

English language teaching and Covid-19

**A global snapshot
of Ministries of
Education
responses in the
state primary and
secondary sector**

21 May 2020

#TeachingEnglishInsight

Aims

This late April/early May initial snapshot of how Ministries of Education are responding to the challenges of the educational crisis in respect of English language teaching and learning is part of our overall insight gathering into the impact of Covid-19. We will produce a second snapshot in September to look at how the situation has evolved; with a focus on challenges, lessons learned and more detailed examples of good practice. Our aims are to:

- provide external partners and organisations with global insight into the response to the impact of Covid-19, as it relates to English language teaching and learning
- inform our own continuing response, in conjunction with a parallel survey of teacher and teacher educator needs
- inform our online and remote delivery work in supporting teachers/teacher educators and Ministries of Education in the future in line with the experience gained from and the evolution of the educational challenge
- provide, through the process of collecting the data, further opportunities for engagement with Ministries of Education.



Acknowledgements

We would like to thank representatives of Ministries of Education and our colleagues from across the British Council for taking the time, during a period of competing priorities, to compile the responses.

Approach

Data was gathered and uploaded by British Council offices around the world from a review of Ministry of Education plans and communication available in the public domain; this was followed where possible by a structured interview with a representative of the Ministry of Education with responsibilities for English language teaching and learning.

Research ethics

The structured interviews were conducted in line with the following condition: *The data shared externally will not reference individual countries/territories, other than what is already in the public domain, or responses from any named individuals.*

Structure of the survey

The survey, structured around a band descriptor of key response elements, had four parts to it in relation to English language teaching and learning:

- **Part 1:** The current situation regarding school closure and online learning
- **Part 2:** Steps taken to minimise loss of learning
- **Part 3:** Support provided to Ministries of Education from other organisations
- **Part 4:** Planning for return to face-to-face teaching

See appendix one for the complete set of questions and appendix two for the core script introduction to the structured interviews.

Scope and timing

The data for this initial snapshot comes from 51 countries/territories and was gathered between 22 April and 18 May 2020. Table 1 and Figure 1 show the global scope of the data with Table 2 indicating the proportion of countries in each region involved.

Table 1: Countries/territories contributing to initial snapshot

Algeria	Angola	Azerbaijan	Bahrain
Bangladesh	Botswana	China	Cote d'Ivoire
Djibouti	Egypt	Ethiopia	France
Gabon	Georgia	Germany	Guinea (Conakry)
Hungary	India	Iraq	Kazakhstan
Kuwait	Kyrgyzstan	Lebanon	Malaysia
Morocco	Mozambique	Myanmar	Nepal
Niger	Nigeria	Occupied Palestinian Territories	Pakistan
Philippines	Poland	Portugal	Romania
Rwanda	Senegal	South Africa	Spain
Sri Lanka	Sudan	Taiwan	Thailand
Tunisia	Turkey	Ukraine	Uzbekistan
Vietnam	Yemen	Zambia	

Figure1: Country/territory responses by region

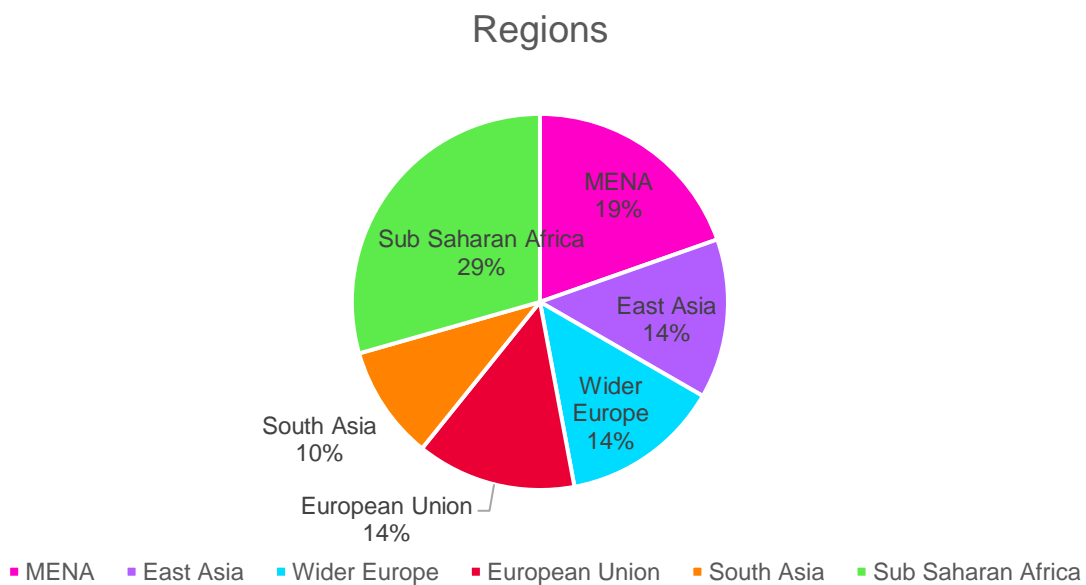


Table 2: Completeness of snapshot data

Region	Country /territory responses received	Countries /territories British Council works in (in the region)	Regional coverage
East Asia	7	14	50%
European Union	7	28	25%
MENA	10	17	59%
South Asia	5	6	83%
Sub Saharan Africa	15	19	79%
Wider Europe	7	15	47%

