed frameworks and their uses prior to the global pandemic. It will then examine literature from the last 12 months that identifies issues and concerns that arose from the large shift in teaching contexts around the world when the majority of education went online. Finally, the review will look at other key aspects of teacher competency within a wider context: professionalism, expertise and identity, before concluding.

Teacher competency: a definition

Teacher competency has been developed to identify and define effective teaching. But defining this has proven to be difficult and ultimately there are varying results (Rossner, 2017). Rather than defining competencies, Richards (2010) identified 10 core dimensions of teaching skills and knowledge as “language proficiency, content knowledge, teaching skills, contextual knowledge, language teacher identity, learner-focussed teaching, specialized cognitive skills, theorizing from practice, joining a community of practice, and professionalism” (p. 101, Richards, 2010). And more recently, one common characteristic of all the definitions and descriptions of competencies is that they have been developed in the context of frameworks so they can be used practically, for example, for teacher education, training and assessment. Each framework consists of categories of competencies with sub-categories and ends

with descriptions of those sub-categories. Some frameworks go so far as to offer scales or levels to demonstrate differences of ability/skills at different stages in a teacher's career.

In an effort to analyse and consolidate the variety of teacher competency frameworks, the European Centre for Modern Languages of the Council of Europe (ECML) has developed "A guide to teacher competencies for language in education" (Bleichenbacher et al, 2020).

In this guide ECML has analysed 40 established frameworks from across Europe. Overall, they cover a variety of purposes and uses but the Council of Europe has compared them based on 8 categories:

1. Teaching and learning
2. Plurilingual / pluricultural development
3. Individual needs
4. Language and culture competences and awareness
5. Reflection and self-assessment
6. Professional development
7. Orientation: Languages
8. Orientation: Other subjects (Bleichenbacher et al, 2020)

This assessment of frameworks meant the researchers were able to generate a database of information based on the 40 frameworks and their uses.

This detailed research project highlighted commonalities within frameworks as well as drawing attention to differences between them. As a result of the research, the team were able to create a taxonomy for MFL teacher competencies which attempts to describe all the different areas of teacher competencies from all 40 frameworks:



Figure 1: Taxonomy for MFL teacher competencies (Bleichenbacher et al, 2020)

Competency categories of language, communication and information technology are considered transversal which implies that the skills and knowledge are not specific to a particular role (Bleichenbacher et al, 2020). Whilst in other frameworks, similar examples have been given and described as “enabling competences” (Tsui, 2009) as these competences cannot empower a teacher to teach on their own, and this could include teaching competencies (Rossner, 2017).

Comparing the ECML taxonomy with particular frameworks that preceded it, it is possible to draw out some key areas within the concept of teacher competence.

Rossner (2017) has categorised the main areas of competence covered in previous research into 5 groups shown in figure 2.

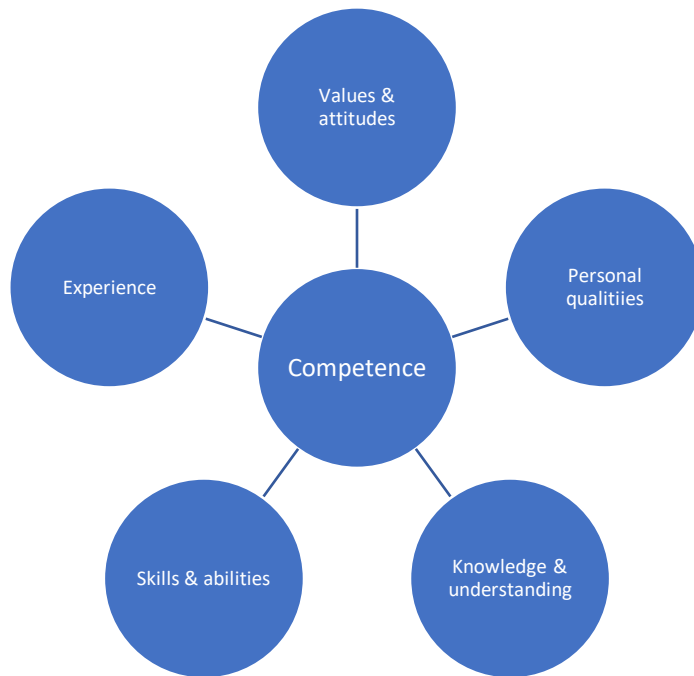


Figure 2: Competence (Rossner, 2017)

What is clear from this categorisation of main areas is that developing teacher competence definitions involves trying to encapsulate the “whole teacher” and the “whole person” (p. 156, Rossner, 2017), within professional limits, in a “contextually-based” and “culture-specific” (p. 190, Tsui, 2009) environment. In fact, teaching can be broken down into “individual skills or abilities” (p. 54, Rossner, 2017) that are connected to the different categories in figure 2. For example, a particular teaching skill, such as instant error correction is specific to an area of knowledge and understanding, maybe pedagogy or classroom management techniques or feedback tools and thus supported by certain attitudes and values.

Another example of competence classification by Turner-Bisset (2001) has similar categories:

1. Personality traits
2. Teaching & pedagogical skills
3. A specialised body of knowledge
4. Attitudes and opinions

(p. 475, Turner-Bisset, 2001).

But there are key differences in this categorisation which would ultimately affect the way we view an effective teacher. For example, the term ‘personality traits’ vs ‘personal qualities’ could be very

powerful as traits can include negative aspects of a person and implies assessment of more than their professional identity. Whereas 'personal qualities' is attempting to examine the positive aspects of the individual.

Furthermore, defining teaching and pedagogical knowledge and skills can vary greatly based on context and can be limiting as teaching is a complex and dynamic activity (Richard, 2010 & Rossner, 2017) that requires skills and knowledge additional to just teaching and pedagogical ones. For example, two divisions of knowledge are content knowledge (understanding of the subject matter) and pedagogical content knowledge (knowledge of teaching the subject). (Richards, 2010)

In spite of this, itemising aspects of the teacher makes the process atomistic and fragmented (Rossner, 2017) which can be problematic for teachers, and their students, to relate to as they experience the teaching or whilst it is being observed by a third party. This returns to the highly situated nature of teaching which has often been defined as a craft (Turner-Bisset, 2001).

Other areas of research, such as studies into teacher identity, professionalism, expertise, and teacher education have shown that some competencies are more transversal than others (Rossner, 2017) but at the same time can be influenced by a teacher's characteristics and their context.

As discussed previously, while it is essential for the teacher to be viewed holistically, it is also important to fragment their skills to better understand their competencies and therefore to provide support and development. One clear division here is the difference between teacher competencies and teaching competencies. Teaching competencies can be defined as a group of competencies that can be classified as practical competencies for classroom teaching, whilst teacher competencies include the teaching competencies and others that require the teacher to be able to do their entire job.

The EPG is an example of teaching competencies and contrasting these main categories with the literature examined previously, it is evident that there is some overlap but also the teaching competencies are far less reaching in scope:

EPG 4 teaching competences

1. Knowledge and skills
2. Assessment of learning
3. Lessons and course planning
4. Interaction management and monitoring (p. 79, Rossner, 2017)

Consequently, frameworks have been developed to help teachers, managers, teacher educators and other stakeholders to review or assess teacher competencies in an atomistic way but within a framework that attempts to combine the different aspects together to give a more holistic picture.

Figure 3 Is an example of the dynamic relationship between categories from the Global Teachers' Key Competences Framework.

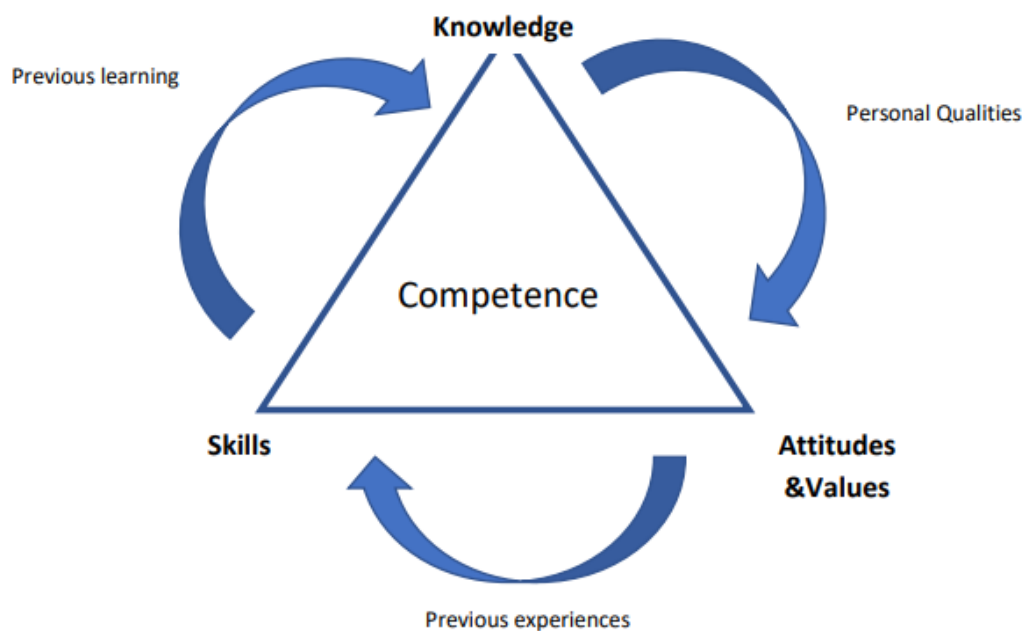


Figure 3: Global Teachers' Key Competences Framework (GTKC, 2020 & Rossner, 2017)

Figure 3 Demonstrates the interconnectedness, complex and broad nature of teacher competencies (GTKC, 2020, & Rossner, 2017). However, another key factor when defining and describing teacher competencies through a framework is that a framework is developed for a use, with a purpose. Analysing the uses of frameworks is as intrinsic to understanding what constitutes an effective teacher because it is a tool.

Competencies frameworks and their uses

There have been many teacher competencies frameworks created over the years and certain frameworks have become well established tools for setting standards, for example AITSL, LLUK and the European Profile, whilst others, such as the EPG (which is a combination of frameworks), have been formed to focus on mapping a teacher's development pathway and to provide support. Other

frameworks, for example EPOSTL, have been established for teachers to use for self-assessment (Rossner, 2017). Additionally, some frameworks, like the FREPA have been designed for curriculum and materials development, whilst others have focused on specialised areas of teaching, for instance for use in CLIL or EAP (Rossner, 2017).

When examining the variety of frameworks, it is evident that they all share a key characteristic: they are analytical. The frameworks are all descriptive in nature and most provide a way of measuring competencies via steps, stages, phases or scales, for example.

All the frameworks analysed follow a bottom-up approach as they describe the detail and itemised parts of teaching to create a more complex system which ends in a top-level system: the teacher as a whole. However, as discussed previously, this atomistic approach can lead to missing key information and therefore, the frameworks are naturally incomplete. However, the bottom-up approach does allow the connection and relationships between different competencies to be more fluid and linked together which is similar to the practice of teaching.

The key to teacher competency frameworks is that they are tools and are used by different stakeholders for different purposes. It is these uses and purposes that are integral to the success or failure of the frameworks. And when used correctly, a framework can provide a focused view for the teacher, manager or trainer to concentrate on and therefore produce results that are effective for their purpose. Thus, it is key that the framework be developed for a target audience with clear ideas on the purpose of use, for example, if the framework is to be used as a guide, to measure standards, to raise awareness or for assessment.

Examining the EPG (EAQUALS Profiling Grid) which is a combination of already established competency frameworks, it is evident that there are underlying principles that mean the framework is attempting to reach a broad target audience, see figure 4.

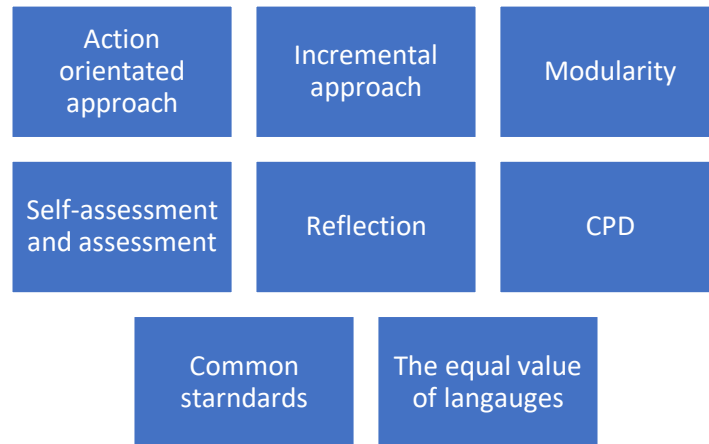


Figure 4: Principles of EPG (p. 57, Rossner, 2017)

And with that broad audience, a wide set of possible uses arises which makes this framework potentially beneficial in many settings. But it could be argued that frameworks like the EPG cast the net too wide, thus making the view of the teacher more fragmented and therefore the analysis less valuable in a real-world setting. It is assumed that the uses of any given framework will address this issue as it will provide a focus (Rossner, 2017). In many cases the EPG is used by teachers for their own development and so the success of the framework will depend on the attitudes and values the teacher has towards using the tool and its purpose. For example, Rossner (2017) captured data from a teacher who was using the EPG framework and did not fully understand the purpose of the EPG framework and so had a tendency to assess him/herself more negatively regarding his/her capabilities (p. 119, Rossner, 2017).

This British Council CPD framework goes further and explains that by applying the teachers' understanding of the uses of the framework will impact their understanding of the learning environment on their learners (p40, Rossner, 2017). So, it depends on who is using the framework and for what purpose.

There are three main stakeholders who use teacher competency frameworks: teachers, managers and trainers/teacher educators, so a framework can serve a wide variety of purposes, see figure 5.

Teacher

Figure 5: Purposes or uses of competency frameworks according to stakeholders (p. 123-152, Rossner, 2017)

Reviewing figure 5, demonstrated the wide scope of possible uses and therefore, it could be concluded that a definition of teacher competency through the use of a framework is not only contextually situated for the teacher but also for the individual using the tool.

A change in context for teachers

Since the beginning of the pandemic, there has been a shift in educational contexts at an historic level. In the UK (and much of the world), many education institutions have found themselves moving some or all of their educational provision online. In addition, this change in setting happened almost overnight for many institutions, with very little planning and analysis before the change occurred.

As a result of that, teachers had to adapt at such a level and pace that had not taken place in the profession before: from face-to-face lessons and access to both digital and physical materials, to suddenly moving online with classes taking place on platforms such as Zoom and Teams, and materials having to be digitalised in order to be used by the students independently or in these new virtual classrooms.

As a consequence of such a transformation, teachers, managers, and teacher educators began to look to resources, literature and tools to help support the transition. Professional communities began to grow online, where teachers could share and support each other, and new discussions began to emerge in

local, national, and international contexts about how to teach online and in all teaching disciplines. For example, Brooks, Mosier & Bassett (2020) wrote a journal article to provide an “emergency teaching toolkit” for physical education teachers moving to online teaching. It included tips on using digital media tools such as ones found in social media and learning management systems provided by institutions. It also recommended connecting with a professional community by finding national associations and sharing lessons learned, resources and borrowing from other teachers. Finally, it also highlighted the need for critical thinking and reflective practices for teachers to improve and develop, giving the FAIL (Frequent Attempts In Learning) as a simple model to follow and emphasising how teachers need to consider the complexity of learning activities when planning lessons (Brooks, Mosier & Bassett, 2020).

Another study analysed four interrelated performances and how they were impacted with the shift to online teaching (Berry, 2020). The performances were: (dis)connection, the need to settle for surface-level instruction, the conditions of unfamiliarity and uncertainty and the interruption to cultural inquiry (Berry, 2020). The results of the autoethnographic study highlighted the difficulties in interactions, relationships, and communication as well as changing perceptions of the self and what is possible during significant change.

An additional issue raised in recent literature was the difficulty teachers were having adjusting materials to online provision and major findings were related to learning processes, teaching processes and understanding of concepts in online systems (Veronico, Tarrayo & Anudin, 2021). Purushotham and Swathi’s (2020) study found that all students surveyed during the shift to online teaching agreed that all teachers require ‘sufficient’ (Swathi, 2020) IT knowledge in order for the online learning to be successful but all the students were also in agreement that the online provision of English language education was sufficient, as long as the teacher had IT knowledge and skills (Purushotham & Swathi, 2020).

Gacs et al (2020) provides further insight into the impact of the crisis on language education and highlights key areas of evaluation: course overview and instruction, learning objectives, assessment and measurement, instructional material, learning activities and learner interaction, course technology, learner support, and accessibility and usability (p. 386, Gacs et al, 2020).

It is these issues and insights that can be related back to teacher competencies in order to analyse their efficacy post-pandemic.

A collection of competencies

For the purpose of this literature review, three teacher competency frameworks that are in use today have been selected in order to contrast them with each other. The three frameworks selected were chosen as they are used in the UK and provide a diverse range of potential uses.

The first framework is the Cambridge English Teaching Framework (CETF) which has been developed for teachers to use for themselves as a guide to help plan and develop their own professional development. It has been referenced with the CEFR and Cambridge Teacher qualifications. See appendix A for breakdown.

The second framework is the Common European Framework of Reference for Teaching (CEFRT) developed by Erasmus+. This framework is targeted at those in charge of teacher education and is for teachers of all subjects. It is a very general framework that is designed to help improve teacher education.

The final framework is the EAQUALS Framework for Language Teacher Training & Development which is aimed at teachers, teacher trainers and academic managers in modern foreign languages. It can be used for self-assessment but also as a tool for teacher training and course development.

The three frameworks selected are for differing target audiences and uses. The CEFT and EAQUALS frameworks are focused on the language teacher but the EAQUALS goes further as it can also be used as a tool for course development and by managers.

Interestingly, all the frameworks provide a scale: CEFT is 1 to 4, while CEFRT and EAQUALS are 1 to 3. But the EAQUALS framework again adds another layer of detail by dividing each subcategory descriptor scale into two parts with a knowledge and a skills subcategory.

Regarding assessment, all the frameworks have made this a category in its own right but the CEFT has made the subcategories and descriptors more general than the other two frameworks, making it less practical for a teacher.

Finally, the weighting given to the concept of 'professionalism' is varied across each framework. The CEFT describes professionalism in the context of 'roles' and 'responsibilities', whereas the CEFRT only covers professionalism in terms of belonging to a professional community and then appears to focus more on personal traits such as 'honesty' and 'wisdom'. At the other end of the spectrum, the EAQUALS

framework has created its own category for professionalism which focuses more on professional behaviours.

Contrasting examples

Whilst it is inevitable that any comparison of frameworks would highlight differences between them, comparing these frameworks with common themes that have come up in recent literature relating to teaching online due to the pandemic, may give some indication as to what competency frameworks need to cover in order to provide teachers and other stakeholders support during periods of change and uncertainty.

From the literature examined, common themes in practical tips or advice for teaching have played a major part but also themes related to reflective practices, professional communities, communication and IT skills have all been significant themes and are also listed in the competency frameworks.

Digital competency

Since the pandemic and the shift to more online education, digital competency is an area of the frameworks that is being given more attention.

Digital competency is a transversal dimension in ECML taxonomy, whilst the EPG categorises intercultural competency, language awareness and use of digital media as enabling competencies (Rossner, 2017). This distinction between digital competency and other competencies is key to understanding its role in what constitutes an effective teacher, both digitally and in a classroom setting. However, since the pandemic, this transversal dimension has become even more critical to success within EFL education, than when they were originally categorised and considered to be understood in this capacity (Leung, 2009). Yet, since the dramatic growth in innovative digital media and 'because of the resources available in computers and the world wide web, texts have become polysemic, multimodal and multilingual [and] diverse dialects, registers... now commonly inhabit the same textured space' (p. 26, Canagarajah, 2006), these genres or groupings have 'destabilized' (Leung, 2009), thus propelling the teacher within the profession.

Another key change in digital media (pre-pandemic) is the concept of genre, when digital tools began to be used in an even more complex teaching context.

This is where teacher competency frameworks have attempted to apply an analytical approach to professional development for the teachers by creating descriptors that focus on 'basic skills in the field

of digital media for education' (Rossner, 2017). For example, rather than trying to encapsulate all features of digital media, the three frameworks examined attempt to describe skills and know-how on basic digital operations (Rossner, 2017): using digital display, using audio and video.

Whilst this approach to digital competency provides a more universal view on digital media and attempts to encompass all digital tools, it could be argued that the framework becomes too vague and not clear enough for teachers and other stakeholders to use effectively. In addition, since the pandemic, this typically condensed and small section of a framework does not appear to bear the same weighting of importance that has been outlined post pandemic.

Pre-pandemic, it was evident that digital competencies "alone cannot empower the language teacher to teach" (p. 168, Leung, 2017): however, this may not still be the case now. As education shifts into a more established digital context, it could be appropriate to reimagine and redefine digital competence to reflect the fundamental need teachers now have for digital skills in order to teach.

Professionalism, expertise and identity

As previously highlighted, teacher competencies and the development of frameworks can aim to take a holistic approach to examining the teacher. With this method, it is also important to look at the wider context of a teacher in terms of professionalism within a given industry and its definition of expertise as these will contribute to the formed identity of a teacher and thus impact their competencies.

Furthermore, with the fundamental shift in education post-pandemic, a review of teacher identity, and what constitutes professionalism and expertise, is intrinsic to understanding the shift in stakeholder needs and consequently the ability to understand what constitutes an effective online teacher.

Firstly, professionalism can be defined within the scope of a "practitioner's knowledge, skill and conduct" (pp. 161, Leung, 2009) and whether professionalism is viewed as sponsored or independent, it forms an intrinsic part of a person's professional identity (Milner, 2009 & Richards, 2010). In many instances, professionalism is seen from a capitalist or corporate perspective and this can be the case with teaching overall. Effective teaching is often envisaged as an "equivalent to performing sets of mechanical tasks" (Leung, 2009) or in other examples, professionalism can be described as professional conduct (or behaviour) combined with administration of the given role (Rossner, 2017). In addition, a role's perceived professionalism can be subject to its perceived place in society and a simple difference between a core subject and an elective subject in the training of the profession can increase or diminish its level of professionalism. Furthermore, with the diverse array of teacher qualifications available, it is

evident that teacher professionalism is endorsed on a public level and at the same time, it is context specific and effected by social, historical and political ideologies (Richards 2010 & Leung, 2009).

However, regardless of a corporate perspective of professionalism, it is also considered to be “a selectively combined set of disciplinary-based knowledge, ethical principles and time and place-specific work practices” (Leung, 2009) as well as a continuous process of engagement with social, political and technological elements thus adding to the socio-professional identity of a teacher (Freeman, 2009 & Leung, 2009).

Secondly, another key area in understanding teacher competencies is the concept of expertise as this is what professional development often is ultimately aiming for. An expert teacher is not a state, it is a process in which a teacher must continuously renew with knowledge and practice (Tsui, 2009) and to become an expert, that knowledge and practice is accumulated over time to create the expert. However, it should not be confused with an experienced non-expert (Burton, 2009 & Tsui, 2009). Similar to professionalism, a teacher expert is context specific as their expertise will come from experience, observations, student results, feedback from tutors, managers, peers and students as well as from professional development such as training (Tsui, 2009). There are certain key characteristics of an expert that include: a level of autonomy in decision-making (Tsui, 2009), intuition-in-action (Burton, 2009 & Johanson & Kroksmark, 2004), a more integrated knowledge base: expert teachers are able to anticipate difficulties, transcend contextual constraints and have contingency plans (Tsui, 2009). These are just a few examples of criteria that are used to define an expert teacher. It is evident from these items that there is similarity between the teacher competency frameworks previous analysed and the list above.

Conclusion

In conclusion, whilst pre-pandemic literature has identified digital competencies as transversal but not integral to a teacher’s ability to effectively meet their role, the post pandemic landscape may have changed this fundamental concept for the future. Examining the different frameworks, their uses and potential audiences, has emphasised the need to observe teacher competencies within the context of the teacher(s). Furthermore, whilst there is a plethora of research focused on frameworks that ultimately define, itemise and fragment (Rossner, 2017) the primary competencies that need to be developed by a teacher, they also atomise and fragment the individual’s role so that it distorts or loses important detail. Consequently, defining and describing skills, abilities and even personal traits varies greatly and adds to the complexity of teacher competencies. However, recent research has attempted

to identify the key areas of teacher competencies through meta-analysis and this research highlights key groupings of competencies as well as describing their interconnectedness (GTKC, 2020).

Nonetheless, since the Covid-19 pandemic, the EFL landscape has changed dramatically as well as many other educational contexts. This change has highlighted the disconnect some have experienced with education, whilst others have found a new connection (Brooks, Mosier & Bassett, 2020, Berry, 2020 & Veronico, Tarrayo & Anudin, 2021). There has been a shift in sharing of information between professions, with new online communities developing, teacher educators advising peers with more practical knowledge, and the need to find communities of practice growing during the transition to online education. Regardless of the longevity of this impact on teacher communication and education, it is a shift in the status-quo.

