

Didactic Adaptations Needed to Successfully Teach EFL in a Pandemic Context: Teaching Speaking

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Abstract

The Covid-19 pandemic and the unexpected lockdown forced high schools to adapt to the new situation. The aim of this paper is to see which didactic adaptations were made to successfully teach EFL speaking in a pandemic context. To do so, a survey answered by 17 EFL teachers from high schools in Catalonia and 4 interviews have been made to EFL teachers from high schools in Osona. Adaptation and technology were key to adapt to the new situation. Most of the teachers kept using the same tools that they were already using in class (mainly Moodle and email) but they also incorporated new ones (mainly Google Classroom and Meet) and combined synchronous and asynchronous sessions. The speaking activities they had planned to use before the pandemic had to be adapted, as well as the assessment, but they managed to fulfil the curriculum. The main issue was the lack of planning and the need to adapt to the situation day by day, but they are positive to have overcome the situation and now are ready to adapt teaching both face-to-face and online depending on the circumstances.

Keywords: pandemic, Covid-19, teaching EFL, ICT, face-to-face teaching, online teaching

Resum

La pandèmia de la Covid-19 i el confinament inesperat va obligar els instituts a adaptar-se a la nova situació. L'objectiu d'aquest estudi és veure les adaptacions didàctiques que es van aplicar per ensenyar de manera satisfactòria l'anglès com a llengua estrangera en un context pandèmic, en concret la part d'expressió oral. Per fer-ho, 17 professors i professores d'anglès d'instituts de Catalunya van respondre una enquesta i es van fer 4 entrevistes a professors i professores d'anglès d'instituts d'Osona. L'adaptació i la tecnologia van ser clau per adaptar-se a la nova situació. La majoria va continuar fent ús de les eines que ja utilitzava a classe (principalment Moodle i el correu electrònic), però també en va incorporar de noves (sobretot Google Classroom i Meet) i va combinar sessions sincròniques i asincròniques. Es van haver d'adaptar les activitats d'expressió oral en anglès que havien planificat abans de la pandèmia, així com la seva avaluació, però van aconseguir completar el currículum. El principal problema va ser la manca de planificació i la necessitat d'haver d'adaptar-se a la nova situació dia rere dia. Tot i això, la majoria està satisfeta per haver superat la situació i està preparada per adaptar-se i ensenyar tan de manera presencial com en línia en funció de les circumstàncies.

Paraules clau: pandèmia, Covid-19, anglès com a llengua estrangera, TIC, ensenyament presencial, ensenyament en línia

1. Introduction

This dissertation is intended to analyse the different approaches taken by teachers when facing the enormous changes that had to be made during the first wave of the Covid-19 pandemic lockdown. It focuses on how the speaking skill was taught in high schools in Catalonia and more specifically in Osona. Lockdown was the result of a global health emergency which had never occurred in recent times before mid-March 2020 in Catalonia. Before this episode, 2019-2020 academic year had gone by as a normal year. No-one could anticipate what was coming, and that is something that should be born in mind: the unplanned and unexpected turn that 2020 year would take during and after lockdown.

This unexpected nature will be of great importance as we will see in this paper, since it is unusual for the teaching community to be forced to change, modify and adapt what had been planned, both considering the conditions and means of classes and the methodologies that need to be implemented.

Many authors have been working on the use of technology in EFL teaching (Urün, 2019). In that way, technology does not need to be introduced, because it has been present in EFL classes since as early as the 1950s. However, in most cases this technology is conceived to be used in a face-to-face class environment and as a complementary asset. The new lockdown situation put technology in the core of the classes. It was the only means that could guarantee the continuity of the course and everything had to be rebuilt around it. The whole education community needed to adapt to this new scenario as soon as possible without time to plan ahead.

The Covid-19 health crisis is not over yet and it might be a bit early to see the long-term effects that will leave in the way of teaching EFL. However, some papers have been found regarding the way teachers adapted to the pandemic situation Joshi, et al. 2020; Buzatu, et al.; Mahyoob (2020); Ghouname, (2020); Canals-Botines, et al. (2020). They are set in different countries and social contexts, but they show us how teachers used the resources they had to adapt to the new situation.