Insights

Insights are provided in four categories:

- Response by region against a continuum, based on an assigned value against the key elements of a band descriptor
- Aggregated response to individual questions as a percentage
- Challenges (multiple instances of selected comment as a percentage of survey returns)
- Selected examples of how countries are responding

Selected illustrative examples of how countries/territories have responded have been highlighted in blue boxes throughout this report.

Establishing asynchronous learning platforms for learners and parents – Occupied Palestinian Territory

The Ministry of Education set up and launched a central website (<https://www.it-mohe.com>) as a one-stop-shop where parents and students can access learning materials during school closures. This includes a link to the Ministry's Youtube channels which has video lessons delivered by MoE teachers, pdf copies of all course books and the related audio files, and online games organized by subject and grade. The website is in Arabic for ease of access and includes a live chat feature for extra assistance

Key insights and analysis

What follows comes from a broad aggregated review of the global landscape and should be seen as indications of trends and challenges in the response to the impact of Covid-19; these are intended to inform rather than determine the focus of any support for Ministries of Education and inform future research avenues.

We have selected and prioritised the key insights below in preparation for more focussed investigation during the second snapshot to be undertaken in September.

Education systems' general response to the crisis:

School closure

- At the time of submission of individual country/territory responses all primary and secondary school systems in the 51 countries reviewed were closed, with the single exception of Taiwan

Variety of response

- There is variety in response to the impact of Covid-19 within and across regions. There are some indications as to the underlying explanations of this variety that emerge from the surveys: the extent to which alternatives to F2F (face-to-face) instruction existed or formed part of an existing policy and practice of transitioning to virtual delivery prior to the crisis; the ability of Ministries of Education to draw on support from other organisations; clear plans (30% of education systems in the review had not published Covid-19 response plans at the time their submission) and communication practices; effective centrally-led teacher support systems; effective networks of practitioners able to support each other with the skills most relevant to remote delivery; existing levels of teacher competence in relation to online delivery. As example indications they provide some insight into the relative positions of education systems in Europe, East Asia and Sub-Saharan Africa compared to those in Middle East and North Africa and provide the basis for a more targeted approach to the deployment of resources in support of remote delivery

Synchronous and asynchronous learning, non-digital alternatives to F2F instruction

- Only a third of the education systems reviewed were providing synchronous teaching of subjects, 80% were providing some form of asynchronous teaching, with a further 88% offering remote learning opportunities through TV, radio and print. The opportunity to interact in real time with a teacher appears as the most significant loss due to Covid-19, in this respect
- With asynchronous teaching, TV and radio more widespread, evidence suggests that more focus on providing quality resources and guidance for these is needed not only to respond to future disruptions but also to carry forward benefits of home learning opportunities in combination with classroom learning

Supporting teachers for virtual delivery

- Although over 70% of education systems were providing support for teachers to teach remotely, Ministries of Education have found it challenging to introduce teacher support systems to facilitate large-scale remote teaching. Education systems would seem therefore to need support in creating practicable teacher development opportunities and in creating a remote learning environment in which the systematic application of newly acquired skills can be effectively deployed

Access

- Despite 58% of Ministries of Education taking steps to address exclusion, half of the education systems reviewed reported challenges around access to and equity of education provision during the crisis. This was the most frequently reported challenge, with connectivity, cost of data and availability of device representing the factors impeding access. Support therefore needs to be directed towards a better understanding of these barriers and to solutions designed to overcome them, to include effective remedial teaching and accelerated learning once schools reopen - for which 34% of Ministries of Education were planning for at the time of the submission of the response

Engaging civil society – Pakistan

With schools closed, the MoE in Pakistan has continued learning at home by launching an educational TV channel, Teleschool. The MoE put out an open call for content to be aired, and several organisations responded with different types of content. One example is The Citizens Foundation (TCF), who are preparing one-hour weekly episodes of 'Ilm Ka Aangan'. The segment is designed on TCF's own early childhood education lesson plans with storytelling sessions, physical exercise, animated videos and interactive activities with the use of SMS technology. While most of the segment is in Urdu, there is an English language learning component in it as well.



Assessment of learning

- Assessment issues confront education systems in all regions. This suggests a need for a fresh look at forms of assessment that are more flexible; covering public exams, teacher assessment of learning and assessment in a remote delivery setting

Online safety

- Only one-third of respondents stated they provided online safety guidance. One possible conclusion from this is that faced with the necessity to respond quickly to minimise loss of learning, insufficient attention has been paid or insufficient understanding has been developed to quantify and mitigate risk associated with the digital learning environment

English teaching and learning in the crisis

English language teaching seems to be no more or less supported during the crisis compared to other subjects, with over 70% of Ministries of Education having no specific plans for the continuation of English language teaching and learning in particular.

