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Teaching through the Covid-19 pandemic

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Tim Phillips | **Overview**

John Shackleton | **Landscape review**

Ellen Darling | **Survey of teacher and teacher educator needs**

Amy Lightfoot | **Resources to support Ministries of Education, teachers & teacher educators**

Liana Hyde | **Professional development to support teachers & teacher educators**



Landscape review: Review of Ministry of Education response during the COVID-19 pandemic, English language teaching and learning

John Shackleton

Landscape review

In March / April we asked our British Council colleagues around the world to review how Ministries of Education were responding to the impact of Covid-19, to give us a view of the landscape within regions and across regions.

The review was based on Ministry of education plans available in the public domain and structured interview with a representative of the Ministry.

Landscape Review

We asked questions about:

- **The current situation regarding school closure and remote learning**
- **Steps taken to minimise loss of learning**
- **Support provided to Ministries of Education from other organisations**
- **Planning for the return to face-to-face teaching**

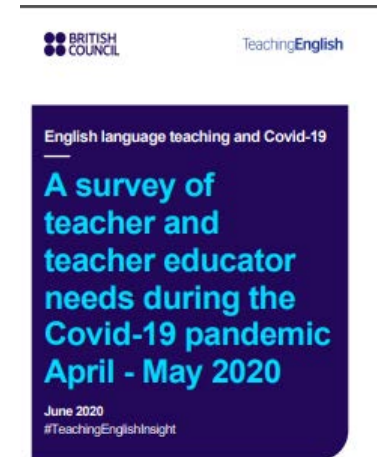
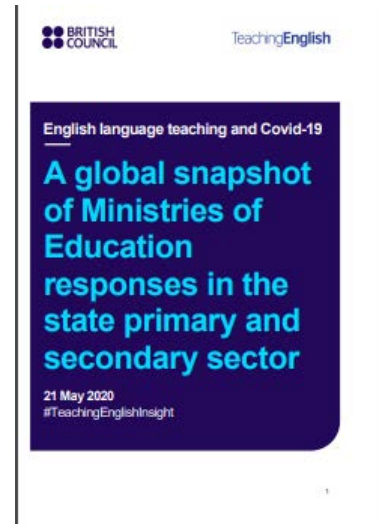
Landscape Review

We looked at the responses and brought the insights and indications together into a report to help us:

- **develop and refine the resources we make available for teachers and teacher educators during the crisis**
- **understand better the challenges and requirements of effective remote delivery in general**
- **inform a more focused insight gathering exercise in September, looking at the evolution of MoE response and how the British Council can continue to provide effective support**