As mentioned before, this paper focuses on teaching the speaking skill. Technology has been used in EFL classes mainly to develop the listening skill. The teacher plays the recording and the student listens to it. Speaking, however, being a productive skill requires an output from the students, and this can be an added challenge when it is not done in a face-to-face scenario. The way to teach speaking in the new scenario forced teachers to find new tools, change some activities and assess them differently from the usual face-to-face speaking activities.

It is also interesting to see how some of the tools used during lockdown and the activities that were planned for the new scenario are still being used both in face-to-face classes and when some students or the whole class is confined.

It was also intended to analyse the differences between the activities that had been planned to be conducted in 2019-2020 year and those who had to be adapted due to the pandemic. However, various issues made it impossible to do. As stated by all the teachers who have been interviewed, it was not clear how long the lockdown would last. For this reason, teachers did not know if they would be able to go back to face-to-face teaching during that course. As days went by, the situation did not improve, so no clear planning of the sessions was done. Full planning documents of the activities done during the pandemic could not be gathered, so it has not been possible to compare the planning from the beginning of the 2019-2020 year and the activities that could be done during the lockdown. This is an interesting point that might be worth investigating in the following years. It should be expected that these changes will be documented and it will be possible to analyse how the planning to teach EFL speaking skill changed before and after the Covid-19 pandemic.

2. Theoretical framework

COVID-19 stormed into our lives during the first semester of 2020. Till then, technology had been present in most high schools, but classes were mainly designed to be conducted in a face-to-face environment. EFL classes in high schools were not like those in the 1950s and an English lesson would be hard to imagine without the use of technology in the form of a cassette which was then replaced by CDs, which also evolved even more with the irruption of the Internet. New technologies have also entered classrooms with interactive boards replacing old-fashioned CD players, blackboards and projectors alike.

Being said that in 2020 technology was already being widely used in EFL classes, with the irruption of COVID-19, technology went from being a secondary, yet important, asset in face-to-face English classes, to become the core of online lessons. Needless to say, such a big change would have been the result of long planning, discussing and analysis in normal circumstances. New curricula would have been designed, training and discussion groups would have been conducted by teachers and students, current tools, platforms and online resources would have been reviewed, analysed and further developed, and hardware and network resources would have been guaranteed to all high schools and students. Instead of that, high schools, families and students had to adapt to the unplanned new situation in an urgent manner without counting on any of the measures mentioned before.

This dissertation intends to analyse how did English teachers adapt to this new situation and which tools were used. At first a general approach will be taken, but it will then focus on how the EFL speaking skill was taught.

Tools and approaches to teach EFL speaking

Some articles have been found regarding tools and approaches to teach EFL speaking skill using tools. They are all previous to the current pandemic, but they provide information on how technology can be used to teach EFL. It is interesting to see how they analyse this teaching and the learning process in an online context.

Pop, et al. (2011) analyse the use of asynchronous web 2.0 voice tools for EFL speaking practice. It opens the classroom to the world to get students to speak and interact with a real world audience expecting at their own pace out of class to improve their motivation and performance. Voxopop (VoP) and Voice Tread (VT) were employed to raise awareness in EFL teachers about the use of asynchronous voice tools to

improve the teaching-learning experience. 62 EFL adult students took part in the study who engaged both in class speaking activities and speaking communication with VoP and VT. The study focused on motivation, interest and involvement in asynchronous digital versus class. To collect opinions asynchronous VoP interviews were conducted as well as end-of-semester classical interviews. The paper concludes that the use of asynchronous Web 2.0 tools are useful to extend EFL use and exposure, they motivate students and can be used at different proficiency levels. Qualitative data reflects the benefits of opening the classroom to a wider audience enhances motivation and extends the student's talking time as well as engages them in memorable learning experiences. Students gain confidence and have a more positive attitude towards speaking. To substantiate the empirical evidence, further quantitative studies are needed. VOP and VT provide significant benefits for adult EFL learners and are motivating, user-friendly and versatile tools. Speaking is a really important skill that needs to be learned in class.