However, there are suggestions in individual responses of trends and challenges that require further discussion and exploration:

- English language teachers benefit from more support through national teaching associations
- Compared to other subject teachers, English language teachers are more likely to organise virtual live classes and more likely in general to incorporate technology in their teaching
- Elements of language teaching such as developing speaking skills pose greater challenges for remote teaching and learning compared to elements characteristic of the teaching of other subjects
- Parents are more challenged in supporting their children's English learning compared to supporting learning of other subjects – which confirms another trend from the review that more needs to be done to support and incorporate the role of parents during and beyond the Covid-19 crisis

Working with other state entities - France

Partnership with Groupe La Poste to support approximately 170 000 to 200 000 pupils in France with no digital access to ensure the continuity of their learning during lockdown. Each week, teachers transmit homework to parents/pupils using the post office digital interface. The homework is printed and collected by families locally and on completion is sent back to teachers for correction using the same digitisation process in reverse. The service is free of charge.

A second option exists whereby digitised resources available in schools are printed and sent to families via direct postal delivery. This reduces the need to leave home.



Focus of September snapshot

With these key insights and the detail of the aggregated responses below in mind, our September 2020 snapshot will focus on:

- The current state of school closure and challenges of reopening in the countries/territories surveyed
- Approaches to remedial teaching and accelerated learning
- Factors influencing variety of response within and across regions
- Barriers and approaches to organising large-scale synchronous teaching and the role of teacher support and application of newly acquired teacher competence in this
- Barriers and approaches to providing relevant and high-quality asynchronous learning access and content
- Levels of teacher competence in respect of virtual delivery and priorities for targeted professional development support
- Barriers and approaches to ensuring more equitable access to learning
- Barriers and approaches to the assessment of online learning
- Approaches to ensuring online safety
- Barriers and approaches to involving parents in the learning process
- Expanding the example activities featured in this report into more detailed process guides and case studies
- (and overall in sum) what kind of support is the most needed and how can it most effectively be deployed in overcoming loss of learning during times of crisis and facilitating new ways of teaching and learning English in the future

Supporting Teachers through Communities of Practice – Egypt

The MoE in Egypt has endorsed and supported migrating existing communities of practice online, including those Teacher Activity Groups (TAGs) set up by British Council. Countrywide, teachers are gathering in small e-communities over Zoom, and social media, to access the latest professional development, and receive key updates from the education authorities.

Insights in detail

(a) Response continuum

The aim of situating a country on a continuum is to provide a global snapshot of the current response, within and across regions.

This will enable us in September to review how the situation has evolved in relation to an initial baseline as well as providing insights into the current range of country/territory specific responses by region.

Band descriptor

As a summary of the survey questions we asked respondents to provide a snapshot against a band descriptor, incorporating key statements that are relevant to a Ministry of Education's response to the Covid-19 crisis. Starred statements represent information required from all respondents:

- **Part 1:** The current situation regarding school closure and online learning

Schools are closed*. The expected date of reopening has been modelled*. In respect of English language teaching and learning*, state sector primary and secondary schools are delivering synchronous teaching. Teachers are using a synchronous teaching platform. Digital lessons and content*, mapped against the curriculum*, are available and accessible. Other alternatives to F2F learning (TV, radio, print, asynchronous digital content) are available*.

- **Part 2:** Steps taken to minimise loss of learning

Teachers are supported in delivering synchronous lessons and using other channels to support learning*. Steps to ensure conditions for learning at home are adequate are being taken. Assessment of learning is being carried out. Steps to address issues of exclusion, equity, access are being taken*. Steps to ensure online safety are being taken*. Systems for monitoring the effectiveness of steps taken are in place.

Steps to mitigate other factors influencing educational attainment (such as nutrition) are being taken.

- **Part 3:** Support provided to Ministries of Education from other organisations

Other organisations are contributing to the response to the impact of Covid-19, in supporting English language teaching and learning.

- **Part 4: Planning for return to face-to-face teaching**

Plans to mitigate loss of learning, in relation to learner progression and remedial teaching, are in place*. Plans for the return to F2F teaching are in place.

In relation to the band descriptor, each country was assigned a value of 0, 0.5 or 1 against each of the 10 statements in the descriptor. On the 10-point scale, the most common score is 6 and the average value assigned is 5.00. Figure 2 shows the spread of response scores.