The post-pandemic landscape has drawn attention to the digital competencies outlined in frameworks and whilst this knowledge, skill set and abilities are transversal to teaching (GTKC, 2020, Rossner, 2017 & Bleichenbacher et al, 2020), they are having a more integral role in teacher competencies at present. To date, it is unclear, from the literature, how this shift in focus impacts the teacher and it may be appropriate to conduct further research to reimagine or redefine digital competencies for this new context.

Finally, the terms professionalism and expert are useful benchmarks to analyse the socio-professional identity of EFL teachers and whilst professionalism can be defined as a practitioner's knowledge, skills and behaviour (Leung, 2009), it is evident that all three aspects will now have different, technologically based, demands on the professional due to the post-pandemic era. Even from a capitalist perspective, with the over simplified concept that professionals should be able to meet their role as if it were a set of mechanical tasks (Rossner, 2017) this can be a useful description (in this instance) when considering a teacher's competencies for online teaching, particularly digital competencies. Furthermore, expertise is another important concept that ultimately focuses the research on the aspirational or idealistic examples of teacher competencies and thus suggests that an EFL teacher expert will have a more integrated knowledge base (Tsui, 2009) and demonstrate more autonomy and intuition (Tsui, 2009 & Burton, 2009) in their role, now encompassing digital skills possibly to a greater extent than previously.

The rest of this research will aim to gather further data that examines the primary competencies, and perceptions of them post-pandemic, and to what degree these perceptions are positively impacting

teachers for online contexts, as well as highlighting any additional competencies that are either becoming more important or changing according to the teachers' needs in the new EFL landscape.

Research Methods

Introduction

This chapter will outline the methodological approach and research design of the project as well as describe the procedures for data collection and analysis and the ethical implications and limitations of the research.

The ontological philosophy of this research project is based on the assumptions that “reality is socially constructed” (p. 52, Cohen et al, 2018) and the epistemological philosophy is based on an “interpretivist view” and therefore a way of “researching and enquiring into the nature of reality and the nature of things” (p. 3, Cohen et al, 2018) which are teacher competencies in this study. The research has a “concern for the individual” (p. 19, Cohen et al, 2018) and therefore, two forms of primary data collection were used to generate a set of data “to understand the subjective world of human experience” (p. 19, Cohen et al, 2018) and assumed the “normative theory” (p. 20, Cohen et al, 2018) as basic reality exists collectively.

Overall, the project will take on an inductive approach (p. 661, Newby, 2014) and aim to describe an interpretation of the data collected from the particular snapshot in time it was taken from (p. 59, Jopling, 2019). Thus, pursuing an understanding of the truth within the axiology – “the values and beliefs that we hold” (p. 3, Cohen et al, 2018) of an interpretivist view. However, it is important to note that this project has accepted that the research and researcher will be following a hermeneutic process as “the researcher interprets data from participants who have already interpreted their world, and then relates them to the audience in his/her own words” (p. 648, Cohen et al, 2018).

In order for the reader to understand the methodological approach and methods of the research project, there are sections of this chapter that outline a detailed view of the researcher, e.g. Value Statement and Time Horizon.

Research Aim

This study aims to gather data that can analyse teacher competencies (and their frameworks) that were designed and used prior to the COVID-19 pandemic and evaluate their uses in the new context, post crisis.

The final product of the research aims to list key areas within teacher competency frameworks that require either adaptations, re-evaluation or the addition of new criteria.

The research will be focused on accounting perceptions from typical policy makers in the industry, such as Directors of Studies and Managers for the survey, and influencers in the industry for the interviews.

To guide the research and maintain its focus throughout the study, I will use three sub-research questions:

1. *What are the primary competencies in the English language teacher?*
2. *To what degree do they prepare teachers for online teaching?*
3. *What additional competencies does an online teacher require?*

For the survey, the study will aim to collect 15 completed questionnaires whilst the interviews will be a maximum of 3 participants.

Value Statement

As a Director of Studies and a teacher, I have witnessed a response to the pandemic within my own working context and what that has meant for teachers and managers. However, I have only witnessed it within my context which reduced in size due to the pandemic. Therefore, I am doing this research to answer questions that I have found myself asking during the crisis and subsequently I feel need to be answered as we move forward due to the dramatic change the pandemic has had on teachers throughout the industry.

As a researcher, I believe we have seen a permanent change in the industry due to the pandemic; however, it is too early to tell what that change is. Therefore, I believe examining teacher competencies is an initial step to comparing what we (managers, teacher educators and policy makers) previously believed and also examining tools we were using prior to the pandemic and our contexts now, as they evolve into the 'new' post pandemic era.

Time horizon

This research project is a cross-sectional study (p. 348, Cohen et al, 2018) as it studies a particular phenomenon at a particular time, a snapshot of teacher competencies in the present day as perceived by the participants in the UK. However, due to lack of resources, such as time, the sample size will be small and only offer a narrow perspective of the industry within the UK.

Methodological approach and research design

This research project aimed to collect both quantitative and qualitative data so as to “give a richer and more reliable understanding of the phenomenon” (p. 32, Cohen et al, 2018), thus using a mixed methods approach by collecting data through questionnaires and interviews. The sample size of the questionnaires was small and whilst it is important for sample sizes to be large for quantitative data collection (Leavy, 2015), the questionnaire was used as a tool to inform the data collection in the interviews. The main focus of the research design is to collect rich qualitative data as the project is analysing “subjective experiences” (p. 19, Leavy, 2017). The research is following an embedded research design (p. 40, Cohen et al, 2018).

Overall, the project has taken an inductive approach (Cohen et al, 2018) to the data collection as its aim is to explore the topic of teacher competencies in a post-COVID19 era with the purpose of developing a theoretical explanation (Cohen et al, 2018). Furthermore, the literature review and questionnaire were used to inform and make assumptions that were further explored in the interviews, thus making this study quasi-experimental in nature (Newby, 2014).

Methods for data collection

Questionnaire

Research strategy

The questionnaire was used to explore potential common themes and identify any new topic areas when answering my sub-research questions 1 and 3 (1. What are the primary competencies in the English Language teacher? And 3. What additional competencies does an online teacher require?)

Sample frame and data gathering

A self-selection sample frame or purposive sample (Jenson, 2002) was used, and the data was collected via an online survey. Due to the pandemic, using an online survey seemed both the most efficient and appropriate way to collect the data as it prevented any unnecessary contact with the individuals as well as making it possible to send the survey to online target groups throughout the UK.

It was targeted at Directors of Studies, teacher educators, teacher trainers and other management positions within the EFL industry. Initial contact was made via email. The participants were selected via LinkedIn and a Director of Studies Association website (public members page). For example:

<https://www.londosa.co.uk/members> or <http://www.sussexdosa.org.uk/index.php/members/>

In order to ensure the replies to the survey were completed by a person in the target group, all participants were asked to give their job title at the beginning of the form.

Initially, the questionnaire was sent out to Director of Studies Associations in the UK. However, it quickly became evident that many associations were no longer running in the same way as they did pre-pandemic and therefore, I was going to have a minimal response from the associations as many staff had either left their positions or were furloughed during the data collection period. As a result, I pursued a social media platform for professionals, LinkedIn. On here I went through my 500+ contacts and emailed those who fitted my criteria.

Limitations

There were two major limitations to the questionnaire. Firstly, the sample size, whilst it exceeded my target of 15 complete surveys (gaining 17 in total), the sample was still too small for a deep analysis of the quantitative data (Cohen et al, 2018).

Secondly, the questionnaire was edited down to only 15 questions so that it was more manageable for the participants to complete. During the edit, certain questions were cut out, such as location of participant and asking more open questions (for example, “what CPD sessions do you run now due to the crisis?”) which would have provided more valuable data for the interviews.

Interviews

Research strategy

The interviews were conducted in order to observe and explore the answers to the three sub-questions of the research project:

1. *What are the primary competencies in the English language teacher?*
2. *To what degree do they prepare teachers for online teaching?*
3. *What additional competencies does an online teacher require?*

The interviews were taken as snapshots of individuals’ experiences and interviewees were from different backgrounds and in different contexts that thereby, providing a variety of opinions and viewpoints.

Sample frame and data gathering

A purposive sample frame (Jenson, 2002) was used in this part of the study. Using my already established network of professionals via LinkedIn, I targeted individuals that are considered experts in their field. In order to determine an 'expert', I based the criteria on their:

1. Current job
2. Research and literature published
3. Contributions to the overall landscape of teacher education

The participants that responded and showed an interest in taking part were then sent further information via email and an online Zoom interview was scheduled. The participants were provided with information sheets via email in PDF format. PDF was used as it can be viewed through a browser freely if the participant doesn't have access to Adobe software.

A consent form was provided via email for all participants.

The interviews took place on Zoom and all lasted between 30 and 35 minutes.

The interviews were recorded and then transcribed. See appendix D, E and F for full transcriptions.

Limitations

The main limitation to this part of the research was the number of participants interviewed. The original aim was for 4 or 5 20-25 minute interviews. However, when I did not receive many responses, I chose to complete 3 interviews and extend their duration slightly so as to give more time for fuller answers and therefore, more detailed data.

Other limitations to the study are related to the use of online video conferencing tools to conduct interviews and then analysing them as video data (Blikstad-Balas, 2019). They limit the natural conversational patterns and cues (Cohen, 2018) used when speaking face-to-face but having said that, post-pandemic, these issues have been normalised and a new form of communication that is recognised is via video conferencing.

There were a few technical glitches during the recordings in which the video froze, or the microphones altered the audio so that the words being spoken were indistinguishable. However, this only happened on 3 occasions and for a few seconds.

Data analysis procedures

To analyse the data I adopted a content analysis approach with “lightly coded” (p. 668, Cohen et al, 2018) techniques for the interviews and questionnaire (Newby, 2014). For both sets of data I approached the processes with “careful reading and re-reading” (p. 315, Cohen et al, 2018) and then with the questionnaire I began to develop categories and themes.

Using the results from the survey, I was able to create my own coding framework (see appendix G for an example of the coded transcript). As I am following an inductive approach, I allowed for new themes and codes to emerge as the data was analysed (Cohen et al, 2018) in both the survey and interviews.

I chose to complete the coding manually (Cohen et al, 2018) and followed the procedure of moving from open coding to axial and then selective coding (Strauss and Corbin, 2015). Through this procedure I established themes and sub-themes and colour coded them and listed them accordingly (Cohen et al, 2018). Finally, I reorganised the final data into visual displays to present in the findings section of the project.

Ethical Issues

The research project followed the principles, guidelines and standards (Cohen et al, 2018) as set out by the University of Brighton. In addition, I acquired ethical approval from the board of ethics from the university. To further show that ethical considerations were considered throughout the research project, a short summary is provided below on the four key ethical areas (Cohen et al, 2018): non-maleficence, beneficence, autonomy and justice.

Non-maleficence

Non-maleficence was ensured throughout the data collection by completing the following:

1. The questionnaire
 - a. Only questions were asked that were relevant to answering the research question and sub-questions.
 - b. All the data is securely stored and scheduled to be permanently destroyed once the project has been marked and approved by the University of Brighton Exam Board.
 - c. None of the questions used in the survey are any more intrusive than typical survey questions.
2. The interviews
 - a. The interview questions were pre-written and appropriately phrased during the interview regarding the background of the interviewees. This was done to ensure the time the interviewees spent in the interview was relevant to their contexts and the research questions.
 - b. The interviews were used to gain more in-depth data regarding teacher competencies and their uses in the interviewees' specific contexts.

Beneficence

The overarching goal of this project is to explore and better understand what teacher competencies are important to online teaching in a post pandemic era. I believe that this is relevant and useful for the industry in areas such as teacher development and teacher education, and whilst it is a small study and therefore cannot make large generalising statements, it is the beginning of a conversation. Throughout the data collection I have received positive feedback from participants completing the survey and interviews and requests to read the findings once the project is complete. Therefore, I consider this project is striving to provide benefit for those in the industry.

Autonomy

All participants were informed that the project was part of a master's degree and not for commercial use and that all data collected would be anonymised unless I had asked permission to use names (this took place in the interviews). All participants (survey and interview) were voluntary and were made aware that the data would be stored on a password protected computer and then permanently deleted after the project had been marked and confirmed by the University of Brighton Exam Board. The questionnaire participants gave consent to this when they submitted the form and the interviewees gave consent at the beginning of the interview. The participants were told they were able to change their mind at any point until the deadline of 15th January 2022, by which time their data would have been analysed and used in the dissertation.

Justice

The questionnaire was distributed electronically via a link in an email so that it was easily accessible. The participants were carefully selected to ensure the correct target participants were taking part. Consideration was made to provide the questionnaire in paper format as well, so as to include those without electracry skills. However, it was decided that this was irrelevant as I was asking managers and teacher trainers/educators to complete the questionnaires online and their roles require IT skills. The survey was an open link so that those who received the link (by myself or a third party) could access it.

The participants

The participants were working professionals living in UK and in positions of manager and/or consultant/advisor.

Due to the type of professionals being asked to participate in this study, they were most likely to be over 25 years old, any ethnicity and any gender.

The participants needed to be professionals in the EFL industry in the UK. Anyone outside of this criteria were not to be considered in data collection. This did not deny anyone of a service or an opportunity.

The language was in English and all who were participating had a minimum C1 level of the language.

Validity and reliability

As this study is focused on qualitative data, the validity checks of the research process and the research itself were passed on (Cohen, 2018) key criteria: credibility, transferability, dependability and confirmability (p. 248, Cohen, 2018) which replace the common terms used for validity for quantitative research (internal validity, external validity, reliability and objectivity).

Credibility: the truth value

The study took a snapshot of people's perceptions and experiences of a phenomenon. Therefore, the data used in this project is credible as the people selected to complete it were in line with the research aims for collecting specific data. In addition, the research design ensured that the way the data was collected, stored and interpreted meant it was transparently processed and can be understood by those reading the report (Newby, 2014).

Transferability: generalizability

The research in this project is not attempting to provide generalizable data across the industry as it is a very diverse industry. Instead, it is attempting to gain data that is generated via shared "historic effects" (p. 256, Cohen, 2018) and the "setting effects" (p. 255, Cohen, 2018) are integral to the results of the data. However, the initial research into the topic area and the review of the literature showed the transferability of data and findings of this study and past research from other contexts, thus adding to the reliability of the research.

Dependability: consistency

The recordings of the interviews were transcribed with great attention to detail with the intention of reproducing the text verbatim and without speech modifications.

Confirmability: neutrality

To prevent bias in the research, I used my professional LinkedIn account and maintained all my communications via LinkedIn or the university email so as to maintain a professional and supportive environment (Winwood, 2019). In addition, I edited the questions for both the questionnaire and interviews so that they were not leading and were focused to elicit examples from the participants when appropriate.

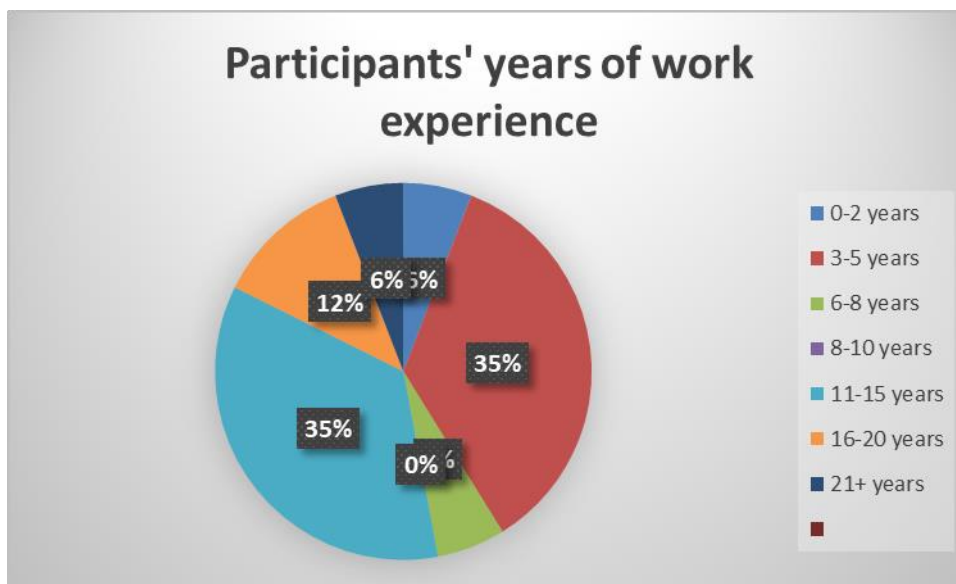
Data Analysis and Findings

Questionnaire

The demographic data from the respondents identified that 50% of the group worked for independent language schools and 31% for small to medium chains during the pandemic.

The majority of participants were in academic management (8 Directors of Studies/Academic Managers and 2 Assistants). A small proportion were owners/directors (2), and the rest were “other” which included roles in teacher education, professional development management and operational staff. 94% of participants had 3 or more years’ experience, with 53% having more than 10 years, see figure 6.

Figure 6: Participants’ years of work experience



76% of participants were both training teachers and managing them during the crisis. 82% of respondents reported that their organisations moved their teaching provision online during the pandemic (see figure 7).

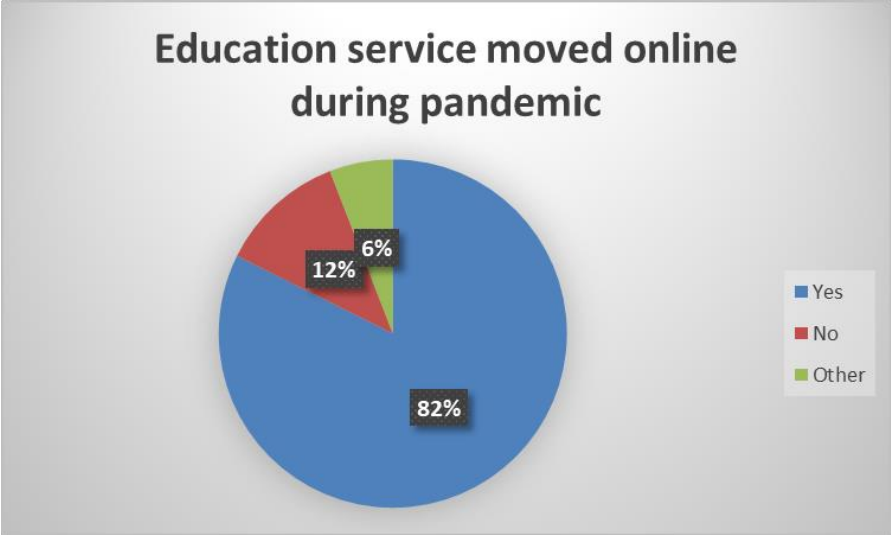


Figure 7: Education service moved online during pandemic

However, 57% of the participants declared that their teachers had no preparation for the online provision and 36% stated they had a “small amount of previous training”. Zero participants believed that their teachers had extensive training and/or experience teaching online prior to the crisis, with only 7% stating the teachers had “some” experience teaching online. See figure 8.

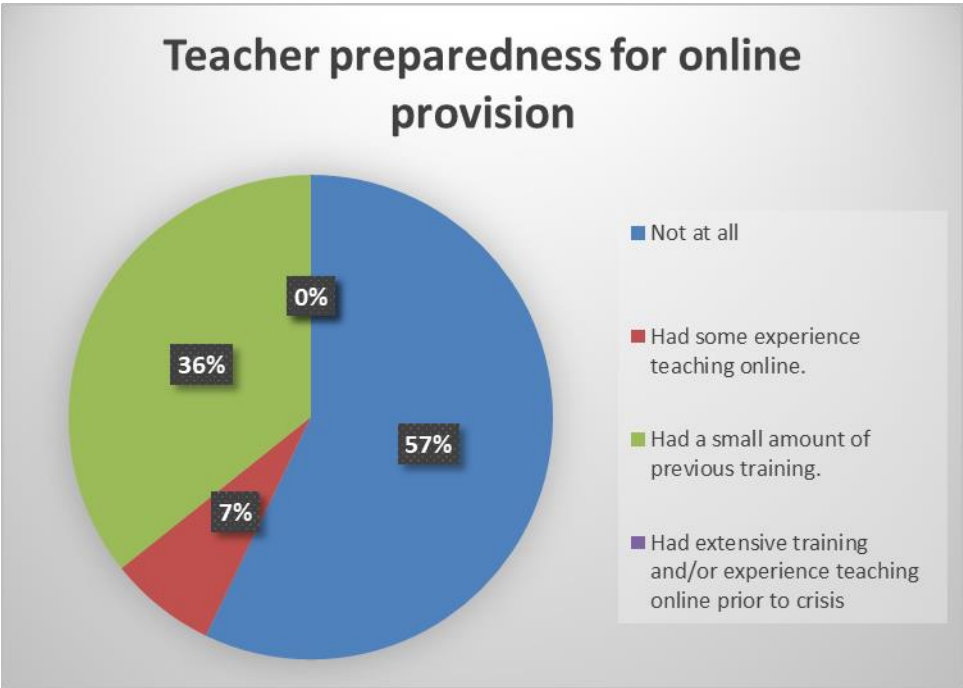


Figure 8: Teacher preparedness for online provision

When asked about which key skills and knowledge the participants look for in teachers, 33% of the answers focused on traits or characteristics found in a person professionally, with the most popular answer being “flexibility” (a total of 6 responses). Only 15% of responses covered areas on knowledge and 26% on skill. The “other” section brought up new themes such as “energy”, “passion for teaching” and “classroom experience”. However, when asked about skills and knowledge the participants look for in teachers since the pandemic, there was an increase in technology related answers, with 64% of responses focusing on technology as either part of a skill or their knowledge base. The answers mainly consisted of language that focused on a person’s attitude, such as “confidence”, “comfortable”, “willingness” and others focusing on skills, such as “ability to”, “a need for better skills” and “tech savvy”.

Typical teacher issues dealt with prior to the pandemic were predominantly not technology related (with 79% of responses to the question focusing on other areas), for example, lesson planning, error correction and classroom management. However, the technologically focused responses were vaguer, such as “using technology”, “basic IT and tool use”, “tech glitches”, “tech”. None of the answers pinpointed any technological pedagogy and were more focused on the functional or logistical aspects of it.

CPD prior to the crisis was focused on non-digital training topics, with 88% of the responses covering themes based on lesson planning, methodologies and approaches, materials development, and classroom practice, with “classroom management” being the most popular theme. Only 12% of the CPDs described in the data were focused on digital learning. However, when asked if the participants believed there was a change in CPD themes post pandemic, 64% agreed there was, whilst 36% said they were not sure (zero participants said there was not a change). Furthermore, the CPD themes described post pandemic had changed, with an increase in technology related CPD (31% of responses, 46% if hybrid theme is included) and new topics emerging: welfare (8%) and hybrid teaching (15%). However, 12% of participants reported that there were no changes to their CPD topics post pandemic.

Interviews

Three interviews were conducted via Zoom. The participants were Thom Kiddle, Director at NILE; Nicky Hockly, Director of Pedagogy at The Consultants-E; and Hugh Dellar, Teacher Trainer at Lexical Lab. All the participants are authors and experts in their field. They have all contributed to the field of EFL research and are considered key decision-makers in the industry.

Competency frameworks

The first question in the interview was used to gauge the interviewees attitudes towards competencies and their uses within the participants' specific contexts. All the experts described teacher competencies within the EFL industry as consisting of knowledge, skills and attitudes and how they were put into practice. There was a consensus that competency frameworks can be of use to teachers and there are a "plethora of frameworks" (Appendix D: 34) available with Kiddle suggesting that frameworks are the new methodology (Appendix D: 21). However, there was some scepticism towards the use of teacher competencies as they can be weaponised by management (Appendix F: 66), used in a top-down manner (Appendix F: 67) and can "force competencies into phases and stages, which isn't necessarily the healthiest way of doing things" (Appendix D: 27) as teachers have very differing contexts and experience which will affect their development differently (Appendix D: 44). Furthermore, there was reference to the industry being "forced to think that way [use frameworks]" (Appendix D: 42) in teacher education in order to award internationally recognised qualifications (Appendix D: 37) and the way the industry is based on the CEFR (Appendix D: 30).

Key competencies pre-crisis

Participants were asked to discuss what they believed to be key competencies for teachers prior to the pandemic. Two experts focused on language awareness, with Kiddle adding that teachers need to have an awareness of their own idiolect (Appendix D: 78) and Dellar gave examples of how language awareness affects multiple areas of teaching (Appendix F: 97).

All the interviewees talked about knowledge of classroom methodology as a key competency, for example, classroom methodology (Appendix D: 81), communicative language practice (Appendix E: 64) and the fundamentals of teaching practice (Appendix F: 193). Another common topic was regarding the integration of technology skills with pedagogical practices (Appendix E: 57) and how its importance was increasing over time (Appendix D: 90) and could not be ignored (Appendix E: 45), and how the change was shifting away from the focus on the tools themselves: "it's not about using Google Docs. It's about

you use Google Docs to help your learners learn and integrate it into your syllabus and your lessons and all the rest of it” (Appendix E: 60). But one suggestion was made that prior to the pandemic, most technology courses for teachers were heavily based on in-class technology (Appendix D: 92).