Bahadorfar, et al. (2014) analyse how to use technology to help EFL students to improve the speaking skill. Despite the importance of this skill there is still a tendency to teach speaking by means of repeating drills and memorizing dialogues instead of focusing on improving student's communicative skills. Technology was integrated into language teaching in early 1960s and the ever-changing tools available to teachers should replace old teaching methods. This paper reviews how to use technology to teach the speaking skill by discussing different categories (intensive, responsive, transactional, interpersonal, extensive) modern technologies (Communication lab, Speech recognition software, Internet, TELL (Technology Enhanced Language Learning), Pod casting, Quick Link Pen and Quicktionary). The paper concludes that computers are viewed as an integral part of learning, modern technology can match theory and practice in EFL, speaking should be taught using modern technical ways, teachers should encourage students to use technology, which offers a more interesting and enjoyable way of learning and motivating students giving them autonomy to work at their own pace.

Swari (2020) also focuses on how to teach oral communication and analyses how gossiping can be used to teach speaking during the COVID-19 pandemic. It focuses on its advantages, the topics that can be used and its application in teaching speaking, which can be used as a way to exchange information, to entertain, to bring groups together and to be influential (Swari citing Foster, 2004). The paper concludes that gossiping can engage students to learn English improving their speaking skill.

Rahbar, et al (2014), investigate how carefully online planning EFL speech activities helps developing the speaking skill and it studies its cognitive mechanisms. Using an experimental design, two classes of 30 female students aged 20-25 with an upper-intermediate level of English from Jahad Daneshgahi Institute in

Zanjan took part on the study. Students were asked to watch a silent video and narrate it. A group did it face-to-face while the other did it online. This way L2 oral performance was being investigated “as an individual attribute” (De Jong, Steinel, Florijn, Schoonen & Hulstijn, as cited by Rahbar, B., in press).

Qualitative data was analysed by qualitative content analysis and descriptive statistics and t-tests were also used. The results show that careful online planning, could influence the speaking skill of the students, but further studies should be conducted to find out which dimensions of speaking skills are improved.

In a comparative study, Ürün (2016) focuses on the integration of technology into language teaching, both in Turkey and internationally. It includes a brief story of the use of technology in EFL classes which dates back to the 1950s with the use of cassettes to provide audio input, which according to Krashen’s input theory (1985) (as cited by Ürün) “contributes to acquire the knowledge of the language system”. Later on, interactive audio and video materials were introduced in class and computers were integrated into language teaching, which lead to the term Computer Assisted Language Learning (CALL) which now is called ICT. CALL can be divided in three main concepts: the behaviourist CALL in the 1960s and 1970s based on repetitive language drills (Warschauer, 2004, as cited by Ürün), communicative CALL, emerging in the early 1980s in the using PCs emphasising on how to use forms and allowing students to produce their own sentences and assisting them in communicating (Jones & Fortescue, 1987 cited by Ürün), and integrative CALL, where students learn how to use different technological tools integrated in the usual process of language learning (Warschauer, 1996, as cited by Ürün).

To conduct this comparative study various studies both Turkish and international ones were compiled and analysed. It concludes that “technology-based language teaching can be more effective than traditional language instruction” (Ürün, 2016), with particular limitations since there could be variations depending on some aspects such as motivation, language background, learning style, and instructional context, but no study has proved the effectiveness of application and integration of technologies on language instruction.

Approaches and tools used to teach EFL during the COVID-19 pandemic

Some articles have been found regarding online teaching during COVID-19 pandemic. They are from different countries, with various cultural and economic contexts. However, it might be good to see how each of them adapted to the same lockdown and online teaching situation.

Joshi et al. (2020) aims to identify the barriers faced by teachers during online teaching and assessment in different home environment settings in India using a qualitative research methodology. The study was

conducted among the teachers working in the government and private universities of Uttarakhand, India. 19 teachers were interviewed in semi-structured interviews where data regarding barriers they faced when teaching and assessing online was collected.

Four categories of barriers were found: in home environments, lack of basic facilities and interruptions during assessment; insufficient budget which led to a lack of training and technical support; technical difficulties faced by teachers, including no awareness of online teaching platforms and security concerns and lack of motivation to engage in online teaching and assessment.