Figure 2: Range of response (n=50, excludes Taiwan)



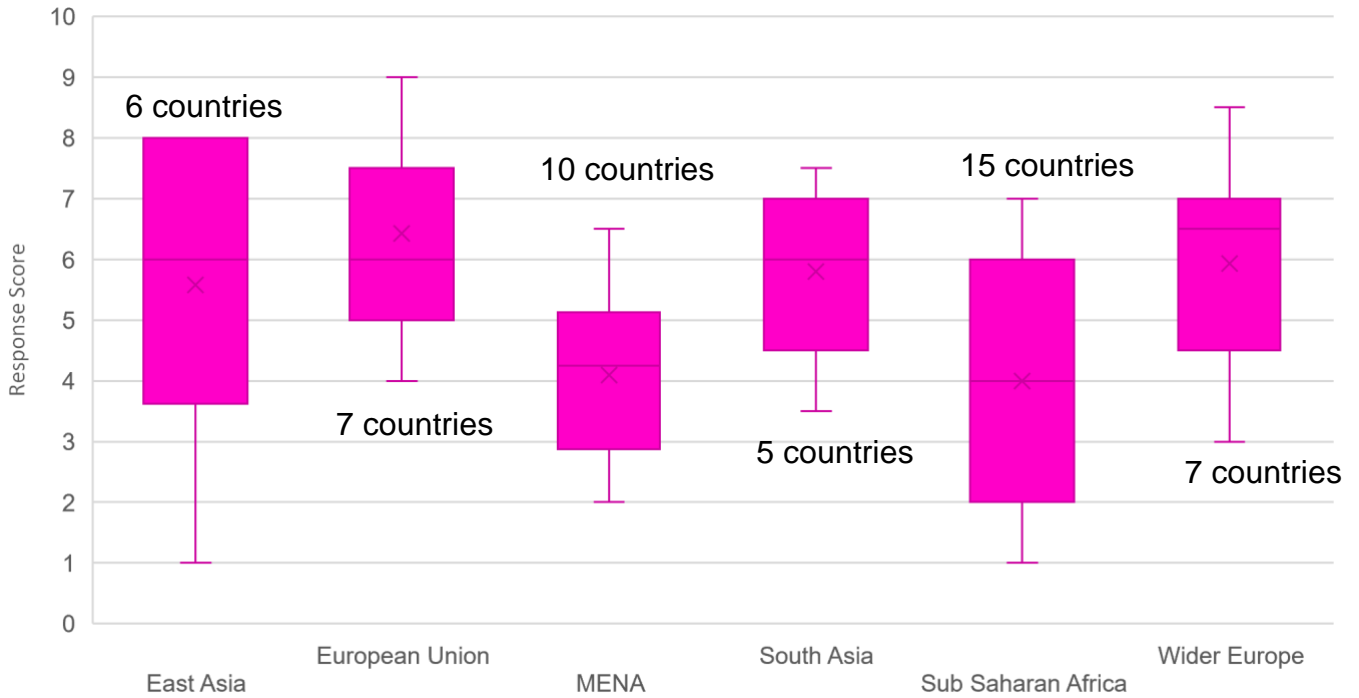
Working with private sector partners – Malaysia

In Malaysia, the corporate sector is also supporting students with access for home-based learning. Since March 2020, the telecommunication company, Digi has given unlimited data access to school children for national curriculum resources, whilst YTL Group has provided free mobile data and online resources to ensure public school students are not disadvantaged.

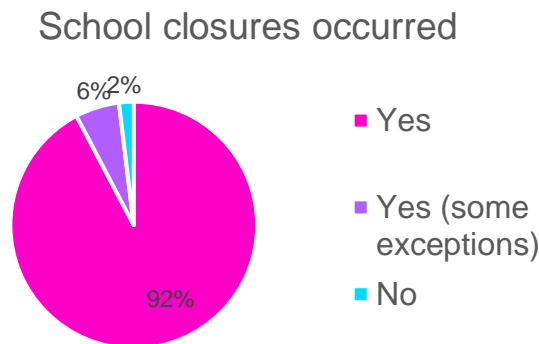
A regional view is given in Figure 3. The ‘whiskers’ attached to each region’s box represent the range of response scores (i.e. the highest and lowest). For example, the lowest response score in the European Union was 4 and the highest was 9. The average score (mean value) for the region is indicated by an ‘x’. In the EU this is 6.5. An alternative average, the median which indicates the ‘midpoint’ value, is given by the middle horizontal bar. For the EU, this is 6. The five horizontal bars (the ‘head’ and ‘tail’ markers, the top and bottom of the boxes and the median marker) show the four quartiles.

The number of country responses for each region is given to allow more accurate comparisons. For example, East Asia had a larger range of responses (ranging from 1 to 8) from its six countries/territories compared to Sub Saharan Africa (ranging from 1 to 7) with its 15 country responses.