Other key themes that emerged were a greater need for intercultural awareness (Appendix D: 97), action-orientated language (Appendix D: 102), materials literacy (Appendix F: 90), training on learner outcomes (Appendix F: 94) and an awareness of alternatives when teaching (Appendix F: 123).

Finally, Hockly discussed the general negative attitudes towards technology that she witnessed pre-crisis, including statements made by trainees such as “it can’t be done” (Appendix E: 42) or “feeling that they [teachers] can’t do it” (Appendix E: 52) which leads on to a new theme that was found throughout all the interviews: confidence.

One of the major, unexpected, themes that arose during the interviews was related to attitudes within competencies, confidence or a lack of it. It was agreed that competencies require “a degree of confidence” (Appendix D: 15) in order to “operationalise that knowledge through the skills” (Appendix D: 15). Dellar goes further by describing how “teachers were made to feel insecure or inadequate if they weren’t doing a whole load of extra tricks [referring to using technological tools]” (Appendix F: 172) and Hockly and Dellar reported they had witnessed a sense of “panic” in teachers when faced with technology (Appendix F: 146, Appendix E: 167).

Identification of new issues in teacher education and practice during crisis

All three participants were working in very different contexts to each other during the crisis but all were supporting and assisting institutions and teaching teams how to transition to online education. Kiddle issued free online courses for teachers (Appendix D: 123) who needed to take their lessons online as well as a platform on tools that can be integrated into online teaching (Appendix D: 133). Hockly worked on a variety of projects from hybrid set ups (Appendix E: 287), launching an online platform, conducting research into teacher training for small groups to larger teams across entire nations and setting up a virtual learning environment (Appendix E: 142)). Finally, Dellar also completed projects that supported teachers internationally as well as nationally and launched an online course. Regardless of their differing settings, circumstances and roles, common themes around similar issues arose between all 3 experts.

Firstly, mental health and welfare were common concerns that were discussed due to the new way of teaching, online. Issues included “how to deal with your learners when you are not in [the same physical] space” (Appendix D: 128) and referencing “online fatigue” (Appendix D: 161) as another issue.

Hockly noted that “mental health and wellbeing being a common theme” (Appendix E: 111) and went on to suggest a correlation with a lack of leadership and mental health issues during the crisis (Appendix E: 95).

Secondly, another common theme in the interviews was teachers’ ability to adapt materials for online use. Dellar described the materials adaptation issues as “working out how best to do what you’d do in a normal classroom in a digital classroom” (Appendix F: 148). Whilst Hockly worked with groups of teachers on “how to adapt their face-to-face materials into online format” (Appendix E: 124).

Furthermore, Kiddle spoke about the blend of the business needs of schools in the UK with live teaching, as many schools lost their USP (unique selling point), namely, geographical locations, due to students no longer travelling to the locations to study (Appendix D: 154) and there was “a lot of work going into the social, cultural, immersive dimensions of learning” (Appendix D: 141).

Finally, two of the participants discussed how the transition to online teaching wasn’t just about developing the teachers technically: Kiddle explained how it was also not a case of pedagogical development either, but sometimes about working out how to “bring our geographical and... our own identity more into these replacement courses” (Appendix D: 154). Hockly focused on the requests she was receiving to provide training on how to “design tasks for breakout rooms and ensure that you have the interaction and the communicative language practice and so on” (Appendix E: 133). Adding to this, Dellar also gave insight into the technological pedagogical issues teachers were facing in his context. He discussed how the transition required teachers to “slightly reframe the teaching practice to match the kind of affordances or lack of affordances that the digital space provided” (Appendix F: 163). He also commented on how the same teaching practice issues that existed prior to the pandemic still existed (Appendix F: 145) and therefore, his focus was “on the fundamentals and the basics of teaching... And then think about how that works both online and offline. And the fundamentals are sort of essentially the same” (Appendix F: 193).

Key competencies post-crisis

Participants were asked to reflect on key competencies they identified post-crisis. Firstly, all the experts commented on the increase in teachers’ confidence in the use of technology post pandemic. Dellar described the initial panic he witnessed as institutions moved online (Appendix F: 146) and Hockly commented on how attitudes have changed since the beginning of the pandemic: “people now realize it’s [technology] just not such a big deal. It’s not that difficult to learn to use the tech itself. They’ve kind

of moved past that” (Appendix E: 143); and how there is a sense of less panic shrouding educational technology when given to teachers (Appendix E: 167).

Secondly, other key competencies that were raised by all interviewees were digital competencies: all agreed that there had been an increase in technological skills (Appendix E: 181) since the crisis with Kiddle describing it as “the 5th skill” (Appendix D: 289) and Dellar calling for a need for some “basic digital competence” (Appendix F: 236) which includes an awareness or ability to recognise the limitations of the technology (Appendix F: 264) and “knowing what not to do when you’re working online” (Appendix F: 242). However, Hockly commented on how she had noticed there was still a gap between technical skill and pedagogy (Appendix E: 198).

Thirdly, other new themes were brought up that were not directly related to a competency but would have an impact on teacher competencies and teacher education in the future. One of these was the change to language and communication now that there is a significant amount of communication taking place online. Kiddle suggested that language awareness should now give more attention to “online mediated” communication or language (Appendix D: 182) and how most teaching discusses face-to-face communication and how that may need to change post-pandemic to reflect the increase of online communication (Appendix D: 178). He identified that the most recent CEFR had included a section on its scale for online communication and he encourages a further update (Appendix D: 187). Other new themes that arose were related to teacher assessment literacy (Appendix D: 277), online teacher assessment (Appendix D: 299), the steep learning curve required by teachers (Appendix E: 192), a growing market in CLIL education (Appendix D: 238) and the need for teachers to have a critical perspective when they bring their skills from a physical classroom to the online system (Appendix F: 269).

Finally, a common theme brought up by all interviewees was the increase in hybrid teaching and the impact this may have on teacher education and teacher competencies. Kiddle and Dellar suggested that hybrid teaching may continue past the pandemic in some form (Appendix D: 211, Appendix F: 300). This will bring about new methodologies relating to the form of teaching (Appendix D: 192) and Dellar explained more discussion around the topic was needed (Appendix F: 300), whilst Hockly described the challenges that institutions have had in the past (pre-pandemic) and key areas that needed attention within this topic: teacher readiness, teacher training, teacher preparation, student engagement, classroom management and task design (Appendix E: 287).

A call for change in teacher education

Lastly, the participants were asked whether they thought there was a call for change in teacher education, and if so in what way. All the experts' responses agreed there was a need for change and a consensus that the traditional model of teacher education is being challenged with teachers realising the traditional "doing a CELTA, working in a private language school, doing a DELTA" (Appendix F: 280) is less relevant. As well as teachers now becoming more experienced online than their educators (Appendix D: 322), thus questioning the efficacy of the top-down teacher training models (Appendix D: 334). Also, the short technology focused input sessions within short courses, like CELTA, being irrelevant (Appendix E: 208) as the need for training on integration of technology grows (Appendix E: 209). Furthermore, Kiddle made suggestions that teacher education may become more co-constructed, peer-to-peer and a bottom-up approach (Appendix D: 338).

Hockly highlighted the issue between policy and action within teacher education and how the gap between what policy says on technology integration is different from what takes place (Appendix E: 216 & 230) and she went on to add that it can be up to the teacher trainer to ensure the technology is integrated (Appendix E: 212). Furthermore, there are online versions of teacher training courses (Appendix E: 211) and teacher education may continue being conducted via mixed modes in the future (Appendix D: 353).

Another point made was that online teaching should now be considered a competency in teacher training courses (Appendix D: 360), and teachers need to be provided with a general awareness of teaching online (Appendix F: 298) as digital technology now gives teachers a new platform to work from (Appendix F: 294). It was also reported that there is growth globally in the concept of teacher entrepreneurship as a result of the shift to online education (Appendix F: 310)

Finally, one last theme that was discussed was the need for a new skill for teachers which is to "adapt quickly" (Appendix D: 362).

Discussion

Introduction

In this chapter, the data analysis and findings reported in the previous chapter and the literature reviewed in literature review chapter will be selected and discussed in order to answer my research question and three sub-questions:

Teacher competencies post COVID-19: What constitutes an effective online teacher?

1. What are the primary competencies in the English language teacher?
2. To what degree do they prepare teachers for online teaching?
3. What additional competencies does an online teacher require?

This chapter is organised into four sections, the first three are answering the sub-research questions in order and the final part is a conclusion that provides answers to the overarching research question.

The discussion will not discuss all the findings from the research as it will only select the most relevant data to answer the questions.

Collating the data from the literature review, questionnaire and interviews has highlighted some major findings in the study. Firstly, whilst the teacher competency frameworks that were created prior to the pandemic have all dedicated sections to digital skills and/or literacy and digital pedagogy, it has become apparent that the move to online teaching has affected more than the single category, digital competency. According to Richards' (2010) core dimensions (language proficiency, content knowledge, teaching skills, contextual knowledge, language teacher identity, learner-focussed teaching, specialised cognitive skills, theorizing from practice, joining a community of practice and professionalism), there has been an impact on most, if not all, of the 10 components. Furthermore, whilst the frameworks discuss information technology as transversal (Bleichenbacher et al, 2020) or enabling competencies (Tsui, 2009), consideration now must be made that a teacher can no longer succeed without these skills and knowledge.

One of the major findings from the study was the attention given to attitudes and how they have changed post pandemic. In addition, another key finding was the implications the pandemic has had on future teacher education at all levels of a teacher's career and the further impact this will have on technological pedagogy, communities of practice, teacher identity and professionalism.

Finally, the data also highlighted the need to consider mental health and/or wellbeing of staff and students, with particular attention to technologically based burnout, which were not explicitly described in competency frameworks previously. This key concept that is new to the competency field can be unpacked further with considerations of the environments teachers and students are working in (Appendix D: 209) and how these affect their learning and teaching.

Key competencies - pre-pandemic

The first sub-question of the research project was devised in order to gauge and better understand the status-quo of perceptions of what constitutes a successful teacher. Therefore, the initial data collected tried to pinpoint and describe the key areas found in the literature and then correlate those with the data perceptions, from people in the industry, through the questionnaire and interviews.

Firstly, the primary data was targeted at individuals across the UK and in a variety of settings as teacher competencies are highly situated, contextually-based and culturally-specific (Turner-Bisset, 2001, Tsui, 2009, Richard, 2010, Rossner, 2017, Thome Kiddle - Appendix D: 44), which was apparent from the variety of responses received. Assumptions made prior to the data collection were that the questionnaire and interviews would pull many data focusing on practical teaching areas and possibly not focus as much on the theoretical or more conceptual areas. However, this was not the case.

The questionnaire highlighted, through the number of related answers, that personal traits or characteristics of a teacher are integral to their success, which corresponds with recent competency frameworks such as Turner-Bisset (2001) and Rossner (2017) that dedicate entire branches of frameworks to “personal qualities” (p. 156, Rossner, 2017) “personality traits” and “attitudes and opinions” (p. 475, Turner-Bisset, 2001). With a third of responses to the question “what are some of the key knowledge or skills you look for in a teacher?”, were about personal qualities and attitudes.

Two major themes that arose from the primary research (questionnaire and interviews) were teacher traits associated with flexibility (questionnaire) and confidence (interviews). These answers were directly related to the teacher’s ability to either use technology to teach or to a teacher as whole. There was also evidence given about how teachers’ attitudes towards technology were often negative and a sense of impossibility or inability to use digital tools was more common pre-pandemic (Appendix E: 42 and 52). These negative attitudes could be aligned with the idea for the need of flexibility in a teacher as the negative perceptions towards technology would have stifled the progress of professional development for those answering the questionnaire.

Furthermore, the concept of 'confidence' as a trait needed in teachers is something that could be related to teacher identity, and professional community as well as autonomy in decision making (Tsui, 2009). Also as the participants from the interviews and questionnaires were predominantly in a managerial or teacher educator position, this concept could illustrate a difference between highly successful teachers and ones needing significant support.

Secondly, the primary data highlighted that the focus on non-technologically related competencies was higher prior to the crisis with 79% of questionnaire responses focusing on non-tech areas and the questionnaire participants and interviewees discussing a multitude of topics including: lesson planning, error correction, classroom management, language awareness (including a teacher's own idiolect), classroom methodology, communicative language practice, intercultural awareness, action-orientated language, materials literacy, training on learner outcomes, fundamental teaching practices and an awareness of alternatives when teaching. These responses reflect the diverse criteria described in competency frameworks and highlights the dynamic and complex nature of teaching (Richard, 2010 & Rossner, 2017).

However, in contrast to this plethora of responses that were not related to digital competencies, the technologically related data was narrow with questionnaire respondents focusing on the functional or logistical requirements of educational technology and the experts highlighting that pre-pandemic teacher education focused heavily on in-class technology and whilst there was an established need for integration of technology, it was not identified as frequently prior to the crisis. Furthermore, this was also highlighted in the literature as many of the frameworks described skills and knowledge on basic digital operations, such as using digital display and using audio and video (Rossner, 2017).

Finally, the limitations to the research of teacher competencies pre-crisis was that the data essentially created a list of parts which is one of the constraints of the frameworks in the literature. However, with the collection of responses and the diversity of the answers, it is evident that whilst the list aids the comparison of teacher competencies pre and post pandemic, it also highlights the complexity and interrelatedness of a teacher's set of competencies.

Preparedness for online teaching

Whilst it is evident that teachers throughout this study are in highly situated roles and their context was specific to them, one common shared context regarding this study is that all participants, and the teachers they were supporting, experienced a crisis period and a significant and fast paced change in their contexts due to the pandemic, with 82% of questionnaire respondents stating their institutions moved online during the pandemic. Therefore, this study was able to gather data that could identify practitioners' preparedness for online teaching which could highlight further changes in teacher competencies.

Most notably from the questionnaire, the participants felt that their teachers were not prepared to teach online with 57% of respondents reporting their teachers had no preparation for the shift, only 36% stating they had a "small amount of previous training", and only 7% of responses stating the teachers had "some" previous experience teaching online. This correlates with the experts' answers in the interviews that explained they were providing support to teachers as they transitioned to online teaching and in all cases the experts were developing courses and content that was specifically designed to facilitate the adaptation. As a result, this section of the chapter will discuss emergent themes (see figure 9) that may draw light on the inefficiencies of the competency frameworks and areas for further research in the following sections.

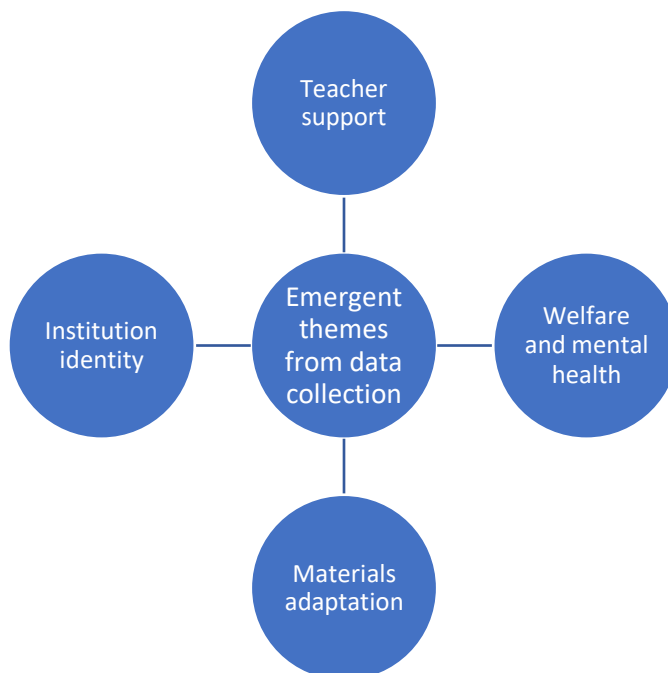


Figure 9: Emergent themes from primary data collection

Teacher support

The primary data collection looked at CPD (Continuous Professional Development) topics that were presented during the crisis period of the pandemic. The aim of this was to understand if there was a shift in the support that was provided for teachers during this time.

As a result, almost two thirds (64%) of respondents agreed there was a change in CPD themes during the pandemic and 46% of the topics presented, according to the participants, were technology related which is a contrast to 12% of CPD themes prior to the pandemic being described as technology focused by the participants. This corresponds with the interviewees' responses to the type of work they were completing during the pandemic, the majority of which was related to supporting teachers transition to online education. Furthermore, the literature featured discussions on the need for teachers to have "sufficient IT knowledge" (Swathi, 2020) and understanding of concepts in online systems (Veronico, Tarrayo and Anudin, 2021), including course technology (Gacs et al, 2020). However, Dellar described the teaching practice issues that existed prior to the crisis still being present during and after the pandemic (Appendix F: 145).

Another key theme that arose relating to teacher support was the emergence or possibly the refocusing of importance for professional communities or communities of practice that grew online during the crisis. The frameworks described from the literature unanimously placed an importance on professional communities (Brooks, Mosier & Bassett, 2020 & Richards 2010). During the crisis, it was reported by the interviewees that there was a sense of 'panic' related to technology among the teachers they were working with (Appendix F: 146) and how that dissipated as teachers went online (Appendix E: 167). In addition, the literature described the use of "emergency tool kits" (Brooks, Mosier & Bassett, 2020) for teachers and settling with "surface-level instruction" (Berry, 2020) which highlights the sense of survival rather than striving for teaching excellence during this period. So, it could be concluded that during this time, teacher support was adapting to the ever-changing needs of the teachers on a minute-by-minute basis and the support provided was to help teachers survive the transition. This ultimately would have an impact on mental health, and this is possibly why this theme emerged during the primary data collection.

Welfare and mental health

The concern for mental health and welfare of both students and teachers has been a growing topic in the EFL industry in recent years (Wong, Pompeo-Fargnoli & Harriott 2022). However, it is possible the pandemic was a catalyst for this conversation to grow further. Certainly, the primary data identified themes relating to mental health and notably described a concern in areas related to technology, such as online fatigue (Appendix D: 161). Another area noted in the literature and in the interviews was the change of physical space for students and teachers which brought up new concerns such as disconnectedness (Brooks, Mosier & Bassett, 2020, Berry, 2020 & Veronico, Tarrayo & Anudin, 2021) and supporting learners no longer in the same physical space (Appendix D: 128).

As discussed previously, this time period saw dramatic change with very little readiness amongst teachers which may have ultimately resulted in a 'survival' approach to teaching and learning and this could be traced back to a lack of leadership in certain cases which Hockly pointed out could have a correlation with an increase in mental health issues during the crisis (Appendix E: 95).

Institution identity

Assessing the industry as a whole, a theme that arose from the data collection was the change in institution identity. Whilst this topic was only covered by one interviewee, its relevance to leadership and subsequently teacher support and mental health issues may have an overarching impact on the changes in teacher competencies.

Kiddle described a fundamental change that occurred for institutions during the crisis as students stopped studying in geographical locations which were part of many UK institutions USPs prior to the pandemic. As a result, Kiddle explained that significant effort was spent on "social, cultural, immersive dimensions of learning" (Appendix D: 141) which would have an impact on both the teacher and institution identities. Furthermore, with a professional's skills, knowledge and conduct (Leung, 2009) fundamentally changing whilst transitioning to online teaching, there will be an impact on professional identity (Milner, 2009 & Richards, 2010).

Materials adaptation

Finally, another major finding was related to materials adaptation during the pandemic. The literature and competency frameworks describe this area but mostly relating to adapting materials to exploit the coursebook, for learner needs and student engagement, for example (Cambridge Framework Competency Statements, 2018). However, during the pandemic it was noted that materials adaptation

was needed specifically for online provision (Veronico, Tarrayo & Anudin, 2021) and the primary data confirmed this with the interviewees describing a need for teachers to know how to adapt their face-to-face materials into online formats (Appendix E: 124) and developing an understanding and awareness of how to transfer their teaching skills and knowledge to the new mode of teaching (Appendix F: 148), which required pedagogical development (Appendix D: 153).

Key competencies - post-pandemic

This section re-examines some themes already discussed in this chapter but with explicit reference to questions asked to the participants of both the questionnaire and interviews regarding 'new' teacher competencies they have witnessed during the pandemic.

Firstly, the questionnaire responses showed there was a distinct increase in a need for attitudes in teachers that displayed confidence and willingness in their personal traits, and this coincided with the interviewees who confirmed this in their discussions. In addition, the questionnaire data highlighted other language associated with professional attitudes by using language to describe teachers' skills with "ability to", "know how to" and terms such as "tech savvy".

Secondly, there was a noticeable increase in the number of technology related responses from the survey, with 64% of answers focusing on technology related skills and knowledge as a necessity post crisis. The interviewees unpacked the theme with discussions on the need for "basic digital competence" (Appendix F: 236), an increase in technological skills (Appendix E: 181) but there were still issues regarding the gap between technology and pedagogy (Appendix F: 242 & Appendix E: 198). In addition, a new theme emerged, hybrid teaching, and this was a popular topic for both interviewees and survey participants. Hockly described the varying issues with this increasing form of teaching which included teacher readiness, teacher preparation, student engagement, classroom management and task design which are all areas covered in teacher competency frameworks but not previously directly related to hybrid teaching.

Finally, the interviewees discussed a new theme related to language and communication, and how the learning and teaching landscape, as well as the working world, have transitioned to more online communication and therefore, there is a change in the language and communication surrounding that. This would have a direct impact on a teacher's content knowledge of the subject as well as possibly their language awareness, as communication has an established "online mediated" culture (Appendix D: 182).

This is not to say it didn't exist before; however, its significance in English language learning has grown as communication has grown online.

What constitutes an effective online teacher?

The discussion so far has highlighted changes and shifts in attitudes, skills and knowledge for teachers since the pandemic. From the analysis it is possible to create a list of key areas within teacher competency frameworks that may need further attention since this shift in the status quo. However, after collecting the initial data from the literature review and questionnaire, it became evident that a list of changes in competencies may not be efficient in a practical sense when considering long term change for the benefit of teachers. Therefore, in the interviews, an additional question was asked at the end which was whether they believed there was a call for change in teacher education and if so, in what way. The results from this question offered more practical application of the previous data collection and so in this section they are consolidated together.

Firstly, this study has identified the following key themes that impact teacher competencies:

- Mixed modes of education (including hybrid teaching)
- Language awareness – online mediated communication
- Digital competency as a basic skill
- A gap between technology and pedagogy
- Mental health and welfare issues when working online
- Professional communities of practice online
- Technology integration
- Institution and teacher identity
- Teacher support
- Materials adaptation

Whilst this list of findings provides opportunity for further discussion and possibly a starting point for managers, teacher educators and teachers themselves to explore further within their own contexts, there are two overarching areas of concern that the experts discussed when asked about the future of teacher education: a gap between policy and technology integration and a change in the traditional model of teacher education.

Hockly described a gap between policy, what institutions are creating policies on, and what is taking place in the classrooms (Appendix E: 216). Furthermore, from comparing and contrasting the

competency frameworks with the primary data, it appears that this is the case. The competency frameworks examined in this study have acknowledged that they do not encompass every part of a teacher's competencies, but they have attempted to take atomised aspects to create tools in order to holistically provide support (or assessment) for a teacher. The competency frameworks and theories behind them have provided clear insight and guidance on the technological and digital aspects of teaching but until this point, post crisis, it was possible to wash over key areas as the significance was not realised until now. Furthermore, the primary data collected from this study could be used to return to competency frameworks with a fresh perspective and realise some of the importance of the minutia in their descriptors.

Possibly an even more significant finding from this study is the identification of a significant change in teacher education. All the experts in the interviews discussed a fundamental change in teacher identity as the profession shifts from what was typically initial teacher training (a CELTA for example) followed by working in a classroom in a school to possibly completing a post-graduate qualification such as a DELTA, to a new online and remote form of teaching which potentially has a more flexible work pattern than before. Furthermore, teacher education needs to include online teaching as a competency in its own right, particularly in initial teacher training as this could be the focus of future teachers' career pathways. And finally, consideration needs to be made regarding teacher educators and how many teachers will now be more experienced than the teacher educators in online teaching practice.

Conclusion

In conclusion, the EFL teaching landscape has changed in the UK and whilst some pre-pandemic practices will return as countries begin to reopen borders and the risk to life diminishes, some of the pandemic era is here to stay, and with it, a new identity for teachers and therefore, teacher education and management. There are many lessons to be learnt from any crisis period, but for EFL teachers and other stakeholders it is evident that reframing knowledge, skills and attitudes to the new era is a place to start.

This research project has gathered data from multiple sources including literature, questionnaires and interviews that were based on perspectives from numerous stakeholders but with the focus on directors, managers, experts and teacher educators. In the primary data collection, there were a combination of recurring themes, also found in the literature review, as well as new topic areas that had not been outlined in the readings. These findings provide insight into the new or realigned needs of teachers and subsequently teacher competencies.