Ghazi et al. (2020) explore the pedagogical approaches faced by teachers when teaching online and how they built classroom communities during the COVID-19 pandemic. 12 teachers from intermediate schools in Kuwait took part in it. A survey was made to 153 teachers regarding their pedagogical beliefs, the way to communicate, patterns of interaction and guided inquiry. This study's findings suggest that teachers were willing to use technology and different ways of communication to connect with students online using traditional and constructivist approaches, but they were averse to teaching online, since face-to-face interaction with students was considered essential. Teachers were not aware of interaction patterns which are essential on online education and did not consider guided inquiry important in distant education.

Buzatu et al. (2020) analyse how in the COVID-19 pandemic context, online education has become common in many countries. In this study student's opinions on the quality of online education during the COVID-19 pandemic are explored in the transition from face-to-face learning to online education. These opinions are collected by means of an online questionnaire. 238 students from different levels and fields took part in this study. The study concludes with a general opinion and reflection stating that although in favour of online education, students cannot tell if its quality matches the traditional face-to-face education.

Hew et al. (2020) analyse how COVID-19 caused universities to switch from face-to-face classes to online lessons. This study explains how conventional flipped classes were turned into fully online flipped classes using a cloud-based video conferencing app (Zoom). The study has two stages, the first one focuses on the design of the flipped classes in a 5E framework (engage, explore, explain, elaborate and evaluate). The second stage describes the transformation of conventional flipped classes into online flipped classes. Student's final marks are analysed in a quantitative way showing that the performance is the same as in a face-to-face class. Qualitative analyses of students' and teachers' reflections show seven good practices in online flipped classrooms using a videoconferencing app.

Mahyoob (2020) analyses the experiences of the learners with online education due to the COVID-19 pandemic. By means of a survey-based questionnaire answered by 184 students the study explores how

students adapted to online tools and platforms and their opinion on the academic results obtained. The study finds that the main issues in learning EFL are due to technical problems, academic and communication challenges. The results also indicate that most students did not achieve the expected results regarding language learning and are not willing to continue learning online.

Ghouname (2020) analyses how social networks and tools were used to teach EFL during the Covid-19 pandemic. A questionnaire and an interview were used to gather data on student's motivation, the preferred tools (Facebook, Moodle, Google Classroom, Zoom). EFL first-year Master students and 8 teachers of the English language at Saida University, Algeria took part in it. The study concludes that the tool that motivated students most was Facebook, followed by Moodle. It also states that students prefer face-to-face interaction in class but are positive about using social networks such as Facebook and YouTube for educational purposes, as well as platforms as Moodle.

It is worth mentioning the paper Web-building connections: a best-practice example of using international resources in online intercultural didactics for teachers (Canals-Botines et al. 2020) because it is a clear example of how a project had to be adapted to the new situation caused by COVID-19. The trainee teachers taking part in the English Language fifth year Lab at Primary Education Science in Roma Tre experienced it in first person and had to restructure the activities they had prepared and conduct them using ICT tools while meeting people from other cultures facing the same challenges and restrictions. As a result, their ICT skills improved, they overcame difficulties and their motivation seemed to improve.

3. Methodology and research techniques

This dissertation is mainly qualitative, but some quantitative data were also be gathered.

In the first stage, a survey was conducted to gather general data (see Annex I and Annex II). The survey was answered by English teachers teaching during 2020-2021 year in secondary schools in Catalonia. The survey was answered by 17 teachers. After gathering the data obtained in the survey, a semi-structured interview was conducted to high school teachers in Osona (see Annex III). Osona has a total of 29 secondary schools (16 being public and 13 private schools with public founding). Teachers who were interviewed were teaching in 4 different high schools during the first wave of the pandemic.

To gather general data the questionnaire, titled *Experience of teaching online during the first wave of the pandemic COVID-19: Teaching English*, which can be accessed at <https://forms.gle/PbQ7XPezyN4PNvgU8> was designed by using Google Forms. When writing the questions, the main two variables to be analysed in this dissertation were considered:

- To gather information on which tools and platforms used by teachers during the first waves of the pandemic.
- To investigate the effectiveness of the tools and platforms mainly used in terms to effectively teach speaking.
- To see how assessment changed due to the new unplanned circumstances during the pandemic.
- To find out how satisfied teachers were with the students' academic results regarding speaking.