Figure 3: Response score regional range (n=50, excludes Taiwan)

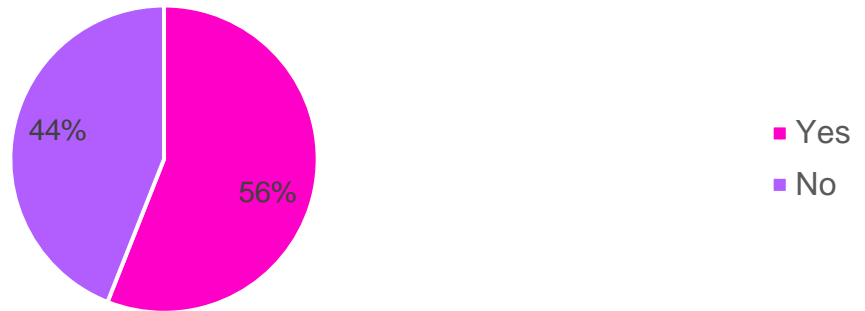


(b) Breakdown of survey responses by question



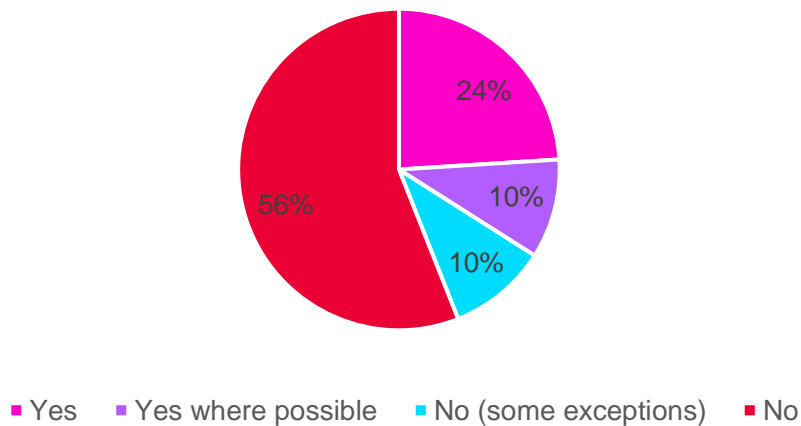
98% of MoEs have closed primary and secondary schools as a result of Covid-19. Only Taiwan has not had any school closures or extensions to school holidays. In the pie chart above n=51.

Date for school re-opening has been announced
(late April/early May)



55% of MoEs have announced the expected date for the reopening of schools. In the pie chart above n=50 (excluding Taiwan).

Provision for synchronous teaching



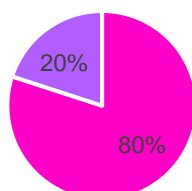
About a third of state sector primary and secondary schools have made some provision for delivering synchronous teaching. In the pie chart above, n=50 (excludes Taiwan).

Maintaining the relationship between teaching and home assignments - Georgia

In order to minimize the loss of learning and support regular assessment of learning, the MoE in Georgia gave recommendations to all teachers to use Microsoft Teams platform not only to deliver 'live' lessons but also as an asynchronous platform for additional explanations, resources and tasks. Students then submitted their assignments through Teams, E-mail or Facebook Messenger according to specific learning framework pre-assigned by individual schools.

Four out of five MoEs have made digital lessons and content available and 82% of MoEs who have made content available have mapped, or partially mapped these against the curriculum.

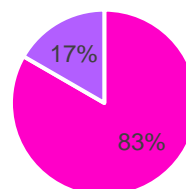
Digital content has been made available by the Ministry



■ Yes ■ No

In the pie chart, n= 51 (excludes Taiwan).

Digital content has been mapped to the curriculum

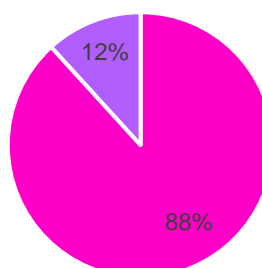


■ Yes / To some extent ■ No

In the pie chart, n=36 (excludes Taiwan).

Other alternatives have been made available

88% of MoEs have provided other alternatives to face-to-face learning available. In the pie chart, n=51. (Includes Taiwan)



■ Yes
■ No

Making additional resources available – Kazakhstan

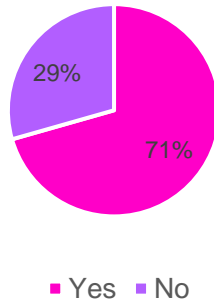
As alternatives to F2F instruction, the MoE of Kazakhstan has filmed 3 360 virtual lessons from 1 to 11 grades for broadcast on two TV channels and transferred 250,000 school computers to students and teachers for temporary use at home. An additional 11,000 computers were purchased for schools and transferred to students.

Working with professional associations – Nepal

The Nepal English Language Teachers Association (NELTA) is supporting English teachers through remote delivery focusing on the use of online platforms and online teaching skills. Seven webinars have been attended by 2,500 English teachers from all over Nepal and more webinars are planned for June and July.