Understanding what constitutes an effective online teacher, or a teacher in any mode, is evidently a complex array of competencies that are interconnected with each other and the context surrounding the teacher. Therefore, the results to this research have identified general areas that will affect a multitude of teachers within the UK and their specific teaching context.

The study identified key competency areas pre-pandemic and used them to analyse change post-crisis. It can be assumed that the plethora of competency frameworks that are and were used prior to the pandemic were fit for purpose. Thus, the findings from the research are to be assumed as an extension or adaptation to the existing and published frameworks and the results should further assist in research and development for future frameworks and practical applications in real-working contexts.

Overall, 13 key areas of consideration were established from the project and with-it suggestions on further development, research or action:

1. Identification of an increase in **mixed modes of education** (including hybrid teaching).
2. Additional focus on **online mediated communication** within language awareness competencies.
3. Consideration that **digital competency is a basic skill**.
4. Understanding and further discussion on **the gap between technology and pedagogy**.
5. Consideration and discussion on the impact of **mental health and welfare issues when working online**.

6. Additional focus on **professional communities of practice online**.
7. Increased discussion and application on **technology integration**.
8. Reflection on **institution and teacher identity** post-pandemic.
9. Attention to be given to **teacher support**.
10. Increased focus and discussion on **materials adaptation** for online teaching.
11. Debate and reframing of **teacher education** to include online teaching competencies.
12. Action to be taken on **policy and technology integration**.
13. Discussion on **teacher career pathways** of the future.

The research has highlighted key areas within teacher competencies, and the role of a teacher since the pandemic, that have overarching implications in teaching practice, teacher education and teacher career pathways. It can be concluded that what used to constitute an effective teacher (not online), is no longer sufficient in what constitutes an effective teacher in the multimode EFL landscape and therefore, it is determined that an effective online teacher requires more knowledge and skills than a traditional one. However, we must not forget that professional attitude also plays a perceived integral role in the success of a practitioner in the industry.

Unexpectedly, this research has provided a list of themes that require further attention from practitioners and experts in the industry. And fundamentally, it could be assumed that the EFL industry and its teachers, teacher educators, managers and other stakeholders are experiencing a significant change in professional identity, with attention shifting from in-classroom practice to multimode education.

The pandemic has put a strain on the industry for students, teachers and other stakeholders. Alternatively, it could be concluded that the challenges that have sprung from the crisis have provided opportunity for change, a stimulus to adapt, a chance to reassess and an incentive to create. Regardless of whether EFL education returns to its traditional form or not, lessons have been learnt and will be built upon by teachers as they navigate the uncertainty within the EFL industry.

WORD COUNT: 15,416

Bibliography

Berry, K. (2020) 'Anchors away: reconciling the dream of teaching in COVID-19', *Communication Education*, 69:4, 483-490.

Bleichenbacher, L., Goullier, F., Rossner, R., Schröder-Sura, A. (2020) 'A guide to teacher competences for languages in education, Council of Europe (European Centre for Modern Languages)', Graz, available at www.ecml.at/guidetoteachercompetences, accessed 21 Jun 2021.

Blikstad-Balas, M., (2019) 'Using Videos as Data', in Lambert, M. (ed.) *Practical research methods in education: an early researcher's critical guide*. London: Routledge, pp. 45-54.

Brooks, C., Mosier, B. & Bassett, M. (2020) 'Teaching from Home? Now What? Preparing Your Online Emergency Teaching Toolkit', *Journal of Physical Education, Recreation & Dance*, 91:6, 46-49.

Burton, J. (2009) 'Reflective practice', in Burns, A. & Richards, J.C. (eds). *The Cambridge Guide to Second Language Teacher Education*. New York: Cambridge University Press, pp. 298-307.

Cambridge English (2018) *Cambridge Framework Competency Statements* [Online] <https://www.cambridgeenglish.org/Images/172992-full-level-descriptors-cambridge-english-teaching-framework.pdf> [accessed 10 February 2022]

Canagarajah, A. (2006) 'TESOL at forty: what are the issues?' *TESOL Quarterly*, 40(1), pp. 9-34.

Wong, C., Pompeo-Fargnoli, A., Harriott, W., (2022) 'Focusing on ESOL teachers' well-being during COVID-19 and beyond', *ELT Journal*, 76(1), January 2022, pp. 1–10, <https://doi.org/10.1093/elt/ccab069>

Cohen, L., Manion, L., and Morrison, K. (2018) *Research methods in education*. 8th edn. New York: Routledge.

Erasmus + (2022) 'Common European Framework of Reference for Teaching' [Online] <http://www.edu.xunta.gal/centros/erasmusplumccpd/en/node/47> [accessed 10 February 2022]

EAQUALS (2022) 'The EAQUALS Framework for Language Teacher Training & Development' [Online] <https://www.EAQUALS.org/our-expertise/teacher-development/the-EAQUALS-framework-for-teacher-training-and-development/> [accessed 10 February 2022]

European Centre for Modern Languages of the Council of Europe (2022) 'A guide to teacher competences for languages in education' [Online] <https://www.ecml.at/ECML->

[Programme/Programme2016-](#)

[2019/Guidetoteachercompetences/Resources/tabid/3023/TagID/174/language/en-GB/Default.aspx](#)

[accessed 10 February 2022]

Freeman, D. (2009) 'The scope of second language teacher education', in Burns, A. & Richards, J.C. (eds). *The Cambridge Guide to Second Language Teacher Education*. New York: Cambridge University Press, pp. 11-19.

Díaz Maggioli, G., (2021), 'IATEFL during the Pandemic: Issues and Perspectives', *ELT Journal*, 75(4), pp. 531–532, <https://doi.org/10.1093/elt/ccab055>

Gacs, A., Goertler, S. & Spasova, S. (2020), 'Planned online language education versus crisis-prompted online language teaching: Lessons for the future', *Foreign Language Annals*, 53(2), pp. 380-392.

Hilliker, S.M., Yol, O. (2022) 'Virtual exchange in teacher education: focus on L2 writing', *ELT Journal*, 76(1), pp.11–19, <https://doi.org/10.1093/elt/ccab071>

Jensen, K. B. (ed.) (2002) 'A handbook of media and communication research: Qualitative and quantitative methodologies'. London and New York: Routledge.

Johanson, T. & Kroksmark, T. (2004) 'Teachers' intuition-on-action: How teachers experience action', *Reflective Practice*, 5(3), pp. 357-381.

Johnson, K. (2010) 'Expertise in language learning and teaching', *ELT Journal* 64(2): pp. 217-218.

Johnson, K., et al. (2008) 'A step forward: investigating expertise in materials evaluation', *ELT Journal* 62, (2): pp. 157-163.

Jopling, M. (2019) 'Using Qualitative Data', in Lambert, M., (ed.) *Practical research methods in education: an early researcher's critical guide*. London: Routledge, pp. 1-11

Karatsiori, M. (2016), 'European profile for language teacher education: Meeting the challenge for sharing common competences, knowledge, strategies and values', *Cogent Education*, 3(1), pp. 1-29.

Latif, M., (2022) 'Coping with COVID-19-related online English teaching challenges: teacher educators' suggestions', *ELT Journal*, 76(1), pp. 20–33, <https://doi.org/10.1093/elt/ccab074>

Leavy, P. (2017) 'Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches'. New York: The Guildford Press.

- Leavy, P. (ed.) (2015) 'The Oxford handbook of qualitative research'. New York: Oxford University Press.
- Leung, C. (2009) 'Second language teacher professionalism', in Burns, A. & Richards, J.C. (eds). The Cambridge Guide to Second Language Teacher Education. New York: Cambridge University Press, pp. 161-179.
- McDonough, J. and S.H. McDonough (1997) 'Research Methods for English Language Teachers'. London: Arnold.
- Miller, J. (2009), 'Teacher Identity', in Burns, A. & Richards, J.C. (eds). 'The Cambridge Guide to Second Language Teacher Education', Cambridge: Cambridge University Press.
- Newby, P. (2014) 'Research methods for education'. New York: Routledge.
- Nunan, D. (1998) 'Research Methods in Language Learning'. Cambridge: Cambridge University Press.
- Purushotham, S. L. & Swathi, C. (2020) 'Online Learning and Its Effects on English Language Skills among Higher Education Students Amid the Covid-19 Lockdown', *Language in India*, 20(9), pp. 127–143.
- Richards, J. C. (2010) 'Competence and performance in language teaching', *RELC Journal* 41, (2): pp. 101-122.
- Rossner, R. (2017) 'Language Teaching Competences'. Oxford: Oxford University Press / EAQUALS.
- Shabani, K. & Ewing, B., (2016) 'Applications of Vygotsky's sociocultural approach for teachers' professional development', *Cogent Education*, 3(1).
- Smith, T. & Strahan, D. (2004), 'Towards a prototype of expertise in teaching: a descriptive study', *Journal of Teacher Education*, 55(4), pp. 357-371.
- Strauss, A. (1987) 'Qualitative Analysis for Social Scientists'. N.Y.: Cambridge University Press.
- Strauss, A., & Corbin, J. M. (2015) 'Basics of qualitative research: Grounded theory procedures and techniques'. 4th edn. Sage Publications.
- Tarrayo, V. & Anudin, A. (2021) 'Materials development in flexible learning amid the pandemic: perspectives from English language teachers in a Philippine state university', *Innovation in Language Learning and Teaching*.
- TKCOM (2018) 'Global Teachers' Key Competences Framework', Barcelona: TKCOM.

Tsui, A. B. M. (2009) 'Teaching expertise: approaches, perspectives, and characterizations', in Burns, A. & Richards, J.C. (eds). 'The Cambridge Guide to Second Language Teacher Education'. New York: Cambridge University Press, pp. 190-197.

Turner-Bisset, R. (2001) 'Expert Teaching: Knowledge and Pedagogy to Lead the Profession'. London: David Fulton Publishers.

Winwood, J., (2019) 'Using Interviews', in Lambert, M. (ed.) 'Practical research methods in education: an early researcher's critical guide'. London: Routledge, pp. 12-22.

Appendices

Appendix A: Cambridge: Framework Competency Statements

- Learning and the learner
 - Learning theories
 - FLA and SLA
 - Language-teaching methodologies
 - Understanding learners
- Teaching, learning and assessment
 - Planning language learnings
 - Lesson planning
 - Course planning
 - Using language-learning resources and materials
 - Selecting, adapting, supplementing and using learning materials
 - Using teaching aids
 - Using digital resources
 - Managing language learning
 - Creating and maintaining a constructive learning environment
 - Responding to learners
 - Setting up and managing classroom activities
 - Providing feedback on learner language
 - Teaching language systems
 - Teaching vocabulary
 - Teaching grammar
 - Teaching phonology
 - Teaching discourse
 - Teaching language skills
 - Teaching listening
 - Teaching speaking
 - Teaching reading
 - Teaching writing
 - Assessing language learning

- Assessment principles
- Using assessment to inform learning
- Language ability
 - Classroom language
 - Language models
 - Recognising learner errors
 - Communicating with other professionals
 - CEFR level
- Language knowledge and awareness
 - Language awareness
 - Terminology for describing language
 - Reference materials
- Professional development and values
 - Classroom observation
 - Reflecting on teaching and learning
 - Planning own development
 - Teacher research
 - Teamwork and collaboration
 - Professional roles and responsibilities

SCALE: Foundation > Developing > Proficient > Expert

Appendix B: Erasmus +: Common European Framework of Reference for Teaching

- (Inter) personal skills
 - Developing personal skills: openness, honesty, courage and wisdom
 - Developing positive relationships: tutoring and guidance of learners
 - Managing and fostering educational values
 - Developing social relationships and participating in the life of the learning community.
 - Looking after self and colleagues
- Collaborative
 - Working with colleagues
 - Working with learners
 - Working with the learning community
- Communicative
 - Communicating with learners
 - Communicating with colleagues
 - Communicating with educational establishments and the wider community
- Communication technologies for learning
 - Didactic and methodological
 - Instrumental
 - Organisational
 - Ethical and critical
- Promoting health and well-being
 - Promoting a healthy environment
 - Building confidence
 - Meeting needs
- Promoting social justice, diversity and global citizenship
 - Learning for a better future
 - Promoting the rights of learners
 - Learning for global citizenship
- Professional knowledge and understanding
 - Subject knowledge
 - Knowledge of teaching and learning
 - Planning the teaching and learning process

- Knowledge of educational systems
- Continuing personal and professional development
 - Reflection / self-evaluation
 - Lifelong learning
 - Open to change: researcher and innovative practitioner
- Assessment
 - Understanding the role of assessment
 - Using assessment for teaching and learning
 - Using a range of approaches to assessment

SCALE: Beginning > Competent > Advanced

Appendix C: The EAQUALS Framework for Language Teacher Training & Development

- **Planning teaching and learning**
 - Learner needs and learning processes
 - Curriculum and syllabus (the teaching and learning programme)
 - Lesson aims and outcomes
 - The lesson – tasks, activities and materials
- **Teaching and supporting learning**
 - Teaching methodology
 - Resources/Materials
 - Interacting with learners
 - Lesson management
 - Using digital media
 - Monitoring learnings
 - Learner autonomy
- **Assessment of learning**
 - Assessment and the curriculum
 - Test types – selection, design and administration
 - Impact of assessment on learning
 - Assessment and learning processes
- **Language communication and culture**
 - Using the target language effectively with learners
 - Applying the principles of the Common European Framework for Reference
 - Giving sound language models and guidance
 - Handling relevant cultural issues as part of language learning
 - Applying practical insights from linguistics and psycho-linguistics
- **The teacher as a professional**
 - Self-assessment and teacher autonomy
 - Collaborative development
 - Exploratory teaching
 - Lesson observation
 - Professional conduct

SCALE: Phases 1, 2 and 3 – each phase is divided into two sections with ‘knowledge of’ and ‘skills’ described for each subcategory.

Appendix D : Interview with Thom Kiddle

11:00Am GMT 7th January 2021

1 Interviewer (00:02):

2 Lovely. Are you okay to be recorded?

3 Thom Kiddle (TK) (00:05):

4 Yeah, that's fine Beatrice.

5 Interviewer (00:05):

6 Lovely. Thank you so much. So thank you so much for today and spending the time chatting to me. So
7 for I'm gonna just jump straight in because time is precious and I want to get through as many questions
8 as I can. So, um the study I'm sure you are aware is cause I've already explained, is obviously about
9 teacher competencies, teacher skills, abilities, that sort of thing, and how they may have changed post
10 pandemic or may not have changed. So first of all, I'd like if possible, could you describe what you
11 envisage as teacher competencies? You know, your teachers or when you train teachers and your
12 attitudes towards teacher competencies in general?

13 TK (00:50):

14 Yeah. so I guess for me teacher competency means a combination of knowledge and skills to put it that
15 into practice, but also, so that, competence comes with a degree of confidence. So the confidence to do
16 those to operationalize that knowledge through the skills, I think is a key part of confidence. So, so you
17 can have all of the, the skills and knowledge in the world, but if you haven't actually got the, the
18 confidence, which I think comes from, from experience from reflecting on your own prep from bad
19 experiences that, that form your own, you know, behaviors that confidence is a key part of, of
20 competence or being able to demonstrate that that competence. And I guess I said in a, an article
21 recently that frameworks are the new methodologies. That we, we, we have this kind of post method
22 era.

23 TK (01:49):

24 But what we do have is a plethora of, of frameworks and some of those are language frameworks, but
25 some of them are essentially teacher competence frameworks. The ones that I most commonly work

26 with would be the, the Cambridge English Teaching Framework, the Cambridge Trainer Framework and
27 the EQUALS European Profiling Grid and, and Teacher Development Framework. And so they, they kind
28 of they force competencies into, into phases and stages, which isn't necessarily the healthiest way of
29 doing things. You know, it's not necessarily it's, there is no dividing line where you move from phase one
30 to phase two to phase three of competence, but it's I guess it's the impact of frameworks. And
31 particularly the way in our sector we're influenced by the, the CEFR as a framework, that idea of, of
32 progress being the marcatd between level has spilled over into, into teacher frameworks and teacher
33 competency frameworks.

34 TK (02:52):

35 And I guess we're all influenced by that I'm, I'm influenced by that as well. My attitudes to, to the next
36 stage of development and the aligning particular teacher development programs against different levels.
37 We're also influenced, I guess, here at Nile by the fact that we run externally validated programs. So we
38 have, you know, your CELTA as the initial teacher training, you have your Delta as diploma level and
39 then a masters level qualification which forces into thinking again at the, the national level, the
40 qualifications framework thinking about, you know, it's a level seven qualification versus a level five
41 qualification. So, so although I don't think that reflects my my feelings about what competency, how
42 competencies develop in teachers. I think we're kind of, we're forced to think in that way, because we're
43 surrounded by frameworks and we're asked to think in terms of levels and qualifications what what's
44 very true of, of that approach to competence is, is that everybody has a jagged profile.

45 TK (03:54):

46 Each part of each each area, each topic that's described in a, in a competency framework, we'll develop
47 at different stages. And there's I think there are context in which it's very hard to develop some of those
48 competencies. You know, if you work in a monolingual, monocultural setting, then it's very hard to
49 develop that breadth of understanding of different linguistic families, different first language
50 interferences. And you can't fault a teacher for not having the opportunity to work in that context.
51 Similarly, if you're working with teacher education as most of our workers, you know, some people's
52 entire teacher training career will be working with particular groups of teachers, maybe primary school
53 teachers, or maybe in higher education teaching. And, and so it's very difficult for them to get that
54 breadth of exposure that I think is a feature of the higher levels of competence framework, you know,
55 being able to, to demonstrate your contextual awareness of a number of issues.

56 Interviewer (04:57):

57 Yeah.

58 TK (04:58):

59 Tell me if I'm rambling too much.

60 Interviewer (04:59):

61 No, that that's fantastic. I've got loads of offshoot questions I might come back to on that. But we'll see
62 if we've got time. So can you describe some key competencies you look for in a teacher, but this is
63 before crisis. So before the pandemic, was there anything that really stands out to you that you look for
64 when you're?

65 TK (05:18):

66 Yeah, absolutely, I mean, I think a big thing for me personally, is, is **language awareness** and not
67 differentiating between language analysis and language awareness and, and language analysis. You
68 know, the ability to pass a sentence and to, you know, put it into parts of speech is, is one part of a
69 teacher competence, sure, but language awareness is, is much broader and much more kind of holistic
70 in the sense of being, being alive to language, being able to, to see the nuances and subtleties of how
71 language works and really to see like I'm quite influenced by Rod Belytho, who is my former Academic
72 Director here at Nile seeing, you know, grammar as a choice. So, you know, you make decisions about
73 which type of grammar to use in order to to put inferences and implications for the listener or the
74 reader.

75 TK (06:13):

76 And so there's not a right tense to use, but you, you give messages, you give signals by what you choose.
77 So that, that whole side of language awareness and understanding that, you know, **we each have our**
78 **own idiolect**, and, and we speak differently and that's very empowering for a teacher to understand
79 that, that they're giving that power to, to students to form their own identity, to find their own
80 voice in you in the target language of English. So certainly language awareness. And then pre-crisis a
81 large part of it. Would've been **classroom methodology that, that everything from using your voice**
82 **effectively to where to stand to, how to monitor to, to different ways of giving feedback, to using your**

83 physical space, to using your physical resources, all of these classroom methodology things, would've
84 been quite a big feature of, of our teacher training courses and our and what, what, what you see in a
85 teacher in terms of their, their knowledge and skills operationalized.

86 Interviewer (07:16):

87 Yeah.

88 TK (07:16):

89 Um and that there would be other things as well that we, part of that certainly for, for a long time, pre-
90 crisis that integration of technology was becoming more and more important to the extent that we kind
91 of moved at Nile moved from having courses on technology, to the integration of technology, being a
92 part of every course, you know. So if you're doing a CLIL course, then it's about, you know, what
93 websites can you use and what tools can you use, digital tools in a CLIL setting, rather than here's your
94 CLIL course and if you want to learn about technology, here's your technology course, you know. So
95 that, I think that was a, an important competence, but again, it was probably true to say that it was
96 heavily focused on in classroom technology in terms tablets, mobile phones in class, you know, those
97 kind of things would be pre-COVID. I think a certain degree of intercultural awareness was a, a mm-hmm
98 a topic, a focus of, of kind of teach development competencies that understanding of plural, lingualism
99 and culturalism.

100 TK (08:32):

101 And I think an understanding of, of the way that that must have the easiest way to, I guess, oh, an
102 understanding of the way that the CEFR describes language, this whole idea of action oriented language
103 and, you know, functional skills based language rather than grammatical syllabus and structurally
104 defined language. I think that's a, was a competence pre-crisis to have that understanding of action or
105 into language.

106 Interviewer (09:03):

107 Yeah.

108 TK (09:04):

109 So I'd say those, those were the things that would stand out as how a teacher could demonstrate the
110 competencies, but also the focuses within our within our now courses that we have developed.

111 TK (09:17):

112 Yeah, absolutely. Thank you. So we'll come back to those things, I think a little bit a little bit later on, but
113 just when you were during the crisis, so from March 2020 onwards, did you notice any did, was, was
114 there certain support or something that you were providing problems that you were having to deal with
115 that were new to, you know, really new to teach training and for you cause you've been in the industry
116 for a while?

117 TK (09:50):

118 Yeah, I mean, we, we Nile were very well positioned and we're, you know, with hindsight, very
119 fortunate, we've gone heavily into our our online teaching development programs back in 2014. So we
120 had all of our, our courses, our, our platforms, our systems set up and most of our wide body of tutors
121 would work for remotely anyway, asynchronously and synchronously. And so we were, we were ready
122 for this emergency response that, that came to everyone. So what we did initially in March, 2020 was,
123 well, what do we need to do to support the industry? So we, we put together a **free course called Take**
124 **Your Teaching Online** which we just put out there on our platform free of access. We had about 5,000
125 teachers taking that course in the first month. And it was basically a five module course, which covered
126 asynchronous.

127 TK (10:52):

128 Well, at first, the first module was about what it's like to be an online learner and kind of **wellbeing**
129 **issues**. And mm-hmm, <affirmative> how to, **how to deal with your learners when you are not in space**.
130 And then there were units on asynchronous platforms and how to, how to build an asynchronous course
131 and then synchronous tools and you know, how to **quite technical competency stuff**, you know, how to
132 open a breakout room, how to, you know, set tasks within that. You all those things that we can take for
133 granted now. And then a, a, a **a final platform on other other tools that you might want to integrate**
134 third party premium tools. So, we kind of went out then and said look, here's what we've learned from
135 our six years of doing this professionally, you know, and so very good take up, very good response.

136 TK (11:48):

137 And then, like, I guess the, the realization hits that this isn't going away, you know, this isn't a, a two
138 month crisis. You realize that your your summer peak peak season is gone. And so there was that whole
139 move of how do you how, how, how do you hold on to, or reassure, or keep those traditional customers
140 who would've come to Norwich in the summer, whether that's, you know, ministry groups or individuals
141 what, what's the, what's the new intensive version of their two week stay in, in Norwich. And so a lot of
142 work going into the social, cultural, immersive dimension of, of learning yeah. Which you, you know, you
143 want to you want to give something of your physical space or your physical location, your geographical
144 location. I mean if you, if you're trying to replicate this I've said many in, in presentations that USP that
145 pretty much every language school in the UK traded on, you know, you've got Brighton, we've got
146 Norwich, you know?

147 TK (13:03):

148 Yeah. That just goes, that just goes overnight online. And so what is your USP? What differentiates you
149 from the low cost provider in the Philippines, or you know a fairly generic online school that doesn't
150 have a, a geographical identity how do you put your own into that and how do the teachers do that and,
151 and what are, you know. So looking at using knowledge newspapers as the focus of language work. You
152 know, so it's just trying to bring in your, your geographical identity into online. That was quite a, quite a
153 challenge for, for teachers cause cuz all our teachers were, were very comfortable and confident with
154 the tools and their techniques because they'd been doing it for five years. So it wasn't so much we, as,
155 as Nile need to develop our teachers technically or pedagogically for the online setting, it was more how
156 do we try to bring our geographical and I guess our own identity more into this these replacement
157 courses cuz you know, I, I guess we got about 40 to 50%, I would say of, of people who would've come
158 face to face moving into our online programs.

159 TK (14:21):

160 And that was really good, summer 2020. But now you've bought the second summer. You've got a
161 online fatigue, you know, people are not in lockdown anymore. So, so that first summer, you know,
162 pretty much everyone was in their houses and the world was online at the second summer. You know,
163 people could travel in their own country that a lot of restrictions were lifted but were still not traveling
164 overseas. So just slightly different different challenge in that second summer. I have no doubt that if
165 our bosses had known that we'd be two summers without business back in March, 2020, that have been
166 a different decision about, you know, the future. But as, as you move kind of month by month than that

167 continued hope, then it's not, there's no there's no kind of big picture and, and dramatic decisions. So
168 yeah, fortunate for that. Thank for insights.