The questionnaire was divided into 6 sections (General information, Tools and platforms, Type of sessions, Curriculum adaptation, Speaking and Assessment) and different types of questions were used.

Multiple choice questions were used to gather structured survey responses leading to clean data to be analysed. To avoid the possible bias in the results due to the limited responses offered in such questions, an "Other" option was added including a comment field. This way, some answers were suggested, but at the same time teachers were given the chance to provide some open answers with more qualitative data. When writing these questions and deciding which tools, platforms and apps should be mentioned, the options given include what we estimated that were the most popular tools used in high schools in Catalonia based both on our own experience and in the articles mentioned in the theoretical foundation section and in the references section of this paper.

Rating scale questions were also used. In this case we offered a scale of 1 to 5 (1 meaning not satisfied and 5 meaning highly satisfied). Such type of questions was used to gather data to know the opinion of teachers about both synchronous and asynchronous sessions.

We also wanted to ask a few questions in a row having the same response options. In this case, some Likert scale questions were used organized as Matrix questions. This type of questions helps reducing the number of questions in the questionnaire without missing important data.

Open-ended questions were also used. Although their results might be more difficult and time-consuming to analyse, they allowed us to get feedback from the respondents which otherwise might have been overlooked and it gave us an overview of what might be interesting to ask in the interviews.

As mentioned before, Google Forms was used to design the first survey. This tool has many advantages. It is easy to use, easy to share and it is quite popular between teachers. The data gathered in the survey could be easily exported into other tools, transformed in a code frame and analysed.

After analysing the data gathered in the questionnaire, a semi-structured interview was designed to be answered by a reduced number of English teachers also teaching in high schools in the Osona area. (Jaume Callís in Vic, IES Tona, Institut Escola Marta Mata in Torelló and IES Pere Barnils in Centelles).

The interviews allowed us to gather qualitative data regarding the experience of teachers during the first-wave of the COVID-19 pandemic and the next course (which is the current one) where there have been some temporary confinements (as a whole group or individual students). The interviews were semi-structured, so in some cases some questions were added, others were discarded and modified depending on the how the conversation with the interviewee flowed.

The data gathered from these interviews intends to answer questions such as: which tools, methodologies, curriculum adaptations and techniques were used during the lockdown, if the same tools and methodologies were used in the next course, how could teachers conduct speaking activities, which activities were useful, which were discarded or did not work, what kind of sessions were conducted (synchronous or asynchronous sessions) and how did they adapt assessment to the pandemic situation, amongst others.

By means of the survey and the interviews this paper intends to find an answer to these questions:

- Could teachers adapt the didactic units they had planned for the course to the new online methodology? In case they could, were they able to do the speaking activities they had planned?
- How did teacher keep students engaged in speaking activities?
- Did they have synchronous or asynchronous sessions? Did they combine both? How?
- Did they need to change the assessment?

4. Results

Results from the survey

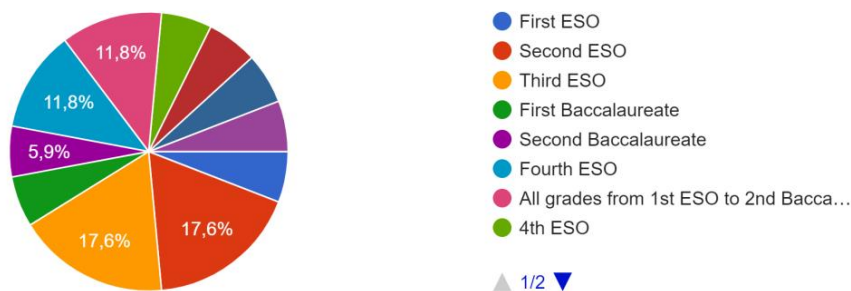
The survey was conducted to gather general information and used to write the semi-structured interviews conducted to 4 teachers teaching in Osona. Here are the results obtained in the surveys:

General information

There is a sample of teachers teaching from 1st ESO till 2nd Baccaulareate, being Second and Third of ESO the most represented years.

Which grades were you teaching during the first lockdown?