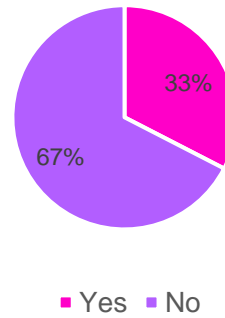
Over 70% of MoEs are providing teacher support for new ways of working. A third of MoEs have issued, or already had in place, guidance on online safety

The Ministry is providing teacher support for new ways of working



In the pie chart above n=51 (Includes Taiwan)

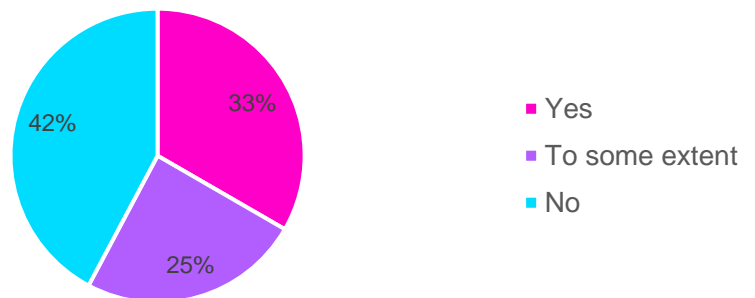
Guidance on online safety in place



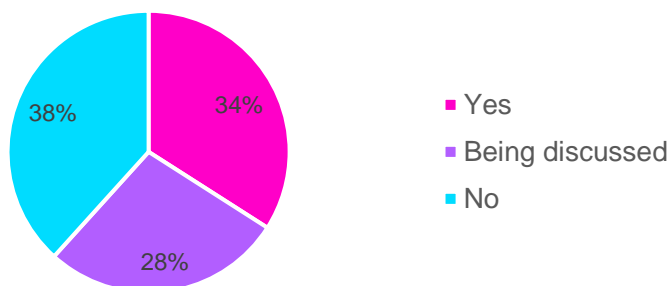
In the pie chart above n=43. (Includes Taiwan)

Steps take to address issues of exclusion, equity and access

58% of MoEs have taken at least some steps to address issues of exclusion, equity, access. In the pie chart, n=45 (includes Taiwan).



MoEs are planning future interventions



34% of MoEs are planning future interventions e.g. remedial teaching / accelerated learning to deal with loss of learning. In the pie chart, n=47 (excludes Taiwan).

Using alternative channels to overcome issues of access – Senegal

The Ministry of Education in Senegal is offering hard copies of some of the online resources via physical hand-outs at regional bureaus of the Ministry of Education around the country so that the many students who have challenges accessing or downloading from the Ministry's website can instead benefit from hard copies to take home and study from.

C) Challenges/issues explained

Assessment of learning

A1 Uncertainty over alternatives to public/high stakes exams

Example comment: *The big challenge is the national exams.*

A2 Consistency/validity of teacher assessment as an alternative/addition to formal summative assessment

Example comment: *Formative assessment is being conducted by the individual teachers, but this is not covering many students.*

Digital content platform

B1 Availability and access

Example comment: *There is no official online platform to be used by teachers, learners and parents.*

Example comment: *digital content platform (is) facing mainly technical issues*

B2 Quality and appropriacy of content

Example comment: *The materials shared are not so much digital materials but print materials that have been digitised.*

Example comment: *classroom and curriculum have been exposed to the outside world, resulting in feedback from viewers such as parents, teachers, academics etc*

Access/Equity

C1 Availability of device

Example comment: *Children from low income families may not have access to a device.*

C2 Connectivity

Example comment: *The MOE expects that not all parents have internet connectivity but do not provide alternatives for accessing this information.*

C3 Affordability of data

Example comment: *Cost of data is also an issue for the students.*

D Vulnerable groups

Example comment: *issues of disengagement and ‘drop-out’; isolated pupils and families (rural and urban)*

E Motivation – take up of virtual learning available

Example comment: *low number of students joining the virtual classes.*

Teacher competence – new ways of working

F1 Online delivery

Example comment: *Teacher capacity is an issue. A strategy is currently being developed to scale up the volume of teachers who are operational with on-line teaching.*

F2 Ability to identify/adapt F2F content

Example comment: *Teachers struggle with adapting textbook materials and other teaching resources for online teaching.*

Promoting and recognising teacher competence through communities of practice - China

In order to provide continuous and practical support to teachers, the Education Bureau of Chancheng in Guangdong Province has set up working groups among teachers to help with each other and organised a series of webinars hosted by local star teachers/teaching researchers.

Non digital alternatives to F2F (TV etc)

G1 Content

Example comment: *there are no guidelines available how to use the content of the TV programme in alignment with the national curriculum requirements.*

G2 Delivery

Example comment: *TV presenters who are not skilled on virtual delivery*

H Communications

Example comment: *However, it (online platform) is not well publicized so under exploited.*

I Teacher support

Example comment: *The infrastructure for e-learning is available but MoE did not invest in training teachers on using them for a large-scale teaching nationwide.*

J Parental support (to and from parents)

Example comment: *Parents who don't have a high enough level of English to help/support English learning of their kids at home*

C) Challenges ranked

This ranking is established in relation to the frequency of challenge mentioned across all answers. Respondents were asked an open-ended question (what challenges?) in relation to areas of Ministry of Education response. Respondents were not asked to rank or assess the severity/priority of the issue themselves.