169 Interviewer ([15:21](#)):

170 Absolutely. Great. Thank you. So you've actually answered my other question I believe as well. That's
171 great. So if we could go back to those competencies you were talking about earlier so I've, I've listed
172 them so you don't have to remember <laugh> so I'm just wondering like how, if they've changed at all
173 since the crisis, how have, how do you think they've changed? So the first one you talked about was
174 language awareness. Do you feel that that has changed post-crisis of the requirement the teacher needs
175 to have?

176 TK ([15:54](#)):

177 No, no. I still would have that as pretty much. My number one of, of a, of a language teacher, I think
178 there's there's an increased realization of the, I hate the term, the new normal, but the **online mediator**
179 **communication part of our lives and our students lives. So whereas previously we might have kind of**
180 **had that as an aside. Well, okay. This is what you know, online communication looks like, but mainly**
181 **we're talking about face to face communication when we teach language, I think that's gone.** And now
182 we're, we're aware of things that might have seemed crazy. **Pre-Crisis like how to do turn taking an**
183 **online meeting. Those are now key language skills. And, and so those, those aspects of language**
184 **awareness: online mediated or yeah online mediated language use is a, is a really important part of**
185 **language awareness.**

186 TK ([16:52](#)):

187 **Now I, and it's only, only just beginning to come through, you know, even the, you know, the, the latest**
188 **version of the CEFR has one scale on online communication. And I think an update will, will reflect that**
189 **these ways in which we use language are influenced by the ways we use language online in zoom calls**
190 **and you know, listening to lectures online and the different ways we interact.** Yeah. and so I think that
191 language awareness certainly definitely different, but still up there. And of course the classroom
192 methodology yeah. The methodology has, has changed. **And, and I think I find it quite terrifying, the,**
193 **the, the speed with which people adopted hybrid methodologies. I dunno if that's something, something**
194 **you did there, but we did a, a Nile study in October, 2020. We surveyed about 150 language teaching**
195 **organizations around the world to ask their attitudes to hybrid learning.**

196 TK ([18:02](#)):

197 And so many of them were in there and, and, you know, that's, that's the, the pure hybrid model where
198 you have people in the classroom, people online in the same time, same, you know, same classroom
199 event. And that as a challenge to a teacher is just phenomenal you know, much harder than a move to
200 online teaching. Trying to, to deal with people in your physical classroom while you've got people online
201 on zoom on the, on the screen, I think is a massive challenge. I don't think it's a healthy one. I don't think
202 it's a, it's a, anything more than a, a stopgap personally, but others may well see it different, and it may
203 well be a, a business imperative that you, you know, you give students a, a window into the, the class
204 they're going to join predeparture you know, and, and maybe that will be a feature of it but obviously
205 that kind of that move to online teaching implies a, a newum a new set of skills, if not a new
206 methodology and awareness of what you can, and can't see what you, and can't be aware of amongst
207 your learners, I think has changed.

208 TK ([19:14](#)):

209 I was quite interested just before the crisis at what I foolishly called **environmental literacy**, meaning the
210 learning environment. So there, there's a guy called Steven. Heffler University of Bedfordshire, I think no
211 University of Bournemouth who does a lot of work on the **physical learning environment and the impact**
212 **it has on learning. So the temperature of the room, the sound rhythms outside, the amount of CO2 in**
213 **the room the light levels all of these, the impact it has on students' ability to concentrate and to focus**
214 **and to learn terrifying. So he produced is this device called the learnometer, which we have in, in**
215 **classrooms here, which measures CO2 levels and measures light levels and measures temperature, and**
216 **gives you a, a reading. So you can see you know, what, what the effects of your environment might have**
217 **on your learners.**

218 TK ([20:05](#)):

219 And he goes, as far as to say, if you want your child to do well at school, tell them to sit near a window
220 and open it, you know, that's how important light and oxygen are to learning. So I was really interested
221 in, in that before crisis. And that for me has has meant a, a rethinking of, well, we, weren't very good at
222 being in control of the learning environment, even when we were all in the same physical space and we
223 could open windows and, you know, turn up the radiator or down. **Now, every learner is in their own**
224 **physical environment, but we've got a new set of problems we've gotta think about, are my students**

225 hydrated? Are my students getting oxygen in there? Are they looking away from the screen regularly to
226 reduce their eye strain? Are they standing up and stretching or just something over?

227 TK (20:52):

228 So, so that whole awareness of the physical learning environment, I think is a, a, a real new competence
229 that we're starting to realize it's importance. And I think it'll become increasingly important for the
230 teachers in, in the rest of this decade to really understand the impact of your environment on your on
231 your on your students and on their capacity for learning then the other side, which is why it's foolish to
232 call that environmental awareness is because of that whole sustainability and environmental issue. And
233 the extent to which it should be part of courses, should be part of materials, should be part of learners
234 focus in what they learn. And that whole idea of you know, make, not just making sure you are, you are,
235 have policies and sustainable as a school, but that also that's part of your, your approach is to use these
236 topics as, as vehicles for, for raising awareness and for for dealing with this, this topic in your classes.

237 TK (22:02):

238 I think that's something that's, that's new and will, will get increasingly important. I also think, think for
239 language teachers, there's a new competency, which is closely related to something which has been a
240 growing movement for the last 20 years, which is CLIL approaches.

241 Interviewer (22:22):

242 Yeah.

243 TK (22:23):

244 I think that the rise of EMI in universities around the world, that breaking that paradigm of international
245 students going to university in the UK, or the US or Australia. Actually English medium programs in non-
246 English speaking countries are so so, so quickly expanding. You know, it's very rare now to find a context
247 which doesn't have, you know, some top tier universities in that country who are doing parallel English-
248 medium programs. And, and so that's a huge area of growth. And that whole idea of what's, what's a
249 teacher's responsibility? Are they just the subject matter experts?

250 TK (23:03):

251 Do they have responsibility for the language levels of their students or developing the language levels of
252 their students, or, you know, do they take it as given that students will in an English-medium uh higher
253 education setting will come in with sufficient English skills to handle a subject? How good is the
254 teacher's English? You know, they're a chemistry teacher, they're an economics teacher, they're a law
255 professor. They're not an English teacher, but how do they deal with teaching in English, teaching
256 through English? And, and, and also related to that as the, the idea of language as content, you know, is
257 one of our CLIL trainers here is if, if you want to teach language, teach something else, you know? Yeah.
258 The content, the content is, is the medium. So what do we use as the, the, the content in our, in our
259 language lessons?

260 TK ([23:56](#)):

261 Could that, or should that useful be subject related content to support students in developing their,
262 their subject knowledge through their English lessons. And, and there's some nice context we're working
263 on where, where that's being seen as the role of the teacher that's being seen as the role of the English
264 teacher is to reinforce and, and re revisit the topics from the maths class or from the chemistry class, or
265 from the geography for class that they, the students have studied in their own language, revisiting that
266 content in their English classes. So they're, they're not learning completely different random stuff just as
267 a vehicle for learning English, but they're

268 Interviewer ([24:38](#)):

269 They're revising and recycling.

270 TK ([24:41](#)):

271 Yeah, exactly. And that's quite an interesting model that, you know, the content of our language classes
272 is, is relevant in the, the wider educational experience.

273 TK ([24:51](#)):

274 And that's quite interesting. So we've got the, the environmental awareness, the, the, the CLIL that's, I
275 think a reality, perhaps the, the end of general English or, or some people call it English for no specific
276 purpose. And then I guess, you know, my, my professional, no, my, my academic background is language
277 testing. So that's what I did my masters in. So that teacher assessment literacy, I think, is becoming more
278 and more important teachers demystifying exam and tests, and yes, get more empowered to, to do

279 things in exam driven courses that are more than just doing past papers and giving feedback on past
280 papers, you know?

281 Interviewer (25:39):

282 Yeah, absolutely.

283 TK (25:42):

284 The bonnet of what's in a test and how that's supposed to measure language proficiency rather than,
285 you know, being a tool to trip students up. So assessment literacy, big thing for me a real weakness in
286 teacher, initial teacher training, I think really under undervalued and under explored in initial teacher
287 training.

288 Interviewer (26:02):

289 And then of course, you know, digital literacy has, has become the fifth skill really, you know? Yeah. We
290 don't just need language skills in any context, we need digital skills just to be able to do an interview like
291 this. Whereas, you know, I'm sure two years ago, if we'd have done this, we've said, you know, what's
292 your phone number and, and we'd have sitting there without, without the visual support to the
293 community. Yeah. And, and that horror of seeing yourself all the time, when you speak, <laugh> seeing
294 how ridiculous your hand gestures look and all this, you know, these, these are real new realities. I think
295 that we we've we've grown or have become normal for us in a very short space of time. We had a a
296 presentation from Ben Beaumont, who's Trinity college London.

297 TK (26:56):

298 And he was talking about a survey that they've just done with Trinity certTESOL providers and just
299 remarking on how massive the shift has been. So from two years ago, the idea of having online
300 assessments of teacher competence is, was unthinkable. It doesn't work. It's UN undoable, you miss so
301 much, you can't do it. Of course, that can't be part of a qualification. Of course, you have to have the
302 observer in the room with the teacher and the student to, to now, you know, 18 months later, it's the
303 other way, how could you possibly have a teacher development course that doesn't include part of
304 online teaching or, or assessing teachers online? How could you possibly get someone physically to that
305 location? Well, no, so it's impossible. We can't travel, you know, so, so that mind shift to unthinkable to
306 do it to unthinkable, not to do it in 18 months is, is amazing. Really?

307 Interviewer (27:54):

308 Yeah. That's incredible.

309 TK (27:56):

310 Um do you have time for one more question? No, of course. Lovely. Thank you. So it's just the last
311 question you've actually already just then, but maybe there's some other things that I, I think maybe you
312 want to mention since the crisis, do you feel that there is a call for a change in teacher education? And if
313 so, what sort of changes do you think there are? So you've obviously mentioned, you know, like
314 observations could now be online <laugh>, but is there anything else?

315 TK (28:25):

316 I think the, the point I'd want to make is that this, this emergency response and what was the way I, I
317 see it as the first three months being very much emergency response and then moving into a part of a
318 period of kind of innovation and creativity where people got over that initial hurdle of, oh, yes, I can do
319 this now. What can I, how can I do it better? What else can I do? And then moving into a kind of
320 consolidation and future proofing, this isn't going away. This is now a part of my skill to be able to teach
321 online and, you know, and what does my school look like in in the future and these, all these things. So
322 what's happened, there is a real challenge to the traditional model of teacher education, because
323 traditionally your teacher trainer was a more experienced classroom practitioner.

324 TK (29:22):

325 They're a teacher trainer because they've been in the classroom for 30 years and they've moved into
326 teacher training. They've seen it all, they've done it all. They've taught, you know, that they've got the
327 classroom methodology, they know how to, to gest a handout, they know how to, you know, do all this
328 kind of practical classroom methodology. Why should we listen to them if the, if the future is online
329 teaching, what if they got to tell? Suddenly you've got teachers who've got more experience of the
330 reality of teaching than the teacher trainers.

331 Interviewer (29:53):

332 Yeah.

333 TK (29:53):

334 And that's a massive threat, and not in a bad way that, you know, that's a massive explosion in the
335 model of top down teacher training. Because suddenly your, your, your, your participants in a course
336 have more experience of the reality than the, than the trainer.

337 TK (30:08):

338 So that I think in a very healthy way should lead and, and will lead to much more. Co-Constructed
339 teacher education, peer to peer teacher education, bottom up learning the classroom based research
340 practical experience sharing. I think that's a really healthy thing, you know, that, that kind of it
341 empowers teachers to be responsible for their, their own development, but also for the development of
342 their colleagues and, and institutional settings that make space for that. I think that they're gonna be the
343 most effective ones where they're really sharing good practice and what works for them. You know, that
344 whole idea of this handout works great in the staff room being, you know, this tool is fantastic or this
345 activity works really well in, in zoom or, or whatever that, that kind of bottom up peer to peer teacher
346 education, I think is gonna be a real feature.

347 TK (31:05):

348 It does have an implication for, for initial teacher training. I think we've, we've seen you know,
349 traditionally pure face to face models like the CELTA, like the certTESOL, have online, online versions and
350 online versions that are here to stay. You know, that, that now Cambridge and Trinity have realized that
351 their, their reach is massively amplified by being able to do this four week course in an online setting
352 rather than, you know, in an approved center in the physical location. And so, you know, we are looking
353 at not just online CELTAS, but mixed mode CELTAS, where you do half your course face to face and half
354 your course blended, half your course online. Does that then mean that you can do a much more
355 extensive CELTA you know, you can do it on a Saturday, although, you know, CELTA has claimed for it's
356 an initial, the currency of it means that so many teachers who do the CELTA are doing it for the currency
357 of the qualification and they, you know, maybe 20 years of experience, but they still want that CELTA
358 certificate.

359 TK (32:14):

360 That's got such value in the, you know, the, the language teaching community. So although initial
361 teacher training is still seen as you know, that in, in our UK focused world there has to be a change and
362 you have to include online teaching competence within any initial teacher to training. Now, I think, you

363 know, the, the fragility of the world and the the speed with which we've had to adapt means that that's
364 a, you know, an essential new skill. So, so that has to, has to change in teacher education and then in
365 teacher development that peer to peer bottom up threat and challenge to the, the old order of teacher
366 educators, I think is, is, is definitely something that's here to stay.

367 Interviewer ([33:10](#)):

368 Yeah. Lovely. Great. Thank you so much. That is really fantastic. I've got so many questions I could talk to
369 you about this for hours, but

370 TK ([33:19](#)):

371 Do you mean if there's anything particular you want to challenge or pick up on? I'm fine for another 10
372 minutes or, or you can drop me a mail or

373 Interviewer ([33:30](#)):

374 Yeah. If, if I get anything that comes up, if I could email you, that would be great. I'm just gonna comb
375 through the interview itself and just pick up, you've got so many themes that you've touched on with,
376 which is great, cause it's all in my literature review already, so I'm like brilliant. Sorted out. Thank you.
377 <Laugh>

378 TK ([33:46](#)):

379 It is really something I really enjoy talking about and I think its wonderful. I definitely want to read what
380 you write.

381 Interviewer ([33:51](#)):

382 Yeah. Oh thank you. That's great. I will send it to you once it's yeah, once, once it's passed <laugh>.

383 TK ([33:58](#)):

384 Yeah. If you have the time cuz you know, I'm sure you've got nothing else to do, being a dos and an ma
385 student as well, but think about, think about writing it up as well. Something like

386 Interviewer ([34:11](#)):

387 Yeah, thank you, I'd quite like to. I'd really like to actually try and publish it. I did my undergraduate, I
388 published my undergraduate the dissertation and I really enjoyed the process even though it was quite
389 painful. I did really enjoy it at the end. I can see the benefit of it. So I, I will, I will try. Definitely.

390 TK (34:33):

391 You've probably got next year's IATEFL presentation ready in, in all this as well.

392 Interviewer (34:37):

393 Yes, definitely. Yeah, it's done. <Laugh> I can write my application in like 10 minutes now.

394 TK (34:43):

395 Yeah <laugh>.

396 Interviewer (34:47):

397 So yeah, so basically I just need to know, would you prefer to be anonymized in the, in the study or
398 would you like your name in it? It's completely up to you. I am interviewing lots of people who are very
399 influential in the industry like yourself. So, you know, you might want to be in it, but you might not. It's
400 fine either way.

401 TK (35:07):

402 Yeah, totally up to you. I'm quite happy to be named. I don't want to be the only one named no, no, no.
403 Everybody else. Yeah. All on. Absolutely. So I'm fine to be named if, if that's what you want.

404 TK (35:21):

405 Great. Thank you. That's really great.

406 TK (35:23):

407 Being anonymous if everyone's else's name, but that's.

408 TK (35:25):

409 Yeah. Wonderful. Thank you. Well, thank you so so much. And yeah, and I will keep in touch and I'll, I'll
410 let you know when it's all finished.

411 TK ([35:34](#)):

412 Brilliant. Nice it all

413 TK ([35:37](#)):

Appendix E : Interview with Nicky Hockly

11:00AM GMT 17th January 2021

1 Interviewer (00:02):

2 So thank you for coming, Nikki. And are you happy to be recorded?

3 Nicky Hockley (NH) (00:07):

4 Yes, that's fine.

5 Interviewer (00:08):

6 Lovely. Thanks. So I'll tell you a little bit about the study just in case you haven't had a chance to find out
7 about it. So I'm just looking for opinions predominantly from people who are contributing to the field in
8 terms of research or training and key decision makers about their feelings of like what's been happening
9 to teach competencies during and post the pandemic. And I'm trying to do a comparison between, you
10 know, before pandemic and since the pandemic sort of thing. So yeah, if you don't mind, I'm just gonna
11 jump straight in and start asking you questions. So how would you describe teacher competency? And
12 can you explain your attitudes towards teacher competencies?

13 NH (00:53):

14 Yeah, I suppose, I mean, people always talk about the difference between skills and competencies.
15 Right. But we'll use the term competencies. So I quickly checked what that involved because I always
16 forget one **the knowledge and the, and the skills and the what's it, the the, the attitudes**, right? Yes.
17 Yeah, so that's my understanding. And certainly from our perspective, **we work in teacher training or**
18 **teacher development within technology, technology skills. So teacher competency from our perspective**
19 **is within the digital sphere. So it has all of those knowledge and skills and attitudes within the digital**
20 **sphere**. I do come from a teacher training background. So I spent years training on CELTA and DELTA
21 courses. Are, are you familiar with those?

22 Interviewer (01:38):

23 Yeah, yeah, absolutely.

24 NH (01:40):

25 Yeah. Okay. Yeah. So that, that covers the whole, you know, the lesson planning, class management and
26 so on. So that's less of interest to us where, where I'm coming from now, we're more interested in
27 inservice teacher training and within digital competencies.

28 NH (01:52):

29 And we've been working in this field. I mean, I've been in it since 1997, but our company, the
30 consultancy we set up in 2003. So we've been working with teachers since then, and we've seen a huge
31 change really since 2003, up to the present day and especially a bit of an accelerated change since
32 COVID, but generally there has been a change within the profession in terms of, you know, digital
33 competencies are considered to be important, I think by most employers. And teachers after, you know,
34 years of doing, you know, training and, and face to face training and online training. And when we
35 started out teachers were often very resistant and sometimes still in denial about the importance of
36 digital competencies. And then that started changing around 2010, you know, social media, web 2.0.
37 And now of course, I mean, there isn't a teacher in the world who could possibly say, well, that's got
38 nothing to do with me.

39 NH (02:44):

40 They did used to say that. And since COVID, of course, you know, it's really the main change I think from
41 our perspective that COVID has brought about is that people no longer say, oh, you know, what's this
42 online teaching stuff. I'm never gonna have to do it. You know, it can't really be done. It can't be done
43 well. I think we've, it's moved the discussion along in that sense. And I think now teacher competencies,
44 you know, even if you're looking in general, sure. You still have your classroom management and
45 rapport and all that stuff, but the, the technological part can no longer be ignored I think.

46 Interviewer (03:19):

47 Mm, absolutely. So can you describe some of the key competencies that you would look for in a, you
48 know, in your, in your position, like in a teacher, within a teacher?

49 NH (03:29):

50 Yeah. I mean, we don't hire teachers and I don't work from that perspective at all. Right. We're in
51 teacher training. Yeah. So we have people coming onto our teacher training courses often with low
52 competencies in terms of well attitudes feeling that they can't do it. This is still the case, even since

53 maybe less COVID you know, I'm, I'm not good at technology, that kinda stuff I can't do it. And we find
54 through the teacher courses that we do know how to use tools. But the tools part, I think of, of digital
55 competencies is the least important part. I mean, anybody can use a technology tool. It's not difficult to
56 learn. The difficult part is being a competent teacher. So integrating those kinds of let's call them
57 technology skills into you know, principles, pedagogical practice that that's always been to me the most
58 interesting part of teaching within digital competencies.

59 NH (04:27):

60 It's not about using Google docs. It's about how you use Google docs to help you learners learn and
61 integrate it into your syllabus and your lessons and all the rest of it. So that kind of approach, I think is
62 what we, what if I was hiring teachers, I would expect them to be competent in terms of being able to
63 use a range of tools, but that wouldn't be my main concern. Anybody can learn to use tools. I'd be
64 interested in looking at teachers who have a grasp of communicative language teaching practice, and
65 then the tools get kind of integrated into that. I dunno if that's answering your question though.

66 Interviewer (05:03):

67 Well, no, definitely. Like I think in terms of attitude and like maybe, yeah, I think might be just talking
68 about how, for me, like the digital competencies in lots of frameworks that I've been analyzing, kind of
69 put them down to, you know, you, you need the, you need to be able to use the tools like you, but that's
70 not the really important bit. The important bit is the integration. Can you hear me? Oh, I'm wondering if
71 our connection can you hear.

72 NH (05:32):

73 Yeah.

74 Interviewer (05:32):

75 Okay. Good. Wonderful. yeah, so I'm just gonna move on cause of I might come back to that bit and ask
76 you another question if we've got time. So during the crisis were there any new problems that arose
77 when you were doing the teacher training or working with teachers online? Was there any change?

78 NH (05:54):

79 Yeah, I mean, of course it was like, we we've already been doing this for many years. So what we found
80 was when COVID appeared, we had a, a huge amount of work flood in, basically institutions getting in

81 touch and saying, okay, right, we need to move online by next week. So from our perspective, we just
82 had a lot more work or of helping people, you know, do what we, what we're teaching people to do.
83 One of the problems that we saw though, I mean, I did a talk for a conference in Costa Rica last year in
84 which I got together teacher's impressions and so on of, of how COVID had affected them and how their
85 schools really had dealt with the move online. So not so much teacher training, we've done some
86 research into that, but looking at actual teachers and what was interesting there all of the case studies
87 that I put together, we found that teachers were finding, I mean, talking about cross five continents here
88 in very different very different contexts.

89 NH (06:54):

90 So low resource, middle, you know, tech resource and then high resource contexts.

91 Interviewer (07:00):

92 Yeah.

93 NH (07:00):

94 Teachers were finding that there was a lack of support from their institutions. Sometimes a lack of
95 leadership a major issue that teachers were dealing with was mental health. Some schools dealt with
96 this really well. I found a couple in my case, studies of them were, were great, you know, that schools
97 that had a robust CPD program already in place or teacher trainers and some kind of, you know, face to
98 face as system, if you'd like in place, didn't find it that difficult to move online. Although there were
99 challenges, but in a couple of my case studies, for example, there was one in a university in Vietnam
100 where there was just no CPD in the English department anyway. So when the university English
101 department had to move online, it was, you know, each for himself, you know, get on with it. Do, I mean
102 it complete chaos and the, sort of the weight of this kind of fell on the person and department who was
103 vaguely tech savvy. So there was a whole range, I think, of ways that the crisis was dealt with within
104 schools and for teachers really, depending on how strong their, you know, underlying teacher
105 development systems were certainly, that's what I, what I found in the, I think six, seven case studies
106 I've looked at.

107 Interviewer (08:21):

108 Wow. Yeah. OK. So quite different then.

109 NH (08:26):

110 Yeah, yeah. Yeah. There were some commonalities though. I mean, you know, mental health and, and
111 wellbeing and so on being a common theme. Some, some schools dealt with that, well, by, you know,
112 providing, setting up online network for teachers where they could just drop in for a, kind of a
113 counseling session that was for good schools, the schools who did things well, did that kinda stuff, the
114 schools or universities that didn't do the transition very well, just ignored that element.

115 New Speaker (08:55):

116 Wow. Mm. Okay. Could you briefly describe any teacher training or education you led during or took
117 part in during the crisis that may have been created because of the crisis? If that makes sense.

118 NH (09:11):

119 Yeah. I mean, as I say, we've always done online teacher training, so we, we didn't have to move
120 anywhere. We just had a lot more work, but we did find we had for, I'll give you some examples. We
121 had, for example, a chain of schools in Greece get in touch and they wanted to start developing online
122 materials. They were, they were teaching mainly young learners. So moving from a completely face to
123 face model to completely online. So we worked with teams within, across these sort of 30 schools. We
124 got some of the most experienced teachers and trainers together and we worked with them in a how to
125 adapt their face to face materials into online formats. So that's one area that we worked in this kind of
126 adaptation of materials. Another one was the live online teaching.

127 NH (10:08):

128 So we had, I mean, obviously lots of people moved into the, the kind of the zoom lessons, right? Yeah.
129 <Affirmative> so we had a lot of that kind of training happen. We were, for example, we were
130 approached by a chain of schools in Chile sort of international schools that have five or six branches
131 across Chile. And we ran a kind of a bespoke online training course for about, it must been about 60
132 teachers, 70 teachers. We put them to small group with many of our tutors and we did a lot of live
133 online teaching skills. So, you know, how do you zoom, not just, you know, how to set up a breakout
134 room, but how to design tasks for breakout rooms and ensure that you have the interaction and the
135 communicative language practice and so on. So we had several organizations approached us for that
136 kind of training.