Insight reports

<https://www.teachingenglish.org.uk/article/covid-19-insight-reports>



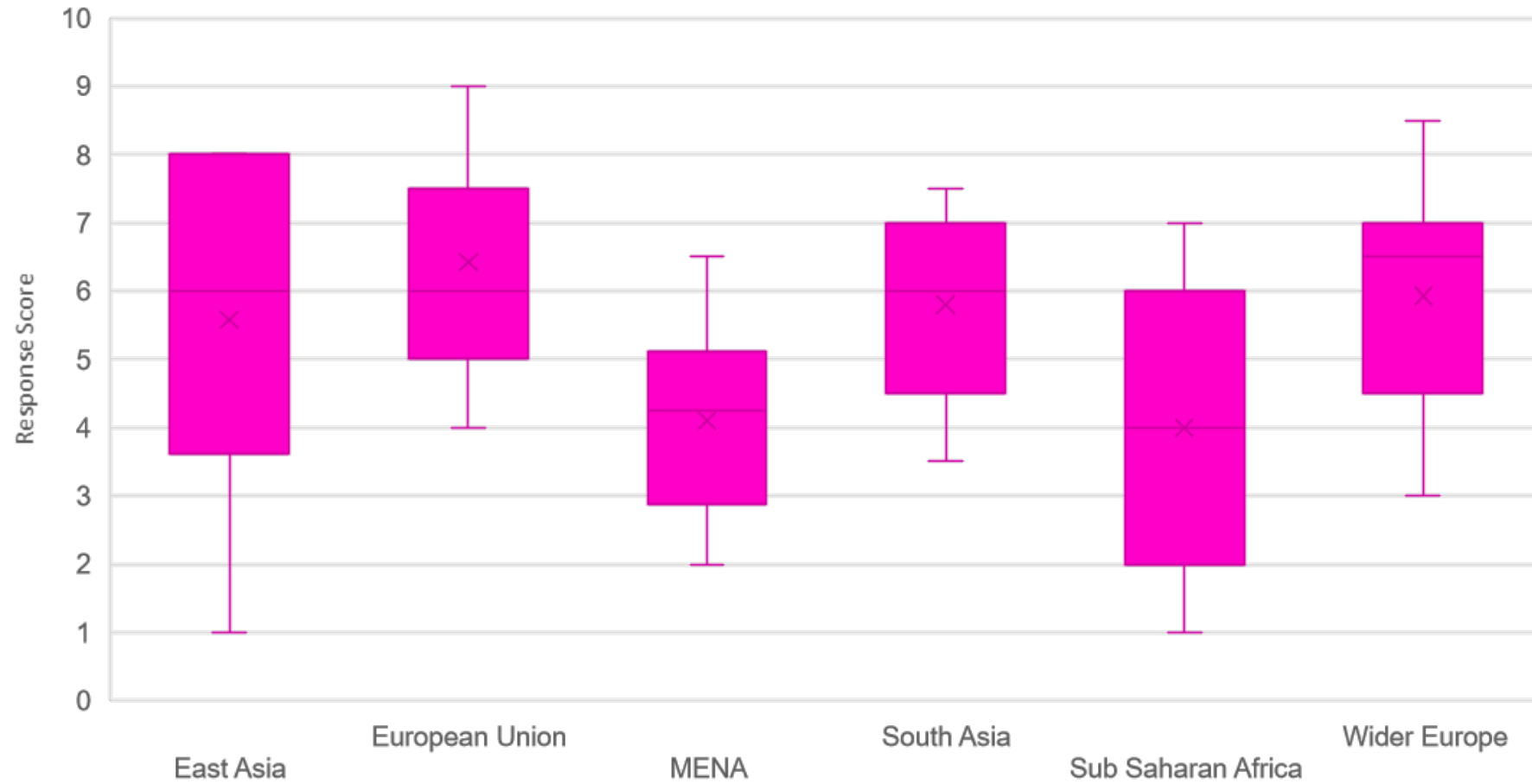
What's in the report?

- **Response by region against a continuum, to provide both a global and regional snapshot**
- **Aggregated responses to individual questions**
- **Challenges (ranked multiple instances of selected comment as a % of responses)**
- **Selected practical examples of how countries/territories were responding**



Key insights, indications and further research avenues

Variety



Learning content

The quality and appropriacy of learning content was inconsistent – with significantly more learning content being provided asynchronously than synchronously

Teacher competence

Teachers, if they were engaging with remote delivery, did not have the skills to fully exploit the remote learning environment

Teacher support

Support to help teachers develop their remote delivery skills further, where it existed, was generally not at scale and did not allow for the consolidation of new skills acquired

Pace of response

The absence of guidance on online safety for example in 2/3rds of responses received is an indication of the challenge of responding at speed

Most visible challenges: ranking

Access was the most frequently cited challenge – how to overcome barriers to connecting to digital content (connectivity, availability of device, cost of data)

Most visible challenges: ranking

In addition to teacher competence, teacher support and quality and accessibility of digital and non-digital alternatives to F2F content, the two other highly visible challenges cited were learner motivation and assessment of learning

English language teaching

No significant indication of specific MoE support compared to the teaching of other subjects. However, some indications emerged from response comments to support the following hypotheses:

- **English language teachers enjoy more professional development support through their national associations**
- **English language teachers were more likely to be engaged in remote delivery already**
- **The remote learning environment and the impossibility of F2F interaction has a higher impact on loss of learning in language teaching than in the teaching of other subjects**
- **Parental support for English language learning is more challenging than for other subjects**

Focus of September snapshot

With these key insights and the detail of the aggregated responses in mind, we will carry out a second snapshot review in September 2020. We aim to focus in detail on these areas, as they relate to the teaching and learning of English:

- **Challenges inherent in the nature of remote teaching and learning of English**
- **The current state of school closure and challenges of reopening in the countries 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**

Focus of September snapshot

- **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**

Focus of September snapshot

- **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**



A survey of teacher and teacher educator needs during the Covid-19 pandemic | April - May 2020

Ellen Darling

Overview of the survey for teachers and teacher educators



1. Aims and approach

2. Respondent profile

3. Main findings

1. Aims and approach

- Find out what the challenges and resource needs are for teachers and teacher educators during remote teaching as a result of the pandemic.
- Survey Monkey
- 3 April to 31 May 2020
- Three different surveys were delivered, a global survey and two adapted for use in East Asia and China.
- 23 questions, both closed and open.
- The surveys were completely anonymous.

**More than 9600 replies
were received from over
150 countries.**

2. Respondents

Figure 1: Responses by region



	Number of respondents
Global survey	5518
China	2237
East Asia	1729

3. Respondents: age of learners/language level of learners

Figure 2: Age of learners taught

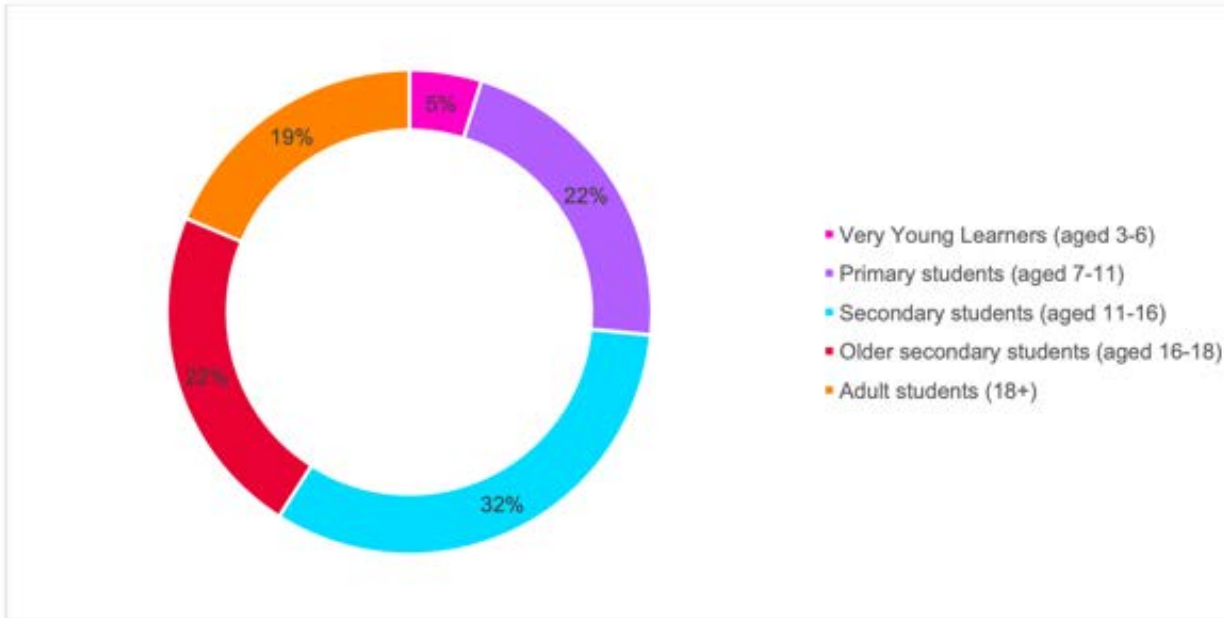


Figure 3: Language level of learners taught
Answered by teachers working in private institutions.