1. Access/Equity (51%) – connectivity, availability of device, cost of data
2. Teacher support (31%)
3. Teacher competence (27%) – remote teaching skills, digital materials development
4. Learner motivation (27%)
5. Digital content platform (26%) – availability/access, quality
6. Assessment of learning (21%) – online assessment, uncertainty over public exams
7. Non-digital alternatives to F2F teaching (19%) – content, delivery
8. Communications (16%)
9. Parental support (14%)
10. Vulnerable groups (10%)

Keeping learners motivated - Uzbekistan

School children in Uzbekistan experience distance learning for the first time. To encourage TV learning of school children and provide some support to their parents the Ministry of Public Education initiated various online competitions where active participants were highly motivated.

Limitations

Standardisation of reviewers: In a limited number of cases, answers did not appear to be restricted to the self-stated responses of the Ministry of Education, with surveyors drawing on their own or other perceptions to inform their answers. Variance in question interpretation was apparent in a limited number of cases.

Assignment of value against the key elements of the band descriptor does not take into account the country/territory specific context and complexity of dealing with unprecedented school closure and serves only to provide an initial snapshot.

The ranking of challenges/issues: Although the questions were open ended, respondents were orientated towards certain responses by the category headings. The ranking should be seen as indicative of the visibility of issues currently being faced by Ministries of Education and not a comment on either priority or severity of issue. The list itself should not be seen as comprehensive.

Supporting the most disadvantaged - Spain

Amongst the first measures announced by the Spanish Ministry of Education was one to ensure that families of children who were entitled to free or subsidised school meals would continue to be supported while schools were closed. Social services and education departments in the different regions were tasked to coordinate this to and provide meals or financial support.

Strengthening learning gain – Sri Lanka

The Ministry of Education instructed the National Institute of Education (NIE) to develop materials for national TV to broadcast in response to the pandemic. Teachers with NIE colleagues developed and delivered activity-based lessons based on the speaking and listening curriculum competencies for grade 10 and 11 (G.C.E O/L).



Specific provision for English learning and teaching

There is little detail to support the 28% of responses that say Ministries of Education have a specific plan for the learning of English in their response to the impact of Covid-19.

- *There are no specific requirements for English. The response plans are common for all subjects.*

However, comments made in the survey returns present interesting departure points for discussion on the position of English compared to other subjects. As examples:

- **Learning a language is different:** Inherent in the teaching and learning of a language remotely, special provision needs to be made for learners to practice:
 - *difficulty in teaching speaking and listening (online). Most tasks are reading and writing*
- **Parental support for learning a language is more difficult to provide.** Parents lack the specific skills to support their children to learn English:
 - *Parental support with English language learning can be challenging for many*
 - *Parents who don't have a high enough level of English to support English learning of their kids at home*
- **English Language teacher competence, as it relates to remote delivery, is at a higher level:** Existing English language teacher digital literacy:
 - *Not all teachers are organizing virtual live classes, majority of Language teachers do.*
- **English Language teacher competence, as it relates to developing digital content, is at a higher level:** Working groups of subject specific teachers/supervisors:
 - *A group of subject leads (heads of subject) in the capital city were selected to work in groups of 3 in their respective subject areas*
- **English Language teachers benefit from more support through national associations**
 - *Type of support (offered by national English teacher association) – Online webinars delivery to enhance pedagogical skills*

Broader discussion points

During the course of analysis of the survey responses, the following broader discussion points, beyond the reporting aim of an initial snapshot were noted as relevant to Ministry of Education reflection. Is the crisis:

- Exacerbating current levels of digital exclusion?
- Exacerbating differences between private and state educational provision?
- Further putting strain on education systems already challenged under normal circumstances and highlighting comparative inequalities between North and South?
- Has the impact of Covid-19 promoted the sense that education is a collaborative undertaking and in times of crisis, institutions and individuals come together to offset the potential loss of learning?

Terms used in the survey and report

A final word about language.

With a focus on the role of teachers in the learning process terms used tend to describe primarily what teachers do rather than what learners do. The following terms have been used interchangeably to describe what teachers do by way of instruction in the digital space:

- *Online teaching*
- *Online delivery*
- *Virtual delivery*
- *Virtual teaching*

The terms *remote delivery* and *remote teaching* are used to describe what teachers do by way of instruction in the digital space **and** other non-F2F mediums (e.g. via the telephone). The term *remote delivery* is used to refer to a method of instruction that is not necessarily mediated by a teacher (e.g. a TV lesson).