137 NH (10:57):

138 Well, yeah. We did quite a lot of training with the British Council. So the British Council in Jordan, Nepal,
139 Sri Lanka probably somewhere else, I'm forgetting, put groups of teachers on some of our our kind of
140 standard, if you like, online training courses, we have one called E-Moderation skills, which we've been
141 running for years and another one whole Teaching Live Online, which go quite well together. So we did a
142 lot of training of teachers on those courses. What else, we did things like setting up virtual learning
143 environments. Like we had a language school in Taiwan business language, school get in touch. We
144 helped them set up Moodle. We did training for the teachers. And interestingly in that context, so
145 Taiwan, business, English clients often in company work, what they've found, we're still continuing to
146 work with them. What they've found is that their in company clients want to continue online. They've
147 suddenly realized that, you know, for a business English perspective, people who are working in
148 companies, this is just so much better than having to, you know, somebody coming in at a certain time.
149 So I think quite a, some schools in some contexts have suddenly realized that by having this mixed
150 offering, you can have your face to face classes, but also have some kind of blended or even fully online
151 offering. Yeah. You can extend your, your your client base quite a lot.

152 Interviewer (12:20):

153 Yeah. That's amazing. That's great. So you did, you did then increase you did like make new courses by
154 the sounds of it. The one in Greece was like new because of COVID.

155 NH (12:30):

156 Yeah. It wasn't really, it was consultancy work rather than a train then a course. I mean, we worked with
157 teams of writers. Basically. We would work with them on materials. We'd do an input session based on
158 what they needed. It wasn't really a course that we designed. It was the, we were going consultancy and
159 of course it was done. Done remotely.

160 Interviewer (12:48):

161 That's great. Yeah. No, that's, that's, that's, that's really interesting cuz that's how it felt in the, in our
162 school as well. <Laugh> great. So can you describe some of the key competencies you look for in or in
163 now in your training teachers? What sorts of key competencies are maybe if there are any maybe more
164 important to, to, to you post COVID or most more important to the teachers for you help them develop?
165 Should I say.

166 NH (13:15):

167 I think a big change that I've noticed is that um teachers are less panicked about the technology because
168 pre COVID there was very much that, oh, you know, you'd ask teachers, what's what we often do. We do
169 kind of a pre-need analysis just a quick survey before all of our online courses. And we've do been doing
170 this for, you know, decades. And you, you kind of know what teachers are going to say. They always
171 said, you know, there's a question. Is there anything that you're concerned about? And you would
172 always get a couple of people saying, oh, I'm worried about the technology. I don't have the skills. That's
173 changed. People now realize that it's just not such a big deal. It's not that difficult to learn, to use the,
174 the tech itself. They've, they've kind of moved past that.

175 NH (13:58):

176 That was always from my perspective, as a teacher educator, it was always a bit of a sticking point.
177 They'd get bogged down and you know, which, which knobs to twiddle and which bits to click. It was
178 like, you know, that's really not what it, what it's about. It's about the integration of these technologies
179 into teaching. But until you can get teachers past that past the kind of, you know, rabbit in the
180 headlights, I can't do the technology. It's difficult for them to think of anything else. So it's actually,
181 we've noticed that there is certainly an increased degree of competency in terms of technological skills,
182 but teachers are still coming on our courses with, you know, okay, I can do the technological skills, but a
183 lack of awareness of how to still make that work pedagogically, there's this kind of divide. And there
184 always has been between the kind of technology you're probably familiar with the TPAC framework,
185 right?

186 Interviewer (14:46):

187 Yeah, absolutely.

188 NH (14:47):

189 So the technology and the kind of the pedagogy, there's still a bit of a, it's difficult for teachers to
190 integrate those two things together. Well, obviously not all teachers, but there is still that little bit of
191 divide, but I think it's what COVID has done has brought technology into the mainstream and made
192 teachers less afraid of it because they've, they've had to use it. There's been a huge learning curve. This
193 is one of the bits of feedback that I got from these case studies I was talking about. Almost every teacher
194 said, you know, I've had a huge, I've learned so much, there's been a massive learning curve. And many

195 teachers also saw the whole COVID, you know, move online, work with technology. They saw that as an
196 opportunity for professional development as well. They really, it was hard, but they were, they were
197 learning some useful stuff. So since, I mean the competencies that we don't look for competencies, but
198 we notice that teachers are coming onto our courses with a little bit more of the technological
199 competency. They tend still to be lacking a bit in the pedagogical part.

200 Interviewer ([15:49](#)):

201 Yeah, absolutely. Do you feel like from the teacher education you provide, do you feel that there is a call
202 for change in teacher education in a broader sense?

203 NH ([15:59](#)):

204 Yes. Oh yeah, no. And boy, I've going on about this for many years, if you've ever been to any of my talks
205 I will winge at length about there is very little and there, you know, for years I was CELTA and DELTA
206 trainer. So I know exactly what happens in these teacher training courses, certainly in the short ones,
207 the well CELTA is the short one. When I was CELTA training and this was back in the, you know, early
208 nineties before technology really became mainstream. And then after that, there was the kind of the
209 one hour, you know, technology input session, that's changed. And there are certainly CELTA trainers
210 and centers out there and DELTA trainers who are integrating technology much more into, you know,
211 what they do. And of course there's also the online versions of those courses. Also within universities
212 and teacher training colleges, where you have the long form, you know, one year teacher training
213 courses, there is some acknowledgement and some integration, but it does still kind of depend on the
214 trainer themselves, depending on how comfortable they are with things.

215 NH ([17:02](#)):

216 Certainly on paper, if you look at teacher training syllabi for teacher training colleges, you look at the
217 CELTA, the DELTA, it's all there. It says, you know, integrate technology also sounds lovely. But actually
218 seeing it happen, there's, I think, there's still a bit of a gap there. And teacher training needs to catch up.
219 Certainly I think teacher training, teacher trainers and teacher educators, and those awarding bodies are
220 aware of this. It's that typical gap between, you know, policy and practice.

221 Interviewer ([17:30](#)):

222 Yeah.

223 NH ([17:31](#)):

224 So we've done a lot of work with digital. That's really my area. We wrote a book in 2013, Gavin Dudeney,
225 Mark Pegrum and myself called Digital Literacies. That was 2013 already by then within curricula across
226 the world, ministries of education had included, you know, digital competencies or whatever they call it.
227 But, you know, we called it digital literacies.

228 NH ([17:54](#)):

229 It was all on paper, but you know, fine to be the teacher that had even the vaguest idea of what that
230 might mean in terms of classroom practice. **There's this massive divide between policy and practice.** So
231 that book tried to address that and we've just done a second edition of it because there is still this
232 massive divide between, you know, what ministries of education say on paper or what curricular say on
233 paper and what teachers are trained to do in the classroom. It's still, it's still lacking. So, you know, short
234 answers to your question. **Yes. I think there is still a place for teacher education to yeah, to upskill a bit**
235 **in terms digital competencies and digital literacies.**

236 Interviewer ([18:31](#)):

237 Yeah. Do you think the crisis has had an effect on that conversation, that discussion that's kinda going
238 on?

239 NH ([18:37](#)):

240 Um possibly I think so. Yeah. We've just, I don't know if you're familiar with Aquaduto it's I'll put it in
241 the, in the chat. If I can find the chat box, one sec, you might wanna just check this out. Aquaduto is an
242 organization that the members are like the British Council, International Health World Organizations,
243 ourselves TCE, McMillan. We set up about maybe five years ago. And it was looking at ensuring quality
244 across online teacher education courses. Right. Because, you know, there's, there's a lot of junk out
245 there. So looking at how to, you know, we have a framework for, you know, how to ensure that your
246 teacher education online is, you know, principled and all the rest of it. And we've just, we've just
247 commissioned some research, which is going to be published in January. Looking at how teacher
248 education institutions manage the transition during COVID so face to face teacher training schools or
249 colleges or whatever they were what did they do during COVID?

250 NH ([19:44](#)):

251 How did they manage the transition? What did they learn and what are they going to be doing going
252 forward? So our findings of that I've read the draft of the paper. It hasn't been hasn't come out yet, but
253 the findings are essentially, you know, some teacher training colleges or institutions have said, okay,
254 right, no, we need to get our act together. And actually, this is a good thing. We can go ahead using
255 blended models and online and others have gone, oh no, we're going straight back to face to face as
256 soon as we **so I think most people have realized that some sort of blended option within teacher**
257 **education** is a, is a good thing to have, or I think you could have. Yeah. But there are a couple who are
258 still very much, you know, it's gotta be face to face. Some teacher training institutions are within these
259 very structured, hierarchical, you know, universities for in the case study.

260 NH ([20:34](#)):

261 There's the one in India, you know, that works within the university structure where you can't just
262 decide to put your teacher education department online. You've gotta fulfill all of these requirements
263 and you've got your written exams at the end. And it's all, you know, sometimes even though you may
264 have forward thinking teacher educators within the staff, they have to work within a very rigid,
265 structured, sometimes old fashioned system. But if you keep an eye on that website when the research
266 is published we'll be doing a couple of webinars on it.

267 Interviewer ([21:04](#)):

268 Great. That would be so.

269 NH ([21:05](#)):

270 Yeah, the research will be there. You'll be able to download it.

271 Interviewer ([21:10](#)):

272 Wonderful.

273 NH ([21:10](#)):

274 And that might be of interest.

275 Interviewer ([21:12](#)):

276 Yeah. Thank you. That's that's really good. I was just gonna ask one more question if that's all right. Just
277 about hybrid learning. I mean, has there any bit, has there been any kind of call in your company for
278 training on hybrid learning or just

279 NH (21:27):

280 There has, we are reluctant because again, there's been hybrid learning. You're talking about where you
281 have the simultaneous face to face.

282 Interviewer (21:35):

283 Yeah, yeah.

284 NH (21:37):

285 That, that one. Okay. I mean, that's been around for at least a decade. There's a lot of research into
286 using these hybrid models from Australia, especially. And it's difficult to do well. They tend to be, I
287 mean, **the research shows that there are a couple of challenges with hybrid this hybrid model, and one**
288 **is teacher readiness or teacher training or teacher preparation. The other one is student engagement**
289 **classroom management and task design**. Those all come in, right. This is what the research shows. So
290 we've had institutions come to us and say, I mean, recently we had one in Peru a university in Peru come
291 and say, we wanna do hybrid and was like, okay, let's have a meeting about this first.

292 NH (22:17):

293 Right. <laugh> and find out exactly what, what, what, you know, what's possible. You have to have the
294 technology. So in this particular case, I was saying, well, we have one laptop and we are, have like one
295 camera and, and then we'll just have everybody online watching. And I mean, of course this is not going
296 to work. You can kind of see the writing on the wall before they start that this is not, you know, you
297 need the, you need the resources, but it's not just the resources. And then the logistics of how it works
298 with all of the technology in the classroom. It's the the skills of the teacher here are so important. You,
299 you need good teachers, you need teachers who are experienced, not just in face the face to face
300 medium, but also the online medium. And if you're not having your best teachers doing that, I mean,
301 you know, you're setting yourself up for failure and this is what we find ourselves saying to potential
302 clients, because personally, I don't wanna be involved project where I can see they don't just don't have
303 the necessary teaching skills or the necessary logistics and technology to be able to do this well.

304 NH (23:19):
305 So my personal view on hybrid is, yeah, it's great when it's done well, but it's often not done well. And
306 what you do there is that you alienate half of your student population. And if you're in a private
307 language, school scenario, you don't want to be doing that. So, you know, find something, find
308 something else. Having said that we have done some, and I've seen hybrid used extremely well, for
309 example, a language school in Spain in San Sebastian called International House, you know, International
310 House. They have really, really well trained teachers and very tech savvy teachers. And they were using
311 it, you know, to great effect during the, the first lockdown here in Spain. So it can be done well, but I
312 wouldn't expect people just to be able to do it, frankly. It's a tricky one to do well. Yeah.

313 Interviewer (24:06):

314 Yeah. Lovely. I completely agree with you. <Laugh> yeah,

315 NH (24:10):

316 You can do, Hey, you know, buckle up and do it. Yeah. Do it well. Yeah. I think you need to really invest if
317 you're a school and you want to do hybrid, you're gonna have to invest in, you know, quite a lot of
318 teacher training and as well as the, you know, the hardware for it, you, the, the, the cameras, you need
319 to have the microphones, you need to have the, you know, the Bluetooth mic, you need all of that stuff.

320 Interviewer (24:32):

321 Yeah, absolutely. Yeah. I was doing it nine years ago in a conference room, in a hospital in Spain.

322 NH (24:37):

323 Oh boy.

324 Interviewer (24:38):

325 That's yeah. With doctors from all over the country. Yeah. That's, that's my hybrid. So I had all the tech I
326 had. Yeah. I had it all. And, and, and when, yeah, my school in particular asked to put the teachers online
327 to do hybrid learning. I was just like, no, that's not gonna happen. <Laugh>

328 NH (24:58):

329 Yeah. It's a big ask. <Laugh> yeah. It's ask for teachers.

330 Interviewer (25:02):

331 Yeah. It's

332 Interviewer (25:02):

333 No, we didn't do it. Yeah. I said, no, <laugh> that's good. So yeah, no, it's, it's really stressful. Yeah. One
334 thing is the research though, is I keep coming to hybrid. Everyone keeps talking about it hybrid hybrid
335 hybrid. So it seems for me, from what my research so far is showing me is that is like a major area. And
336 then you are talking about integrating skills, you know, of the, the digital literacy, you know, with the
337 actual teaching, the pedagogy. And I find the hybrid learning seems to be almost like that's also
338 happening double. So they're doing, they're doing, they're trying to integrate their own technology
339 anyway. And then they're trying to integrate it in like another level at the same time. And I feel like the
340 teachers seem to be talking about this quite a lot. Maybe they've just been put in situations <laugh> and
341 not of the time.

342 NH (25:51):

343 Yeah. I mean, if, you know, pure hybrid, if that's the term we're using is where you have the face to face
344 classroom and the beamed in students at the same time. And then you have the asynchronous students.
345 So there are really three elements. You know, if you, if you, that is the proper model, so it's not only,
346 they actually have to do their either face to face or beamed in. But that they also need to be access, able
347 to access the learning. So there's been a lot of work on hybrid. You've probably come across it from, I
348 think it's a university of Arizona. It's one, one of the big universities in the US, and they've been doing
349 this for at least 10 years with full, you know, three you know, three, what do you call it? Like three level
350 hybrid model. And they've done a lot of research on it as well, and yes, and, and they seem to be doing
351 it well, but they have, you know, well trained teachers. They have the research.

352 Interviewer (26:36):

353 Yeah, yeah. And experience, they have the experience, which I think is really key. Yeah. They know
354 what's gone wrong already, you know, <laugh>. Um well, thank you so much. That's all the questions
355 that I have. I am just asking everyone and it's totally fine. You can either be anonymous in my research
356 or you can be named I am asking lots of people who, you know, are in really influential, like yourself in
357 the industry. So it's completely up to you. Do you have a preference?

358 NH (27:09):

359 Oh, you know, I'm happy to be named. Yes.

360 Interviewer (27:11):

361 Lovely. OK, great. You won't be anonymized. That's great. So what I'll do is if, if everybody says, yes, then
362 I will put everybody's name in. If the, if more people say no, then I probably will anonymize everyone, if
363 that's okay with you just cause it's, it would be a bit weird otherwise. <Laugh>. Yeah. Great. Well, thank
364 you ever so much. And thank you also for the Aquaduto, I'm gonna definitely check that out.

365 NH (27:37):

366 Yes. There's a research section. The website is being overhauled at the moment, but there's a research
367 bit and there's a nice bit of, there's a, kind of a literature review of online teacher education and an
368 annotated biblio, which is research that we've had commissioned over the last couple of years and then
369 this new piece that's coming out. Oh, wonderful. January. So yeah. There'll be a webinar for sure.

370 Interviewer (27:54):

371 Yeah. Lovely. That's so great. Thank you so much. And thank you for your time as well.

372 NH (28:00):

373 You're welcome, Bea and you wish you all the best of luck with your MA let me know.

374 Interviewer (28:03):

375 Thank you. Yeah. Thank you so much. Take care.

376 NH (28:07):

377 Take care. Thanks. Bye.

378 New Speaker (28:08):

379 Bye.

Appendix F: Interview with Hugh Dellar

11:15AM GMT 21st December 2021

- 1 Interviewer ([00:02](#)):
- 2 Okay, so are you happy to be recorded?
- 3 Hugh Dellar (HD) ([00:04](#)):
- 4 Oh, I am. That's fine.
- 5 Interviewer ([00:05](#)):
- 6 Great. Thank you. So I'm gonna start off in the interview. So did you read any of the things I sent you?
- 7 Did you get a chance?
- 8 HD ([00:13](#)):
- 9 Oh, I didn't. I'm afraid.
- 10 Interviewer ([00:14](#)):
- 11 That's totally fine.
- 12 HD ([00:16](#)):
- 13 Run up to Christmas, you know, trying clear the decks. <Laugh>
- 14 Interviewer ([00:20](#)):
- 15 Absolutely. So what the research is about is about teacher competencies.
- 16 HD ([00:25](#)):
- 17 Okay.
- 18 Interviewer ([00:25](#)):

19 Um and I'm trying to see if there's any changes post COVID, you know, have, has, you know, the
20 acceleration of technology use technological use in schools changed the way that we need teachers to,
21 you know, have teacher education and develop their skills.

22 HD (00:41):

23 Yeah.

24 Interviewer (00:42):

25 That's kind of what I'm looking at from different perspectives. So my first question really is how would
26 you describe teacher competencies as you understand it? Cause obviously there's that, and then your
27 attitudes towards it. Cause you might, you know, you might use them, you might not, I don't know.

28 HD (01:00):

29 Are we talking in the ELT field or more in the?

30 Interviewer (01:04):

31 Yeah.

32 HD (01:05):

33 So I guess my own feeling about teacher competencies, it's, it's quite a broad kind of concept. I think it
34 would involve everything from kind of the ability to competently manage classes to my, my phone keeps
35 pinging this end, but let me see if I can turn this off or something. I've just got a new desk and it's
36 <laugh> I haven't worked out how to stop it driving me mad yet. Yeah. So I think it involves things like,
37 on the basic level, it involves things like classroom management, time management being able to select
38 and utilize it in a kind of sensible manner material, which is suitable for achieving the desired outcomes.
39 It involves having some clear sense of what sensible desired outcomes are for your students. It involves
40 a of I don't know, for want of a better word, you kind of your teacher's bedside manner. You, you kind
41 of, you know, you, you you're rat rapport with your students and your, your humanity in whatever kind
42 of classroom you're in. Sorry for the pinging over here.

43 Interviewer (02:19):

44 It's fine.

45 HD (02:21):

46 <Laugh>

47 HD (02:22):

48 So I think all, all of those kind of levels of, of, of competencies or, or different kinds of competencies
49 probably apply more generally to, to all kinds of different teachers. I think when it comes to particularly
50 the ELT world, that there's then kind of extra layers to do with language awareness being able to explain
51 and connect the language that you're looking at to your students lives and experiences in a kind of clear
52 and competent way being able to set up and monitor and give coherent feedback on practice activities
53 or activities desired to designed to kind of facilitate students desired outcomes. I think those are the
54 main things that immediately spring to mind, I'm sure if you wanted me to could keep going for a much
55 longer period of time, but those are the most obvious and immediate things that I think of where, where
56 some of them are much more to do with general educational kind of, and some of them are much more
57 to do with the specific kind of nitty gritty of teaching English as a foreign or a second language.

58 Interviewer (03:36):

59 Yeah. Absolutely. And do you feel like you are, you have a positive of attitude towards the kind of, you
60 know, the, the definition of teacher competencies and the way that we use them in the industry? Or do
61 you, you know, do you use them yourself as a gauge or anything?

62 HD (03:50):

63 I generally don't use them myself because I, I've kind of got mixed feelings about them. I, I think it's
64 important to have discussions about them. And I think having some say in what you understand them to
65 involve is obviously important. I guess where my skepticism comes from is having spent sort of 18 years
66 working in a university in the UK and seeing the way in which this courses around those kinds of areas
67 became weaponized at various times by management and sort of used as ways of dividing staff up and
68 kind of imposing things on staff that there wasn't necessarily staff wide buy-in around onto members of
69 staff. And so I think it is important that, that, that we, we talk about what we understand competences
70 to mean, but I think it's also important that we recognize the fact that these kinds of terms and this kind
71 of discourse can be used in a very top down sort of, not necessarily particularly developmental or sort of

72 facilitational kind of manner by the powers that be in whatever institution you happen to find yourself
73 in.

74 HD (05:12):

75 I guess what I do myself in my own kind of work these days now I'm sort of freelance is probably talk
76 more just about kind of good practice or best practice or, or, you know, better practice or just, just kind
77 of thinking about what you do in the classroom and why you do it and keeping it more on a kind of, I
78 don't know, there there's something sort of managerial speak about things like, like teacher
79 competencies, uand, uyou know, much as I understand the need to those things, I think in the end, it's
80 basically to do with what is it you're doing in the classroom and why are you doing it? And so if I'm
81 talking directly to teachers, I'll tend to keep it much more on that kind of level.

82 Interviewer (05:56):

83 Yeah. Yeah, absolutely. Great. Thank you. That's a great answer. Thank you. <Laugh> so can you describe
84 some of the key competencies or maybe you want to use your own terminology, which is totally fine.
85 Okay. To that you look for in teachers, or you try to maybe promote in teachers cuz of what you do is
86 your job. Yeah. And pre-crisis particularly pre-crisis we're thinking here. Okay. So before COVID is there
87 anything key competencies that you.

88 HD (06:24):

89 Yeah, yeah, yeah, there would be. So I guess a lot of what I'm looking for is kind of what, what teachers
90 do when they work with classroom material helping teachers to develop a kind of materials literacy and
91 to understand why materials are designed and structured in the way they are. I think there's often a bit
92 of, a bit of a dearth of understanding on that kind of level mm-hmm <affirmative> I get them to think
93 about kind of outcomes in a very basic sense in, in terms of what is it you want your students to be
94 better able to do at the end of this lesson. Um and why do you think that's a desirable thing for them to
95 be able to do and kind of then connected to that is sort of what kind of input and practice and language
96 focus will you be providing them with that will, will help to get them towards where you are saying you
97 want them to be. Within all of that, I think it's then to do with just kind of general language awareness
98 and understanding how grammar and words interact, how grammar and words work, thinking about the
99 examples you're giving, thinking about the kind of explanations you're giving, thinking about what you're
100 going to be doing when you're going through the material that you're using. So if you're going through a

101 vocab exercise, how are you gonna set that up? What are you gonna be doing when you're going
102 through the answers? What kind of questions are you gonna be asking about the language you're
103 looking at?

104 HD (07:59):

105 How and where are you leaving space for the students? What kind of interaction is there with the
106 students as you're working through the material and working through the language what kind of
107 practice context are you setting up? What are you doing as a teacher while the students are engaged in
108 the practice? What kind of feedback are you giving? So it's very much to do with the kind of the nitty
109 gritty kind of minute by minute, second by second decisions that you're making when you're in the
110 classroom. And just sort of making sure that I know for when I was a younger teacher.

111 Interviewer (08:33):

112 Oh, sorry. One second.

113 HD (08:33):

114 <Laugh>

115 HD (08:48):

116 Sorry about that.

117 HD (08:49):

118 That's alright. Kids.

119 Interviewer (08:51):

120 Yeah <laugh> carry on. Yeah. Sorry.

121 HD (08:54):

122 Yeah, so it it's very much to do with kind of making teachers aware of what their options are or what
123 their alternatives are at any given moment and making them think a bit more about what the
124 consequences of pursuing each of those alternative paths might be at any moment. Cause I think a lot of

125 the time teaching is kind of about it's about an awareness of what your alternatives are, you know, at, at
126 any given moment, and it's about having to make split second decisions about which road do I go down
127 of the three or four different roads available to me at this particular moment and what might the
128 consequences of those decisions be? And so getting them to think a bit more about all of those kinds of
129 things, but in a very practical language rooted classroom rooted kind of way, you know?

130 Interviewer (09:42):

131 Yeah.

132 HD (09:42):

133 So that, that would be generally what I'm kind of looking at and thinking about and working with
134 teachers on when I'm doing teacher training, teach development.

135 Interviewer (09:51):

136 Yeah, absolutely. That's, that's amazing. Thank you. That that's really great. And then during the crisis,
137 did you do teacher training during the crisis at all?

138 HD (10:00):

139 Yeah, yeah. Yeah. I mean actually set up quite a few online teacher training teacher development
140 courses as well, so oh,

141 Interviewer (10:06):

142 Wow. Okay. Yeah. So what sorts of problems did you find arising for the teachers during this period? Or,
143 or maybe more importantly, what kind of support were you giving in these courses and the training?