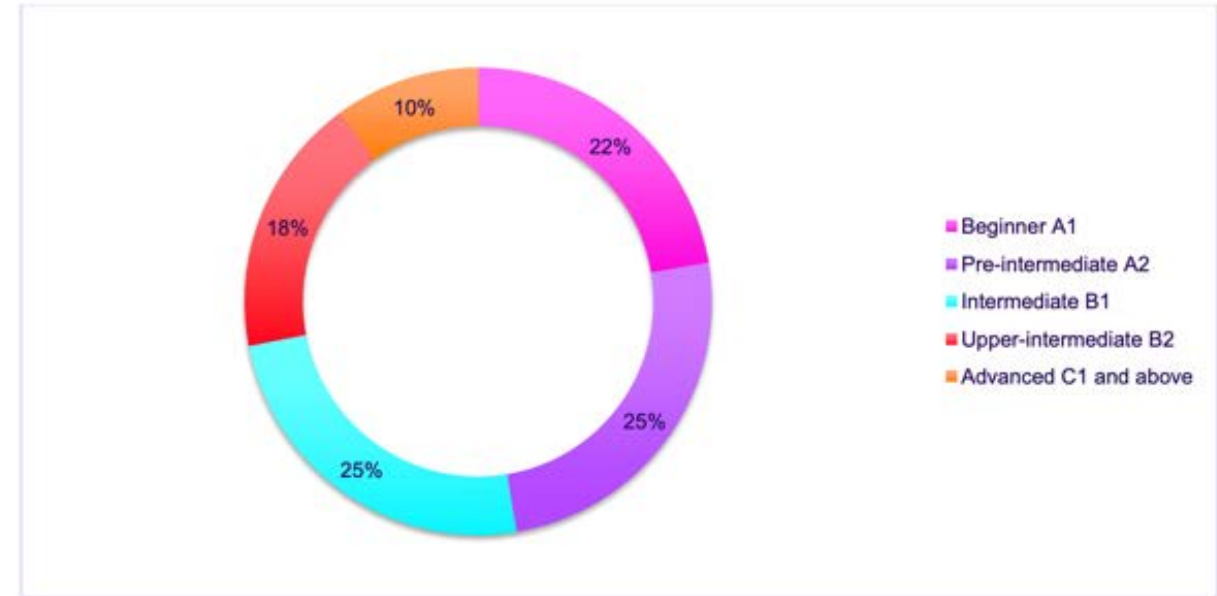


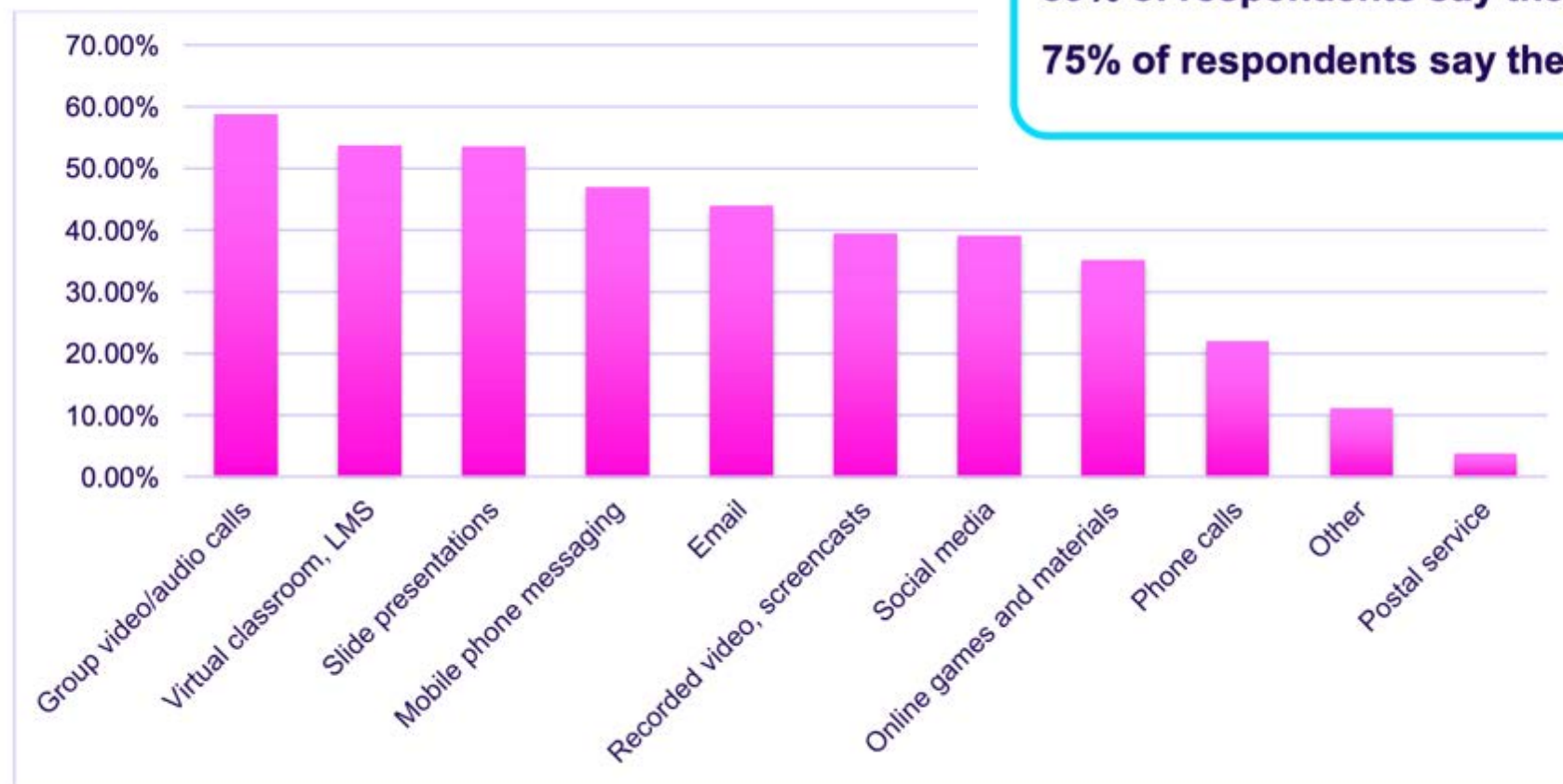
Table 2: Respondents identified themselves as working in the following roles and/or institutions

It should be noted that respondents were allowed to choose more than one option, as many teachers and teacher educators have more than one role and may work in more than one institution. These figures include the results from all three surveys.

	Public schools	Private schools	Higher education	English Medium Instruction	Teacher educators
Wider Europe	99%	23%	16%	2%	12%
EU	95%	28%	7%	3%	13%
East Asia	78%	13%	6%	7%	4%
MENA	67%	12%	7%	3%	30%
SSA	66%	20%	8%	9%	30%
Americas	53%	33%	17%	6%	17%
South Asia	47%	19%	7%	11%	37%

4. Main findings: How are teachers teaching?

Figure 4: Remote teaching tools used



59% of respondents say they are teaching synchronously
75% of respondents say they are teaching asynchronously

4. Main findings: What are the challenges? Concerns expressed by teachers and teacher educators

- **Keeping up student motivation**
- **Class management**
- **Assessing remotely**
- **Including disadvantaged individuals**
- **Catering for mixed abilities**
- **Student and teacher well-being**
- **Poor internet connection/
no access to the internet**
- **Preparing learners for exams**
- **Fears about cheating**
- **Developing learner autonomy**
- **Lack of proper equipment for
teachers and/or learners**
- **Advice on planning online
lessons**
- **Advice on task design for
distance learning**
- **Longer preparation time**