The term *synchronous teaching* is used to describe all forms of live or real time interaction between a teacher and her students. The term *asynchronous teaching* is used to describe all forms of instruction that make use of learning resources available outside of live teacher/learner interaction.

The term *teacher support systems* is used to refer to formalised delivery of in-service professional development for teachers.



Appendix one: Survey questions

*indicates essential minimum information

Part 1: Current situation

- a. Are primary/secondary schools closed?*
- b. Is there a projected date (best case/worst case) for reopening schools?
- c. Is there a published MoE response to Covid 19 plan? (If so, please provide the link to the plan)*
- d. Are learners expected to be in a virtual class, i.e. taking part in 'live' learning?
- e. Are learners expected to be learning at home themselves?
- f. Are teachers involved in virtual delivery/teaching online/remote teaching? *
- g. Are there response plans in place specific to English language teaching and learning?*

What are the main issues being faced and how are these being overcome?

Part 2: Steps taken to minimise loss of learning

1. English teaching and learning

- h. Are English teachers giving 'live' online English lessons? I.e. Are the teacher and her students going through a lesson together at the same time?*
- i. If teachers are not giving online English lessons, are there other alternatives in place? *
- j. If so, how many hours/day of 'live' teaching are taking place?
- k. If so, what communication tools are teachers using to teach online e.g. Zoom?
- l. How is student learning being assessed?

What are the main issues being faced and how are these being overcome?

2. Content for learning English

- a. Is there a platform for digital materials? *
- b. If so, what is the platform and how do learners and teachers access this?
- c. Are digital materials mapped against the curriculum?

What are the main issues being faced and how are these being overcome?

3. English language teacher support

- a. Is the MoE providing any teacher support for new ways of working?*
- b. What kind of support is the MoE providing?

What are the main issues being faced and how are these being overcome?

4. Learning English TV/Radio/print alternatives to F2F

- m. Does the MoE have content, resource and mechanisms for delivering these?*
- n. Is the MoE working with the private sector to deliver these?
- o. If so, how is the MoE working with the private sector to deliver these?

5. Learning at home

-
- a. What support and guidance are being provided to parents?
 - b. Is the MoE facing any issues around infrastructure for learning at home? E.g. availability of devices, connectivity, cost of data, space to learn?*
 - c. Has any guidance been issued on online safety?
 - d. Are issues of access and equity for marginalised groups being addressed? Please see EDI guidance as reference for your answer*
 - e. Have any steps been taken to sustain motivation for online learning?
 - f. What are the main issues being faced and how are these being overcome?

Part 3: Support from other organisations, specific to English language teaching and learning

- Please provide any information around interventions being conducted by other organisations
- Name of organisation
- Type of support
- Audience for support

Part 4 Planning for a return to F2F teaching

- a. Have any decisions been taken around formal assessment?
- b. How is the MoE planning to deal with progression from one grade to the next?
- c. Is the MoE planning any future interventions e.g. remedial teaching/accelerated learning to deal with loss of learning?*

Overall snapshot assessment of response against this band descriptor - end April:

Based on the information you gather, please give an overall assessment of the situation in your country using the following descriptor.

- Schools are closed.* The expected date of reopening has been modelled. In respect of English language teaching and learning, state sector primary and secondary schools are delivering synchronous teaching.* Teachers are using a synchronous teaching platform. Digital lessons and content, mapped against the curriculum, are available and accessible.* Other alternatives to F2F learning (TV, radio, print, asynchronous digital content) are available.* Teachers are supported in delivering synchronous lessons and using other channels to support learning.* Steps to ensure conditions for learning at home are adequate are being taken. Assessment of learning is being carried out. Steps to address issues of exclusion, equity, access are being taken.* Steps to ensure online safety are being taken. Systems for monitoring the effectiveness of steps taken are in place
- Steps to mitigate other factors influencing educational attainment (such as nutrition) are being taken
- Plans to mitigate loss of learning, in relation to learner progression and remedial teaching, are in place. Plans for the return to F2F teaching are in place
- Other organisations are contributing to the response to the impact of Covid 19, in supporting English language teaching and learning

Appendix two: Core script introduction to structured interview

One of the main roles of the British Council in carrying out its cultural relations mission is to gather and provide insight into what works effectively in the teaching, learning and assessment of English around the world.

We're interested in understanding more about how MoEs are responding to the impact of Covid 19, as it relates to the teaching and learning of English.

We're looking to establish a snapshot for the end of April which captures the evolving responses that MoEs around the world are putting into place.

Based on this snapshot, we will generate a report in June that we will share publicly with key stakeholders that provides aggregated trends around good practice and challenges. The data shared will not reference individual countries, other than what is already in the public domain, or responses from any individuals.

We aim to establish a second snapshot in September, using the same process, to understand more about how the response to the impact of Covid 19 has evolved since April.

This research exercise will lead to a strengthened understanding of how best in the future to support teachers of English and their learners, with particular reference to digital/alternatives to F2F learning.