144 HD (10:18):

145 So I think all of the old problems are still there. OK. <Laugh>, you know, none of that goes away just
146 because you've switched to working on zoom or teams or whatever. Yeah. I think particularly in the
147 early days there was just a general kind of tech panic. There was a panic about which platform to switch
148 to, what to do when you're using that platform, working out the functionality of that platform. There
149 was also kind of issues around working out how best to do what you'd do in a normal classroom in a

150 digital classroom. Okay. And I say more, more, it shows what kind of vintage, I suppose, in, in a bricks
151 and mortar classroom, sorry, you're frozen there. Yeah. You're back. I, I think recognizing that
152 somethings that work well in a bricks and mortar classroom don't work as well in a a digital classroom
153 and thinking about what those things might be and how to get around doing those.

154 HD (11:27):

155 So just, just things like, you know, your boardwork works differently, listenings work differently, drilling
156 works differently. You know, spending 10 minutes in a class, getting students to do a reading text works
157 differently and getting teachers to be a bit more critical about you. You can't just transfer what you
158 were doing from the physical classroom directly. Well, you can, but I'm not sure it's sensible to do it that
159 way. So I think once teachers got past the initial kind of shock of, oh shit I've gotta do all my lessons on
160 zoom now. The, you know, within a couple of weeks, most teachers sort of worked out how zoom
161 worked. They work out how breakout rooms work. They work out some form of recording language with
162 the students that they then share with the students, et cetera. What I think then took time was just kind
163 of slightly reframing your teaching practice to match the kind of affordances or lack of affordances that
164 the digital space provided.

165 HD (12:34):

166 I also think there was a, a kind of a flurry of about six months where teachers were kind of like
167 constantly bombarded with, you know, the, the 54 tools you should be using on zoom this month age
168 alternatives to working on zoom and just endlessly be better of deleting because zoom and you've got a
169 basic functioning way that works for you. You're probably doing okay. And I think some teachers quite
170 understandably because of the, the hard sell around ed tech and people pushing certain forms of kind of
171 digital platforms and digital digital pedagogy, teachers were made to kind of feel insecure or inadequate
172 if they weren't doing a whole load of extra tricks and stuff. And I mean, what I found for myself was
173 teaching online. I actually kind of stripped down my practice to the bare bones in a way, which was
174 almost like it's about creating a social space.

175 HD (13:36):

176 It's about communication. It's about humanity and interaction. And then it's about working with
177 language and getting students to connect to the new language and providing records of that kind of
178 interaction. And in the end, I basically just use zoom breakout and word documents, and I keep it very,

179 very simple. And I think a lot of the time there's kind of an expectation that tech will provide some magic
180 bullet for us. So I did a webinar recently called teaching speaking online. And at the end of it, one of the
181 comments was I came to this thinking, you'd be talking about teaching speaking online. You've just
182 talked about teaching speaking. And I was like, well, no, to be fair, I did talk about breakout rooms or the
183 physical classroom. I did talk about giving feedback on a whiteboard on a word document, but it's the
184 same thing, you know, in the end, teaching speaking, doesn't magically transform itself because you are
185 working online.

186 HD (14:36):

187 You've still got to provide students with new language, explain it to them, give them a chance to
188 practice, make sure they can say it do some revision and recycling, give some feedback. You know, all of
189 those things that you have to do are the same, whether you're doing them online or offline. And I think
190 teachers sort of not all teachers, but there is a certain kind of strand of thinking within the profession,
191 which is now I'm online. Technology will solve all my problems and it don't work like that people it really
192 doesn't. So I think one of the things I've been sort of talking about with teachers a lot over the last sort
193 of 18 months is just focus on the fundamentals and the basics of teaching full stop. And then think about
194 how that works both online and offline. And the, the fundamentals are sort of essentially the same.

195 HD (15:33):

196 I think, you know, you need, need to see or hear new language. You need to understand it or be led to
197 certain, to kind of embed it in what you already know. You need to revise and recycle it. You need to
198 remeet it, you know, all of those things are, are kind of fundamentals of, of language learning full stop.
199 And, you know, I'm, I'm not sure that the way those interactions happen are that different online or
200 offline, to be honest, mm-hmm <affirmative>. So I, I think ironically, some of what I have been talking
201 about with teachers, I is kind of not, not about not being seduced too much by bells and whistles, you
202 know and trying to keep a clear head and focus on the core things that you need to focus on, which are
203 sort of always the core things you need to focus on.

204 HD (16:29):

205 You know, they're, they're the core things that language teachers have been focusing on forever,
206 basically. So it seems before the overhead projector <laugh> and the advent of raising all whiteboard

207 pens and all that kind of thing, you know, there's a lot of fundamentals about the way people learn
208 things that, that are sort of semi eternal, if you like.

209 Interviewer ([16:48](#)):

210 Mm.

211 HD ([16:49](#)):

212 Um yeah. So I've, I've been talking about that a lot. I, I think, you know, there are other interesting
213 things, like in terms of teacher development, **one thing you can obviously do is you can provide now**
214 **much more easily online courses, which are self-study, which are self access. So we've been trying to**
215 **provide sort of hybrid courses, which can be done face to face with a tutor via zoom. And then you have**
216 **access to the course afterwards, or you can do them as self-study.**

217 HD ([17:21](#)):

218 What I've noticed that's quite interesting is, a lot of the people who buy them as self-study courses, we
219 give them a year access. They don't do them. You know, they write to us like a week before their access
220 is up begging us saying, please, please, can you extend the access? Whereas people are always much
221 keener to do the face to face version, even though it's more expensive. And it's basically just the tutor
222 talking through what you'd see us talking through anyway, if you were watching it on the, the self-study
223 version, but I think there's still that real hunger for face to face communication, even if it's just like, you
224 know, digital face to face communication.

225 Interviewer ([17:58](#)):

226 Yeah, absolutely.

227 HD ([17:59](#)):

228 Um so tr trying to give teachers options in that kind of way. And I mean, ironically, none of the courses
229 we've designed and sold in, in, in the last sort of two years have been particularly about tech. They've
230 basically just been about teaching mm-hmm <affirmative>.

231 Interviewer ([18:18](#)):

232 That's interesting. So, cause my next question was, do, would, can you describe any of the key
233 competencies or, you know best practice sort of things that you've been looking at post crisis? Can you
234 describe any of that have changed or maybe are new or different because of the crisis?

235 HD ([18:36](#)):

236 Yeah, I mean, in a sense it's just a kind of reiteration of what I've just said. I, I think, yeah, you need
237 some kind of basic, basic digital competence in terms of knowing how to, you know, which platform are
238 you using and how are you using it? Do you know, to set it up, do you know how to send invites? Do, do
239 you know how to set up breakout rooms? Do you know how to go around breakout rooms? Do you
240 know, what is it you're doing while you're going around the breakout rooms? Is there a point at which
241 you have a language focus? How are you sharing that with your student? Do you know how to share
242 screens? I think the other competence is just really to do with knowing what not to do when you're
243 working online. Which is, is a sort of weird negative competence in a way.

244 Interviewer ([19:19](#)):

245 Yeah.

246 HD ([19:19](#)):

247 Like just, just recognizing that, whereas in a physical classroom, getting kids to spend 10 minutes,
248 reading a text is good because you can go round, you can have a look at what they're underlying. You
249 can help them out with vocabulary. You can't do that on, on zoom or on teams or whatever, you know,
250 often they'll just turn their cameras off. And they'll be sitting there and, you know, they're probably
251 reading, but what are you doing while they're doing that as a teacher, you're kind of sitting there sort of
252 going, just call me if you have any problems, you know, and you're hoping for the best. So I think part of
253 the kind of competencies that I think have come in is just recognizing which bits of physical classroom
254 practice transition more easily and which bits are probably best left in the physical classroom and don't
255 transfer so well.

256 HD ([20:14](#)):

257 Mm-Hmm <affirmative> so I mean, I, I, I've done very, very few lessons where I've done like listenings in
258 the, in the digital classroom. Just because that just doesn't work as well. I don't think. And, and you
259 know, it's much, much easier to do that stuff in a physical classroom where, you know, there's no weird

260 sound glitch issues. You can stick them in pairs very easily. With things like breakout rooms, I mean, if
261 you've got 15 students and you wanna put them in pairs, you want it to be at least five minutes of
262 talking, you know, often what you'd do is if you're doing like a gist question for a listening, you'd put
263 them in pairs for two minutes and you'd pop round and listen to three students, on zoom that just
264 doesn't work in the same kind of way. So it's just recognizing the limitations of the technology. You
265 know, it's ironic, cuz I think a lot of people talk about the opportunities that the technology provide you
266 with. And I I'm, I'm much more aware of the kind of limitations that it imposes upon what you're doing,
267 where there are things you can't do in the classroom. And as a result you might want to flip or you might
268 want to do in some kind of different way. So I think just encouraging teachers to be a bit more, I don't
269 know, critical or perceptive about what they bring with them from the physical classroom and what they
270 decide to adapt or abandon from the physical classroom.

271 Interviewer (21:34):

272 Great. Thank you. Yeah. I do have one more question, but we have run over, is it OK?

273 HD (21:38):

274 OK. No, no, go on. You're fine. I'm good.

275 Interviewer (21:40):

276 Thank you so much. So since the crisis, do you feel that there is a call for a change in teacher education,
277 in the EFL industry, and if so, in what way?

278 HD (21:52):

279 It's a really good question. I, I suspect yes is the answer. I don't think digital's gonna go away anytime
280 soon. Oh, I mean, it's interesting. Cause I think a lot of teachers have actually realized that, wow, there's
281 a whole kind of shift away from the traditional model of doing a CELTA working in a private language
282 school, doing a DELTA. And in a way, I mean, as with many things, COVID kind of exposed some of the
283 sort of underlying inequalities and exploitative practices that arrive in the industry in a way that it also
284 did with, you know, like systemic racism and you know people not being able to eat or homeschool their
285 kids cuz they haven't got anything at home. And I think, I mean, I, I know someone who was working for
286 a large private language school in London and she was earning 15 quid an hour working through English
287 file.

288 HD (22:59):

289 And when they switched online, she suddenly realized like she's got 15 students in her classroom all still
290 paying 15 quid an hour. Okay. which is what, what 225 quid or something. And the school's not paying
291 any rent that, that, that she she's sitting there working from home and she's getting one 15th of what
292 the school is raking in. So the school we making 210 quid for every digital hour, she made 15 quid out of.
293 And after about three months of that, she sort of went, wait a minute. I could just poach two of these
294 students and be doubling my income without getting ripped off by the school. And I think there's a lot of
295 teachers who've gone through that and who've sort of realized that digital gives them a new kind of
296 platform. So I think there's probably two ways that it needs to change.

297 HD (23:55):

298 One is just building in a general awareness of what teaching online involves. And I, I, I suspect actually
299 that means thinking about two things. It means thinking about just teaching online, full stop. I think it
300 also probably means starting to talk or think about just kind of hybrid classes, because I think for things
301 like the big language chains, like IH say for the foreseeable, what they're gonna be doing is hybrid
302 classes. So I mean, I know people working in like IH Manchester and IH Gallway and they're doing this
303 sort of weird mix of physical bums on seats in physical classrooms with social distancing and another 15
304 students be in via zoom. You know, I mean, yeah, I know <laugh> not personally thank you. But that's a
305 whole different kind of ball game to thinking about a traditional classroom where you you're doing peer
306 work and mingling activities and all of that, that you learn on your traditional CELTA courses.

307 HD (24:59):

308 So I think there does need to be a kind of recognition of those things and a discussion about those
309 things. On top of that, I suspect teacher education would probably benefit from a discussion at some
310 point of just kind of the Russians I know have started calling it teacher entrepreneurship. And, and just
311 kind of recognizing that there are these new avenues available to you and helping you to think a bit
312 more about how you might take advantage of those avenues. A and you know, you know, like when you
313 do your CELTA course and at the end of your CELTA, they do kind of like half an hour on finding a job and
314 they, you know, and when I did mine, it was basically like, there's this thing called the times educational
315 supplement, look in the back there and apply for, to TEFL courses.

316 HD (25:48):

317 I'm guessing now it's basically like, you know, look at TEFLhub.com and apply for jobs. I think it probably
318 also needs to just take on board the fact that a lot of teachers are competing in this quite narrow digital
319 space as private entrepreneurial individuals. And just, just some sort of the discussion about how are
320 you gonna manage it? You know, what's your policy on cancellations? How are you gonna keep track of
321 your bookings how to price yourself, how to promote yourself, how to build your profile. And even
322 though that's not directly connected to teaching, if you are looking to make a living as a teacher, you
323 know, it's pretty damn useful to know that stuff these days. And I don't really see unless you're gonna
324 get a job with one of the big chains or you're just gonna be like a kind of global backpacking sort of, you
325 know, wandering TEFL person of the old school.

326 HD ([26:45](#)):

327 That's your main career path these days, I think is at some point thinking about branching out and
328 setting up on your own. So I would like to see a bit more discussion of that kind of stuff. It's funny that
329 the economies where that's really happening are, are kind of quite precarious economies like Brazil and
330 Russia. They're really big on that stuff there. And they're, they're already talking about it a lot and
331 they're, there are people who've kind of set up as, you know, TEFL entrepreneur coaches and that kind
332 of thing. And they, they help other young teachers build their profiles and promote and market
333 themselves and, you know, whatever you've feelings about that, that's not gonna go away so better to
334 learn how to engage with that than not.

335 Interviewer ([27:29](#)):

336 Wonderful. Great. Thank you so much.

337 HD ([27:32](#)):

338 You're welcome.

339 Interviewer ([27:33](#)):

340 Really. Thank you. It's been great. Um just before I go, I just need to ask, so the other people I've
341 interviewed have said, yes, I can either anonymize you, which is totally fine. Or I can put your name in
342 the report.

343 HD ([27:46](#)):

344 I'm fine for my name to go in.

345 Interviewer ([27:48](#)):

346 Lovely. Thank you. So if everybody says, yes, I'll do it. And if, if one person says no, I'll just probably
347 anonymize everyone. Cause it would be weird.

348 HD ([27:55](#)):

349 <Laugh> however you wanna do it. It's fine. Yeah.

350 Interviewer ([27:57](#)):

351 Thank you.

352 HD ([27:58](#)):

353 All right. And good luck with the research. It's really interesting. I hope you manage to, you know, get a
354 conference talk out of it or some.

355 Interviewer ([28:04](#)):

356 Yeah, I hope so too.

357 HD ([28:05](#)):

358 Yeah. <Laugh>.

359 Interviewer ([28:06](#)):

360 <Laugh> thank you so much.

361 HD ([28:08](#)):

362 All right. And I hope you get some time off over Christmas. Yeah.

363 Interviewer ([28:11](#)):

364 Yeah. Thank you. Happy Christmas.

365 HD ([28:12](#)):

366 Thank You. Thank you. And you too. Yeah. Thank.

Appendix G: Coding framework - interviews

Here is an example of the coding framework. The initial coding can be seen in the transcripts with the highlighted text.

	Thom Kiddle	Nicky Hockly	Hugh Dellar
Confidence	<p>competence comes with a degree of confidence 15</p> <p>the confidence to do those to operationalize that knowledge through the skills</p> <p>so you can have all of the, the skills and knowledge in the world, but if you haven't actually got the, the confidence, which I think comes from, from experience from reflecting on your own prep from bad experiences that, that form your own, you know, behaviors that confidence is a key part of, of competence or being able to demonstrate that that competence16-20</p>	<p>Less panic I think a big change that I've noticed is that um teachers are less panicked about the technology because pre COVID there was very much that, oh, you know, you'd ask teachers, what's what we often do. We do kind of a pre-need analysis just a quick survey before all of our online courses. 167</p> <p>Tech less of big deal People now realize that it's just not such a big deal. It's not that difficult to learn, to use the, the tech itself. They've, they've kind of moved past that.143</p> <p>Less afraid there is still that little bit of divide, but I think it's what COVID has done has brought technology into the mainstream and made teachers less afraid of it because they've, they've had to use it 191</p>	<p>Insecure, inadequate And I think some teachers quite understandably because of the, the hard sell around ed tech and people pushing certain forms of kind of digital platforms and digital digital pedagogy, teachers were made to kind of feel insecure or inadequate if they weren't doing a whole load of extra tricks and stuff 172</p> <p>Panic I think particularly in the early days there was just a general kind of tech panic. There was a panic about which platform to switch to, what to do when you're using that platform, working out the functionality of that platform 146</p>
Frameworks	<p>teacher competency means a combination of knowledge and skills to put it that into practice 14</p> <p>frameworks are the new methodologies 21</p> <p>what we do have is a plethora of, of frameworks and some of those are language frameworks, but some of them are essentially teacher competence frameworks 24</p> <p>they kind of they force competencies into, into phases and stages, which isn't</p>	<p>Knowledge, skills and attitudes one the knowledge and the, and the skills and the what's it, the the, the attitudes 16</p> <p>Digital perspective we work in teacher training or teacher development within technology, technology skills. So teacher competency from our perspective is within the digital sphere. So it has all of those knowledge and skills and attitudes within the digital sphere 17</p>	<p>Skepticism / weaponised. I guess where my skepticism comes from is having spent sort of 18 years working in a university in the UK and seeing the way in which this courses around those kinds of areas became weaponized at various times by management and sort of used as ways of dividing staff up and kind of imposing things on staff that there wasn't necessarily staff wide buy-in around onto members of staff. 65 / 67</p>

	<p>necessarily the healthiest way of doing things 27</p> <p>And particularly the way in our sector we're influenced by the, the CEFR as a framework, that idea of, of progress being the marcated between level has spilled over into, into teacher frameworks and teacher competency frameworks. 30</p> <p>We're also influenced, I guess, here at Nile by the fact that we run externally validated programs 37</p> <p>I think we're kind of, we're forced to think in that way, because we're surrounded by frameworks and we're asked to think in terms of levels and qualifications what what's very true of, of that approach to competence is, is that everybody has a jagged profile 42-44 forced to think like that</p>		<p>Topdown And so I think it is important that, that, that we, we talk about what we understand competences to mean, but I think it's also important that we recognize the fact that these kinds of terms and this kind of discourse can be used in a very top down sort of, not necessarily particularly developmental or sort of facilitational kind of manner by the powers that be in whatever institution you happen to find yourself in. 69</p> <p>What are you doing in the classroom and why? I think in the end, it's basically to do with what is it you're doing in the classroom and why are you doing it? And so if I'm talking directly to teachers, I'll tend to keep it much more on that kind of level. 80</p>
<p>Key competencies pre-crisis</p>	<p>Language awareness 66, we each have our own idiolect 78</p> <p>Classroom methodology - classroom methodology that, that everything from using your voice effectively to where to stand to, how to monitor to, to different ways of giving feedback, to using your physical space, to using your physical resources, all of these classroom methodology things, would've been quite a big feature of, of our teacher training courses and our and what, what, what you see in a teacher in terms of their, their knowledge and skills operationalized 81</p>	<p>Digital competencies 30-38</p> <p>Attitude changes: cant be done it can't really be done. It can't be done well. I think we've, it's moved the discussion along in that sense 42</p> <p>Tech part can not be ignored the technological part can no longer be ignored I think. 45</p> <p>Attitudes attitudes feeling that they can't do it 52</p> <p>Tools But the tools part, I think of, of digital competencies is the least important part. I mean, anybody can use a technology tool. It's not difficult</p>	<p>Materials literacy what teachers do when they work with classroom material helping teachers to develop a kind of materials literacy and to understand why materials are designed and structured in the way they are 90</p> <p>Outcomes outcomes in a very basic sense in, in terms of what is it you want your students to be better able to do at the end of this lesson 94</p> <p>Language awareness general language awareness and understanding how grammar and words interact, how grammar and words work, thinking about the examples you're giving, thinking about the kind of</p>

	<p>Integrate tech /tech in class integration of technology was becoming more and more important to the extent that we kind of moved at Nile moved from having courses on technology, to the integration of technology, being a part of every course, you know 90</p> <p>So if you're doing a CLIL course, then it's about, you know, what websites can you use and what tools can you use, digital tools in a CLIL setting, rather than here's your CLIL course and if you want to learn about technology, here's your technology course, you know. So that, I think that was a, an important competence, but again, it was probably true to say that it was heavily focused on in classroom technology in terms tablets, mobile phones in class, you know, those kind of things would be pre-COVID 92</p> <p>Intercultural awareness 97</p> <p>Action language (like in CEFR) action oriented language and, you know, functional skills based language rather than grammatical syllabus and structurally defined language. I think that's a, was a competence pre-crisis to have that understanding of action or into language. 102</p>	<p>to learn. The difficult part is being a competent teacher. 54</p> <p>Integrating So integrating those kinds of let's call them technology skills into you know, principles, pedagogical practice that that's always been to me the most interesting part of teaching within digital competencies. 57</p> <p>Google docs It's not about using Google docs. It's about how you use Google docs to help you learners learn and integrate it into your syllabus and your lessons and all the rest of it 60</p> <p>Communicative language practice have a grasp of communicative language teaching practice 64</p>	<p>explanations you're giving, thinking about what you're going to be doing when you're going through the material that you're using. 97</p> <p>Awareness of alternatives Yeah, so it it's very much to do with kind of making teachers aware of what their options are or what their alternatives are at any given moment and making them think a bit more about what the consequences of pursuing each of those alternative paths might be at any moment. Cause I think a lot of the time teaching is kind of about it's about an awareness of what your alternatives are, you know, at, at any given moment, and it's about having to make split second decisions about which road do I go down of the three or four different roads available to me at this particular moment and what might the consequences of those decisions be? 123</p>
<p>New issues during crisis</p>	<p>New courses free course called Take Your Teaching Online 123</p> <p>Wellbeing issues how to deal with your learners when you are not in space 128</p>	<p>Institutions going online quickly basically institutions getting in touch and saying, okay, right, we need to move online by next we 81</p> <p>Steep learning curve 192</p>	<p>Old problems still there So I think all of the old problems are still there OK. <Laugh>, you know, none of that goes away just because you've switched to working on zoom or teams or whatever 145</p>

	<p>Technical stuff quite technical competency stuff 131</p> <p>Integrate tech a a final platform on other other tools that you might want to integrate 133</p> <p>Transferring social, cultural and immersive dimensions (USP) to online platform experience a lot of work going into the social, cultural, immersive dimension of, of learning yeah. Which you, you know, you want to you want to give something of your physical space or your physical location, your geographical location. I mean if you, if you're trying to replicate this I've said many in, in presentations that USP that pretty much every language school in the UK traded on, you know, you've got Brighton, we've got Norwich, you know? 141</p> <p>Beyond pedagogy and technology So it wasn't so much we, as, as Nile need to develop our teachers technically or pedagogically for the online setting, it was more how do we try to bring our geographical and I guess our own identity more into this these replacement courses cuz you know, I, I guess we got about 40 to 50%, I would say of, of people who would've come face to face moving into our online programs. 154</p> <p>Online fatigue 161</p>	<p>Lack of leadership Teachers were finding that there was a lack of support from their institutions. 94 Mental health Sometimes a lack of leadership a major issue that teachers were dealing with was mental health. 95 There were some commonalities though. I mean, you know, mental health and, and wellbeing and so on being a common theme 111</p> <p>Adapting materials we worked with them in a how to adapt their face to face materials into online format 124</p> <p>Live online teaching So, you know, how do you zoom, not just, you know, how to set up a breakout room, but how to design tasks for breakout rooms and ensure that you have the interaction and the communicative language practice and so on. So we had several organizations approached us for that kind of training. 133</p> <p>VLE we did things like setting up virtual learning environments 142</p> <p>Blended So I think quite a, some schools in some contexts have suddenly realized that by having this mixed offering, you can have your face to face classes, but also have some kind of blended or even fully online offering. Yeah. You can extend your, your your client base quite a lot 149</p>	<p>Adapting original teaching to online teaching There was also kind of issues around working out how best to do what you'd do in a normal classroom in a digital classroom. Okay. And I say more, more, it shows what kind of vintage, I suppose, in, in a bricks and mortar classroom, sorry, you're frozen there. Yeah. You're back. I, I think recognizing that somethings that work well in a bricks and mortar classroom don't work as well in a digital classroom and thinking about what those things might be and how to get around doing those. So just, just things like, you know, your boardwork works differently, listenings work differently, drilling works differently. You know, spending 10 minutes in a class, getting students to do a reading text works differently and getting teachers to be a bit more critical about you 148-157</p> <p>Reframing your teaching What I think then took time was just kind of slightly reframing your teaching practice to match the kind of affordances or lack of affordances that the digital space provided. 163</p> <p>No change – focus on fundamentals of teaching just focus on the fundamentals and the basics of teaching full stop. And then think about how that works both online and offline. And the, the fundamentals are sort of essentially the same. 193</p> <p>No bells and whistles – focus fundamentals I think ironically, some of what I have been talking</p>
--	--	---	---