17 respostes



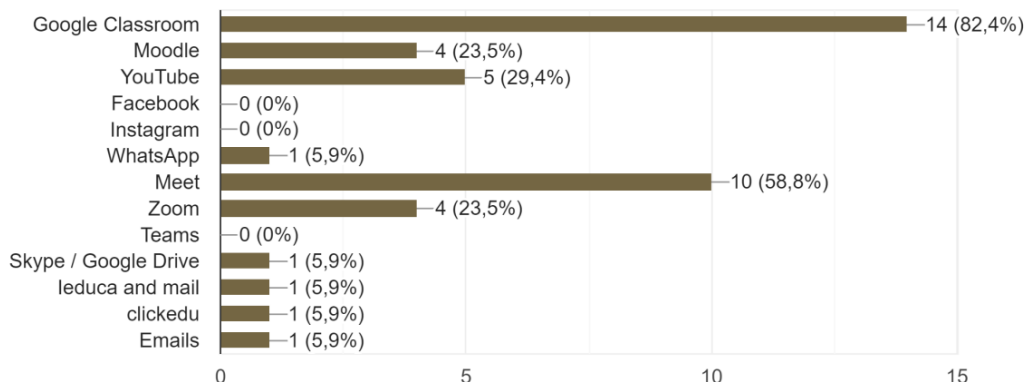
Tools and platforms

When answering which tools, platforms and apps were used to assign tasks to students during the first lockdown Google Classroom was used by 82.4% of teachers. The second more used tool to assign tasks is Meet (58.8%) followed by YouTube (29.4%), Moodle and Zoom (both used by 23.5%). The rest of the tools and platforms mentioned (Instagram, WhatsApp, Teams, Clickedu, Ieduca, Skype, Google Drive and Emails) were used by a 5.6% and none of them used Facebook to assign tasks.

Most teachers said that Google Classroom was useful to assign tasks (76.47%), and the same applies to Meet (64.71%).

1. Which tools, platforms and apps did you use to assign tasks to your students during the first lockdown?

17 respostes

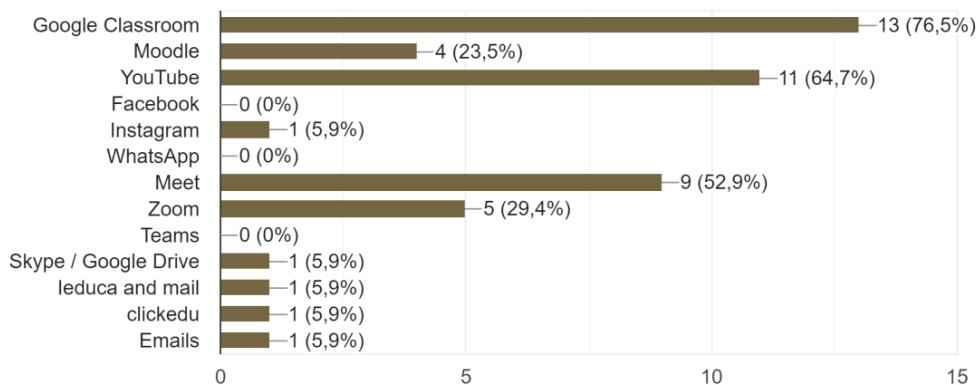


Google Classroom is still the first platform used to give content to students (76.5%), this time followed by YouTube (64.7%), Meet (52.9%) and Zoom (29.4%). The rest of the tools (Instagram, Clickedu, Ieduca, Skype, Google Drive and Emails) were each used by a 5.9% of the teachers to give content to students, while none of them used Facebook, WhatsApp nor Teams.

About using Google Classroom to give content to students 53% of teachers found it very useful while 29.4% found it useful. Regarding YouTube 41.18% found it very useful while 11.8% found it somehow useful, and the same percentage said that it worked sometimes.