Resources to support Ministries of Education, teachers & teacher educators

Amy Lightfoot

Approach to resource development

- Be as inclusive as possible while responding as quickly as possible (high / low resource and synchronous / asynchronous)
- Connect up country-based initiatives
- Recognise the different needs and contexts both between and within countries
- Provide support for Ministries of Education as well as for teachers and teacher educators
- Provide guidance – ‘how’ – as well as content – ‘what’
- Use data from global survey and gathered from internal team to inform focus

Resource development and deployment

Guidance for MoEs

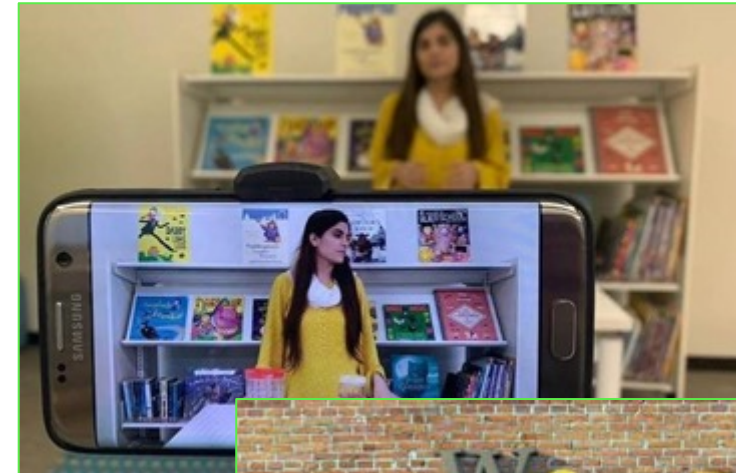
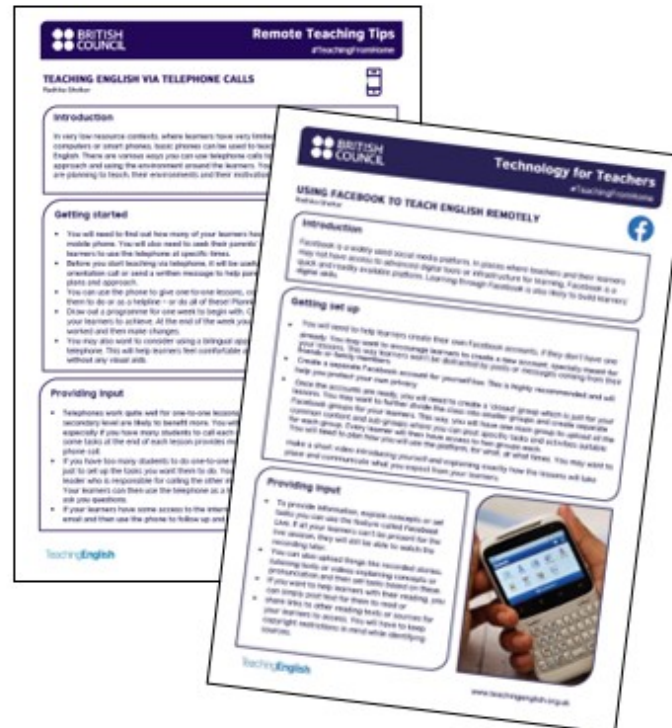
- Two sets of guidance released in May and July 2020

Remote Teaching Tips

- 25 guidance two-page guidance documents covering wide range of topics

Broadcast

- Supported 18 countries with TV or radio broadcast aimed at school-age learners



Resource development and deployment

Lesson plans for online teaching

- 32 lesson plans developed / adapted to support synchronous and asynchronous learning online