			<p>about with teachers, I is kind of not, not about not being seduced too much by bells and whistles, you know and trying to keep a clear head and focus on the core things that you need to focus on, which are sort of always the core things you need to focus on.</p> <p>200</p> <p>Easily provide online courses one thing you can obviously do is you can provide now much more easily online courses, which are self-study, which are self access. So we've been trying to provide sort of hybrid courses, which can be done face to face with a tutor via zoom. And then you have access to the course afterwards, or you can do them as self-study. 214</p>
<p>Key competencies post-crisis</p>	<p>Online communications online mediator communication part of our lives and our students lives. So whereas previously we might have kind of had that as an aside. Well, okay. This is what you know, online communication looks like, but mainly we're talking about face to face communication when we teach language, I think that's gone 178</p> <p>Language awareness – online mediated Pre-Crisis like how to do turn taking an online meeting. Those are now key language skills. And, and so those, those aspects of language awareness: online mediated or yeah online mediated language use is a, is a really important part of language awareness. 182</p>	<p>Less panic I think a big change that I've noticed is that um teachers are less panicked about the technology because pre COVID there was very much that, oh, you know, you'd ask teachers, what's what we often do. We do kind of a pre-need analysis just a quick survey before all of our online courses.167</p> <p>Tech less of a big deal People now realize that it's just not such a big deal. It's not that difficult to learn, to use the, the tech itself. They've, they've kind of moved past that. 143</p> <p>Tech skills certainly an increased degree of competency in terms of technological skills 181</p>	<p>Need some basic digital competence I think, yeah, you need some kind of basic, basic digital competence in terms of knowing how to, you know, which platform are you using and how are you using it? Do you know, to set it up, do you know how to send invites? Do, do you know how to set up breakout rooms? Do you know how to go around breakout rooms? Do you know, what is it you're doing while you're going around the breakout rooms? Is there a point at which you have a language focus? How are you sharing that with your student? Do you know how to share screens? 236, including knowing what not to do think the other competence is just really to do with knowing what not to do when you're working online. Which is, is a sort of weird negative competence in a way.</p>

	<p>Update CEFR Now I, and it's only, only just beginning to come through, you know, even the, you know, the, the latest version of the CEFR has one scale on online communication. And I think an update will, will reflect that these ways in which we use language are influenced by the ways we use language online in zoom calls and you know, listening to lectures online and the different ways we interact. 187</p> <p>Hybrid – new methodologies And, and I think I find it quite terrifying, the, the, the speed with which people adopted hybrid methodologies. I dunno if that's something, something you did there, but we did a, a Nile study in October, 2020. We surveyed about 150 language teaching organizations around the world to ask their attitudes to hybrid learning 192</p> <p>Hybrid may stay in some form . I don't think it's a, it's a, anything more than a, a stopgap personally, but others may well see it different, and it may well be a, a business imperative that you, you know, you give students a, a window into the, the class they're going to join predeparture you know, and, and maybe that will be a feature of it but obviously that kind of that move to online teaching implies a, a newum a new set of skills, if not a new methodology and awareness of what you can, and can't see what you, and can't be aware of amongst your learners, I think has changed. 201</p>	<p>Less afraid there is still that little bit of divide, but I think it's what COVID has done has brought technology into the mainstream and made teachers less afraid of it because they've, they've had to use it. 191</p> <p>Learning curve There's been a huge learning curve. This is one of the bits of feedback that I got from these case studies I was talking about. Almost every teacher said, you know, I've had a huge, I've learned so much, there's been a massive learning curve 192</p> <p>Opportunity for professional development They saw that as an opportunity for professional development as well. They really, it was hard, but they were, they were learning some useful stuff 195</p> <p>Lacks pedagogy part we notice that teachers are coming onto our courses with a little bit more of the technological competency. They tend still to be lacking a bit in the pedagogical part. 198</p>	<p>242</p> <p>Recognising limitations of tech So it's just recognizing the limitations of the technology 264</p> <p>Aware of limitations cuz I think a lot of people talk about the opportunities that the technology provide you with. And I I'm, I'm much more aware of the kind of limitations that it imposes upon what you're doing, where there are things you can't do in the classroom 266</p> <p>Be critical/perceptive teachers to be a bit more, I don't know, critical or perceptive about what they bring with them from the physical classroom and what they decide to adapt or abandon from the physical classroom. 269</p>
--	---	--	--

	<p>Environment literacy environmental literacy 209 physical learning environment and the impact it has on learning. So the temperature of the room, the sound rhythms outside, the amount of CO2 in the room the light levels all of these, the impact it has on students' ability to concentrate and to focus and to learn terrifying. So he produced is this device called the learnometer, which we have in, in classrooms here, which measures CO2 levels and measures light levels and measures temperature, and gives you a, a reading. So you can see you know, what, what the effects of your environment might have on your learners. Now, every learner is in their own physical environment, but we've got a new set of problems we've gotta think about, are my students hydrated? Are my students getting oxygen in there? Are they looking away from the screen regularly to reduce their eye strain? Are they standing up and stretching or just something over? 211 (MORE QUOTES)</p> <p>CLIL I also think, think for language teachers, there's a new competency, which is closely related to something which has been a growing movement for the last 20 years, which is CLIL approaches. 238 growing English medium programs in non-English speaking countries are so so, so quickly expanding. You know, it's very rare now to find a context which doesn't have, you know, some top tier universities in that country</p>		
--	--	--	--

	<p>who are doing parallel English-medium programs. And, and so that's a huge area of growth. And that whole idea of what's, what's a teacher's responsibility? Are they just the subject matter experts? 245</p> <p>Teacher assessment literacy that teacher assessment literacy, I think, is becoming more and more important teachers demystifying exam and tests, and yes, get more empowered to, to do things in exam driven courses that are more than just doing past papers and giving feedback on past papers, you know? 277</p> <p>Digital literacy now 5th skill digital literacy has, has become the fifth skill really 289</p> <p>Teacher assessment – now online - So from two years ago, the idea of having online assessments of teacher competence is, was unthinkable. It doesn't work. It's UN undoable, you miss so much, you can't do it. Of course, that can't be part of a qualification. Of course, you have to have the observer in the room with the teacher and the student to, to now, you know, 18 months later, it's the other way, how could you possibly have a teacher development course that doesn't include part of online teaching or, or assessing teachers online? How could you possibly get someone physically to that location? Well, no, so it's impossible. We can't travel, you know, so, so that mind shift to unthinkable to do it to unthinkable, not to do it in 18 months is, is amazing. Really? 299</p>		
--	---	--	--

<p>Call for change</p>	<p>Traditional model of trainers gone – what's happened, there is a real challenge to the traditional model of teacher education, because traditionally your teacher trainer was a more experienced classroom practitioner. 322</p> <p>Top down model going massive explosion in the model of top down teacher training 334</p> <p>More co-constructed teacher education – 338 peer to peer Co-Constructed teacher education, peer to peer teacher education, bottom up learning the classroom based research practical experience sharing. I think that's a really healthy thing, you know, that, that kind of it empowers teachers to be responsible for their, their own development, but also for the development of their colleagues and, and institutional settings that make space for that. I think that they're gonna be the most effective ones where they're really sharing good practice and what works for them. You know, that whole idea of this handout works great in the staff room being, you know, this tool is fantastic or this activity works really well in, in zoom or, or whatever that, that kind of bottom up peer to peer teacher education, I think is gonna be a real feature.</p> <p>Mixed modes (blended etc) but mixed mode CELTAS 353</p> <p>Online teaching now a competency in any intital teacher training course . So although initial teacher training is still seen as you know, that in, in our UK focused world there has</p>	<p>One hour input sessions And then after that, there was the kind of the one hour, you know, technology input session, that's changed. 208</p> <p>Integrating technology more And there are certainly CELTA trainers and centers out there and DELTA trainers who are integrating technology much more into, you know, what they do. 209 Still depend on trainer one year teacher training courses, there is some acknowledgement and some integration, but it does still kind of depend on the trainer themselves, depending on how comfortable they are with things. 212</p> <p>Online versions And of course there's also the online versions of those courses 211</p> <p>Gap between policy and action Certainly on paper, if you look at teacher training syllabi for teacher training colleges, you look at the CELTA, the DELTA, it's all there. It says, you know, integrate technology also sounds lovely. But actually seeing it happen, there's, I think, there's still a bit of a gap there. And teacher training needs to catch up. Certainly I think teacher training, teacher trainers and teacher educators, and those awarding bodies are aware of this. It's that typical gap between, you know, policy and practice.</p>	<p>Shift away from traditional model of teacher education . Cause I think a lot of teachers have actually realized that, wow, there's a whole kind of shift away from the traditional model of doing a CELTA working in a private language school, doing a DELTA 280</p> <p>Digital gives teachers a new platform And I think there's a lot of teachers who've gone through that and who've sort of realized that digital gives them a new kind of platform 294</p> <p>General awareness of what teaching online involves One is just building in a general awareness of what teaching online involves. And I, I, I suspect actually that means thinking about two things 298</p> <p>Recognition and discussion on hybrid teaching So I think there does need to be a kind of recognition of those things and a discussion about those things 308</p> <p>Teacher entrepreneurship , I suspect teacher education would probably benefit from a discussion at some point of just kind of the Russians I know have started calling it teacher entrepreneurship 310</p>
-------------------------------	--	---	--

	<p>to be a change and you have to include online teaching competence within any initial teacher to training 360</p> <p>New skill = adapt quickly I think, you know, the, the fragility of the world and the the speed with which we've had to adapt means that that's a, you know, an essential new skill 362</p>	<p>216 & There's this massive divide between policy and practice 230</p> <p>Upskill in terms of digital Yes. I think there is still a place for teacher education to yeah, to upskill a bit in terms digital competencies and digital literacies. 234</p> <p>Aququduto</p> <p>Blended so I think most people have realized that some sort of blended option within teacher education 256</p>	
Hybrid	<p>And, and I think I find it quite terrifying, the, the, the speed with which people adopted hybrid methodologies. I dunno if that's something, something you did there, but we did a, a Nile study in October, 2020. We surveyed about 150 language teaching organizations around the world to ask their attitudes to hybrid learning 192</p>	<p>Issues the research shows that there are a couple of challenges with hybrid this hybrid model, and one is teacher readiness or teacher training or teacher preparation. The other one is student engagement classroom management and task design 287</p>	<p>. I think it also probably means starting to talk or think about just kind of hybrid classes, because I think for things like the big language chains, like IH say for the foreseeable, what they're gonna be doing is hybrid classes. 300 and</p> <p>But that's a whole different kind of ball game to thinking about a traditional classroom where you you're doing peer work and mingling activities and all of that, that you learn on your traditional CELTA courses. 304</p>

Appendix H: Questionnaire correspondence and survey form

Example invitation to participate in questionnaire:

Hello,

My name is Beatrice Segura Harvey and I am a DoS but also completing my masters in TESOL with ICT. As part of my final research project, I am looking for DoSs, managers and teacher trainers/educators to complete a short questionnaire.

Since the pandemic, I have witnessed a considerable change in what we, managers and trainers, are requiring our teachers to do to be effective teachers. The aim of this study is to find out if there are any common changes that can be noticed post pandemic and to provide discussion on how we can help our teachers in the future.

I would be extremely grateful if you could spare approximately 5 minutes and complete an online questionnaire.

For more information regarding the study, please see the information sheet attached. And you are welcome to email me anytime if you have any questions.

Finally, here is the link to the survey: <https://brightonuni.onlinesurveys.ac.uk/teacher-competencies-for-online-teaching>

Many thanks,

Beatrice
b.sh2@uni.brighton.ac.uk

Survey Form:

Teacher competencies for online teaching

0% complete

Page 1: Welcome

Hello

THANK YOU for taking the time to complete this short survey. This survey is for managers and/or teacher trainers in the EFL industry. It takes no more than 5 minutes to complete and your contributions will be gratefully received.

All the data is stored anonymously on a secure server and will be permanently deleted after use. The data collected will only be used for the purpose of this study only.

Teacher competencies for online teaching

20% complete

Page 2: General information

1 Is your organisation one of the following:

- Independent language school
- Small to medium chain school
- Large chain school
- A university or a company providing a service through a university
- An independent college or FE
- Tutorial college
- International study centre
- Other

2 What is your job title?

3 Do you manage or train teachers?

3 Do you manage or train teachers?

- Manage only
- Train only
- Both

4 How many years have you worked as a manager/trainer in EFL industry?

- 0-2 years
- 3-5 years
- 6-8 years
- 8-10 years
- 11-15 years
- 16-20 years
- 21+ years

5 Were you managing or training teachers during the COVID-19 pandemic? (March 2020 – May 2021)

- Yes
- No

< Previous

Next >

Teacher competencies for online teaching

40% complete

Page 3: Management and training before crisis

6 As a manager or teacher trainer, what are some of the key knowledge or skills you look for in a teacher?

7 When supporting teachers, what were the most common teacher issues you provided support on?

8 When organising or developing CPD for teachers, what were the most common CPD themes covered by you (or your institution) for teachers?

Teacher competencies for online teaching

60% complete

Page 4: Work during crisis

9 When the UK first went into lockdown (March 2020), did your organisation require you and your staff/colleagues to move the service online?

- Yes
- No
- Other

If you answered 'Yes' to question 9, please answer question 10.

If you answered 'No' to question 9, please answer question 11.

10 (If you answered 'yes' to question 9) Were your teachers prepared to teacher online?

- Not at all
- Had a small amount of previous training.
- Had some experience teaching online.
- Had extensive training and/or experience teaching online prior to crisis.
- Were already teaching online within the institution.

11 (If you answered 'no' to question 9) Do either of these situations apply?

- Yes
- No
- Other

If you answered 'Yes' to question 9, please answer question 10.

If you answered 'No' to question 9, please answer question 11.

10 (If you answered 'yes' to question 9) Were your teachers prepared to teacher online?

- Not at all
- Had a small amount of previous training.
- Had some experience teaching online.
- Had extensive training and/or experience teaching online prior to crisis.
- Were already teaching online within the institution.

11 (If you answered 'no' to question 9) Do either of these situations apply?

- There was already an online division established.
- The institution temporarily paused their services.
- Other

< Previous

Next >

Teacher competencies for online teaching

80% complete

Page 5: End of crisis and moving forwards

12. Are there any new key teacher knowledge or skills that you have identified since working through the crisis?

13. As a manager or teacher trainer, has your perception of key skills and knowledge that you look for in a teacher changed?

- Yes
 No
 Not sure

14. When supporting teachers, what are the most common teacher issues you provide support on now (post crisis)?

13. As a manager or teacher trainer, has your perception of key skills and knowledge that you look for in a teacher changed?

- Yes
 No
 Not sure

14. When supporting teachers, what are the most common teacher issues you provide support on now (post crisis)?

15. When organising or developing CPD for teachers, has there been a change in main themes and topics chosen for CPD since the crisis?

- Yes
 No
 Not sure

< Previous

Finish ✓

Powered by online surveys | copyright | survey contact details | Report abuse

Teacher competencies for online teaching

100% complete

Final page

Thank you for taking the time to complete this survey.

If you have any questions or wish to receive the findings from this study, then please email

Appendix I: Interview correspondence and consent forms

Example email invitation to participate in interview:

Dear ...,

My name is Beatrice Segura Harvey, and I am a DoS but also completing my masters in TESOL with ICT at the University of Brighton.

As part of my dissertation, I am looking to find experts in the field of ELT and hoping to conduct 30-minute online interviews with them regarding their opinions on the changes in teacher competencies post pandemic.

I have read a lot of your work and greatly appreciate your contributions to the field and so would like to ask if you would be willing to participate in the interview?

Your data can be anonymised if preferred and I will give you access to my findings if you are interested.

I look forward to hearing from you.

Many thanks,

Beatrice

b.sh2@uni.Brighton.ac.uk

Interview questions:

This will be a semi-structured interview process and the interviewer will allow the interviewee to focus on themes the interviewer feels are most relevant.

Questions

1. How would you describe 'teacher competency' and can you explain your attitudes towards teacher competencies (for development and education)?
2. Can you describe some key competencies you look for in a teacher PRE-crisis?
3. During the crisis (March 2020 to May 2021) what problems arose for the teachers working online and what support were you providing as a result?
4. Can you briefly describe any teacher training or education you led or took part in and how this may have differed to before the crisis?
5. Can you describe some key competencies you look for in a teacher POST-crisis?
6. Since the crisis, do you feel there is a call for a change in teacher education? If so, in what way?

Consent forms:

Branded materials removed

Appendix J: Thematic analysis of questionnaire data (an example)

6. As a manager or teacher trainer, what are some of the key knowledge or skills you look for in a teacher?				
	KNOWLEDGE	SKILL	TRAIT/CHARACTERISTIC	OTHER
Language awareness	1			
Subject knowledge	1			
Subject knowledge	1			
General subject knowledge	1			
great customer care skills			1	
responding to students' needs			1	
classroom management			1	
classroom management			1	
classroom management			1	
Ability to listen to learners as humans and reformulate output			1	
Ability to think of language beyond grammar + words level			1	
Interpersonal skills			1	
The ability to reflect on their own teaching			1	
The ability to reflect on their own teaching			1	
Able to do basic admin			1	
IT competency	1		1	
Familiar with various online games/puzzles	1		1	
a CELTA or equivalent +	1		1	
Delivering learning in class	1		1	
basic computer literacy (managing files received by email etc.)	1		1	
Openness to try new things.				1
Kind and caring				1
Reliability				1
Flexibility				1
Flexibility				1
Flexibility				1
Flexibility				1
Flexibility				1
Flexibility				1
sensitivity				1
creativity				1
dynamism				1
curiosity for the subject and wanting to learn more				1
positivity				1
Ability to work in a team				1
As we work with under 18s, someone who is fun and interesting				1
Someone who is sociable and adaptable				1
enthusiasm				1
adaptability				1
initiative				1
enjoying being with other people				1
energy				1
willingness to try new things				1
to experiment				1
For student learning to be at the heart of their teaching (rather than teaching itself)				1
To be passionate about teaching				1
To be passionate about teaching				1
the interest and motivation to try out new things				1
enthusiasm and an interest in interacting with students				1
some experience in the classroom				1
some experience in the classroom				1
Someone who cares about the students				1
Interested in ELT and developing				1
Punctuality				1
professionalism				1
learner focus				1
TOTAL	9	16	20	16

THEMES	Number of responses	%
Sum of KNOWLEDGE	9	15%
Sum of SKILL	16	26%
Sum of TRAIT/CHARACTERISTIC	20	33%
Sum of OTHER	16	26%
TOTAL	61	100%

7. When supporting teachers, what were the most common teacher issues you provided support on?

	TECHNOLOGY RELATED	NOT SPECIFICALLY TECHNOLOGY RELATED
Digital learning: tools and resources.	1	
Tech glitches	1	
How to persuade students to keep their cameras on	1	
logging in	1	
basic IT and tool use	1	
tech	1	
how to navigate digital/IT processes	1	
In the last couple of years we've learned how to use zoom, google folders and forms plus our own internal computer-based record-keeping system	1	
Lack of confidence with new tech	1	
Using technology	1	
lesson planning and doing this effectively and quickly		1
Error correction (3)		3
basic stuff		1
classroom management (3)		3
making the best use of class time		1
differentiation (2)		2
lack of focus during classes.		1
How to make sure everyone has a chance to speak without the louder ones		1
Eye contact and acting as if each student is the most important person in the		1
How to include everyone in the class		1
How to vary the lesson so that there are different ways of		1
giving instructions		1
trying new things		1
admin		1
Staffroom dynamics!		1
Lesson planning		1
Managing workloads		1
Adapting materials		1
classroom dynamics and management		1
Where to find suitable materials		1
How to challenge all ss		1
dealing with disruptive / disengaged students		1
improve learner engagement		1
Ideas for activities		1
Connection issues		1
managing the L1 in the classroom		1
How to adapt lessons if the class was not at the level predicted		1
classroom management		1
new materials development		1
Understanding grammar they had never taught before		1
pronunciation practice		1
TTT		1

THEMES	Number of responses	%
Sum of TECHNOLOGY RELATED	10	21%
Sum of NOT SPECIFICALLY TECHNOLOGY RELATED	37	79%
TOTAL	47	100%

8. When organising or developing CPD for teachers, what were the most common CPD themes covered by you (or your institution) for teachers?

	TECHNOLOGY RELATED	NOT SPECIFICALLY TECHNOLOGY RELATED					
	Digital Learning	LESSON PLANNING	METHODOLOGIES AND APPROACHES	MATERIALS DEVELOPMENT	CLASSROOM PRACTICE	OTHER	
Tech issues	1						
use of technology	1						
Online games/puzzles	1						
internal computer-based record-keeping system							
Zoom	1						
How to use new digital platforms	1						
Lesson		1					
Lesson planning		1					
Adapting lessons		1					
Lesson planning and formulating lesson objectives		1					
project and drama lessons.		1					
Pronunciation practice		1					
ICQs and CCQs		1					
Methodology				1			
ESP				1			
21st century skills				1			
L1 interference				1			
Ways of giving feedback				1			
monolingual classes				1			
Error correction				1			
pronunciation				1			
Materials sharing sessions (2)					2		
Materials writing					1		
Adapting materials					1		
project work for instance)					1		
adapting materials					1		
that get forgotten over time)						1	
Classroom management (3)						3	
differentiation (2)						2	
mixed level classes						1	
language of instruction						1	
teaching particular skills						1	
What to do in an emergency							1
inclusion							1
providing language feedback							1
helping students recognise progress							1
preparing for BC inspection in 2022							1
socially distanced teaching							1

THEMES	Respon	%	Tech vs non-tech
Sum of Digital Learning	5	12%	12%
Sum of LESSON PLANNING	7	17%	88%
Sum of METHODOLOGIES AND APPROACHES	8	20%	
Sum of MATERIALS DEVELOPMENT	6	15%	
Sum of CLASSROOM PRACTICE	9	22%	
Sum of OTHER	6	15%	
TOTAL	41	100%	

12. Are there any new key teacher knowledge or skills that you have identified since working through the crisis?

	Related to technology	Non-tech related	Believed no change
Digital literacy	1		
Confidence - teaching online and teaching hybrid classes when never having done it before requires a lot of confidence.	1		
Being comfortable with software	1		
using the various software	1		
online class management	1		
Ability to use digital platforms / VLEs / LMS etc	1		
I need them to be a lot more tech savvy now that we've moved to more of a digital classroom (with things like sharing materials through Teams, rather than physical handouts and digital coursebooks)	1		
An ability to adapt to technology.	1		
An understanding not only of how existing teaching practices can be adapted to teach online but also (and possibly more importantly) what can be done better and more effectively online.	1		
a willingness to learn about online and hybrid teaching	1		
willingness to adapt to an ever-growing digital service	1		
Online teaching	1		
A need for better digital skills	1		
learner agency		1	
ability to learn on the job...		1	
being able to remain calm when things go wrong		1	
With smaller student numbers and therefore more multi level classes being able to differentiate in class is even more important.		1	
being flexible		1	
adapt do the change quickly		1	
Teachers are much more resolute and resourceful than I ever imagined		1	
Schedule flexibility		1	
Not really, no. Outside of basic ability to use Zoom.	1		1
Not new skills, but willingness to step outside comfort zone and work with new methodologies / tech has been more pertinent and important	1		1
not new - but an increased need for flexible teachers			1
Only what was mentioned before. I think the key skill is being able to keep students engaged, both online and in the classroom.	1		1

Values	Number os responses	%
Sum of Related to technology	16	64%
Sum of Non-tech related	8	32%
Sum of Believed no change	1	4%
TOTAL	25	

14. When supporting teachers, what are the most common teacher issues you provide support on now (post crisis)?						
	WELFARE	HYBRID	TECH BASED	NON-TECH related	OTHER (RELATED TO CRISIS)	NO CHANGE
Burnout, tiredness, stress	1					
welfare	1					
teaching hybrid classes		1				
hybrid learning.		1				
IWB tools to enable zoom lessons		1				
hybrid teaching		1				
Teaching online				1		
technology				1		
More IT issues/training				1		
tech				1		
still technology!				1		
use of technology				1		
Technology: How to teach online, both how lessons and activities should work and how to use various teaching platforms.				1		
Making the most of the technology they now have available. In addition to those I supported before not instead of.				1		
classroom management					1	
more differentiation/mixed level teaching					1	
Getting back into the physical classroom					1	
Adapting materials					1	
Staffroom dynamics!					1	
classroom dynamics and management.					1	
context						1
moment.						1
Teachers need a lot of extra support as rules keep changing.						1
Same as before						1
Same						1
As mentioned before, though IT issues not such a big problem now as most teachers have had experience.						1

THEME	NUMBER OF RESPON	%
Sum of WELFARE	2	8%
Sum of HYBRID	4	15%
Sum of TECH BASED	8	31%
Sum of NON-TECH related	6	23%
Sum of OTHER (RELATED TO CR	3	12%
Sum of NO CHANGE	3	12%
TOTAL	26	100%