Professional Practice Pathways for Remote Teaching

- Brand new resource launching this week



30 days of English for teachers: WhatsApp challenge

- Currently being piloted in four countries



Was there anything you think we should change



Online professional development

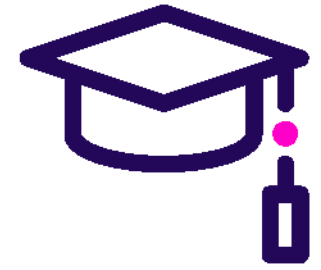
Liana Hyde

Online professional development

- Webinars
- Facebook Live events
- Videos – tips from teachers



Webinars



- Webinar topics - teacher research, webinar feedback.
- Topics have evolved to suit needs of teachers
- All recordings and slides available on TeachingEnglish website.
- <https://www.teachingenglish.org.uk/article/support-teachers-teacher-educators>

Webinar topics – most recent first

The challenges of remote learning and safeguarding

The challenges of remote learning and teacher resilience

Global North-South project-based learning: Student to student telecollaboration for language learning

Online workshop for teacher educators

ELT Research across fracture lines: Themes and methods for difficult times and under travel constraints

Language, diversity and inclusion during and after Covid-19.

Teaching live English lessons online

The challenges of remote learning through online classrooms and resource hubs

Creative activities for Language Learners at home

Simple Teaching Ideas for Online Classes with Primary Children

Online Teaching and Young Learners - making the most of the situation

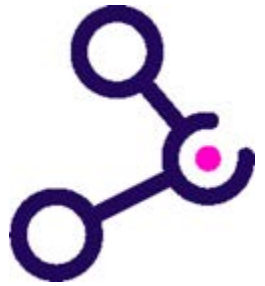
Teaching online - supporting and mentoring teachers remotely

Teaching online - tech tools and the tutor's role

Teaching online - using your coursebook and ideas for breakout rooms

Teaching online - if the tech fails and structuring lessons

Facebook Live – Q and A sessions



Different from webinars

- sense of community
- ability to interact, lots of comments
- teachers answer each others questions and sharing ideas
- all questions are answered
- content driven by audience

Diverse ‘expert’ voices

Captions and questions highlighted to make it accessible.



Facebook Live topics

- **Focusing on skills work in remote teaching**
- **Planning effective lessons for synchronous remote teaching**
- **Assessment in remote teaching contexts**
- **Managing interaction and motivation in remote teaching**
- **Teacher wellbeing**
- **Teaching remotely with limited connectivity**
- **Creating your own content for remote teaching**
- **Returning to school - new ways of teaching.**
- **Keeping your learners safe online**
- **The role of parents in supporting remote learning**
- **Learner autonomy**
- **The flipped classroom**

Topics based on teacher survey feedback

Range of contexts and teaching situations

Recordings available on TeachingEnglish Facebook page

Video content



- Tips from teachers and instructional videos
- Agency and voice to teachers from a range of contexts.
- Power of sharing experience and advice with other colleagues.
- Developing video content as an alternative to reading docs/ especially popular on social media platforms.



Use of the resources



Remote Teaching Tips downloads – 58,000
Lesson plans – 52,000



Webinars – 5,000 attendees and 579,000 views



MOOCs – 115,000 enrolments



Facebook Live events – 344,000 views and 7,000 live viewers

Coming soon!!

MOOCs

Teaching Young Learners online – join now!

<https://www.futurelearn.com/courses/teaching-young-learners-online>



Facebook Live

Every Tuesday at 13.00pm UK time on the TeachingEnglish Facebook page

21 July - Student well-being

28 July - Making time for CPD



Links

- **Covid-19 insight reports:** <https://www.teachingenglish.org.uk/article/covid-19-insight-reports>
- **Overview of resources and events available:** <https://www.teachingenglish.org.uk/article/support-teachers-teacher-educators>
- **Remote Teaching Tips documents:** <https://www.teachingenglish.org.uk/professional-development/teachers/integrating-ict/guidance>
- **Guidance for ministries of education:**
https://www.teachingenglish.org.uk/sites/teacheng/files/Supporting_transition_back_to_school_guidelines.pdf *and*
https://www.teachingenglish.org.uk/sites/teacheng/files/Supporting_remote_English_language_teaching_and_learning_July_2020_0.pdf

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Thank you