2. Which tools, platforms and apps did you use to give content to students during the first lockdown?

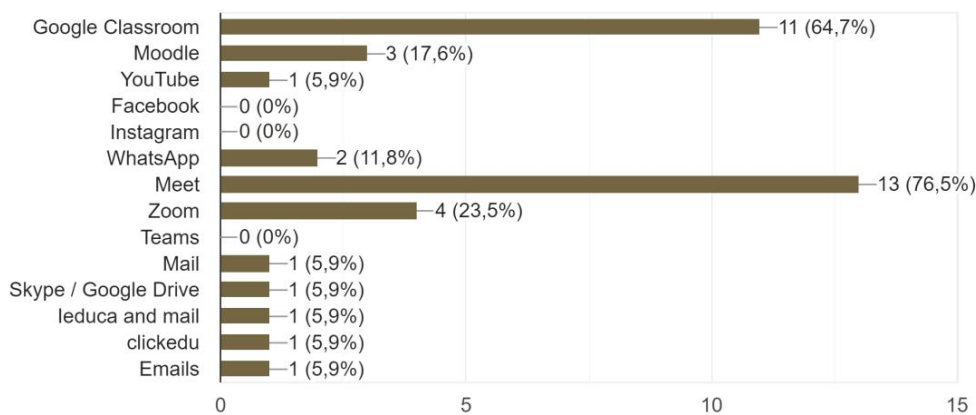
17 respostes



When communicating with students Meet takes the lead (76.6%), followed by Google Classroom (64.7%), Zoom (23.5%), Moodle (17.6%) and WhatsApp and Email (both with an 11.8%). The rest of tools (YouTube, Clickedu, Ieduca, Skype and Google Drive) were used by 5.9% of the teachers. Facebook, Instagram and Teams were not used to give content to students.

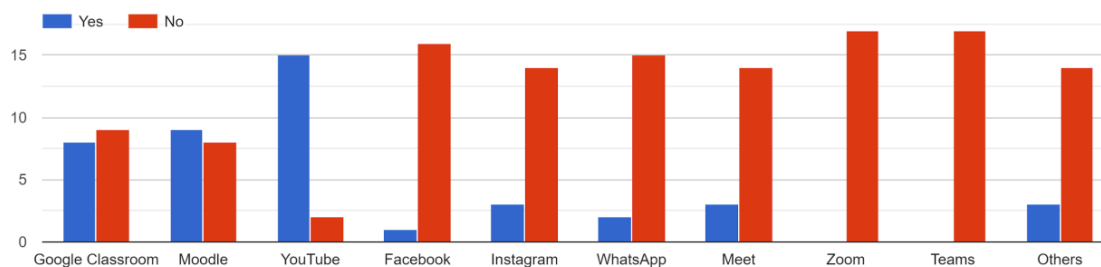
3. Which tools, platforms and apps did you use to communicate with students during the first lockdown?

17 responses



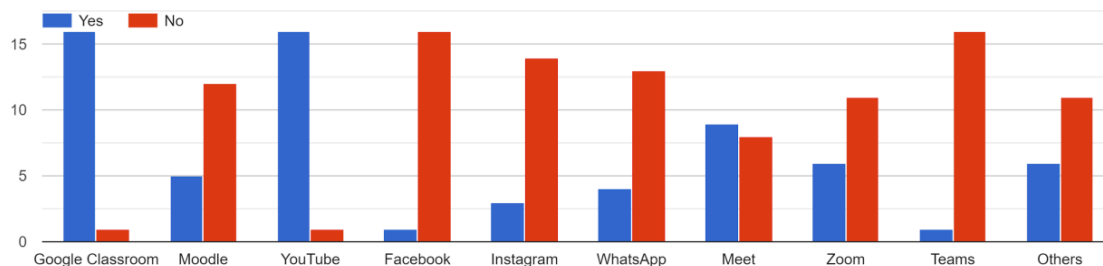
Regarding if these tools had been used before the pandemic in a face-to-face class context, we can see that YouTube had been widely used before the pandemic 88.24% and Moodle and Google Classroom had also been used (58.8% and 52.94%). The rest had hardly ever been used.

6. Had you used them in a class context before the pandemic?



When asked if they plan to use these tools in the future in a face-to-face classroom 94.1% state that they plan to use Google Classroom and YouTube, while 52.94% say they plan to use Meet, 35.29% would use Zoom and 29.41% would use Moodle.

7. Are you planning to use them in the future even in a face-to-face classroom?

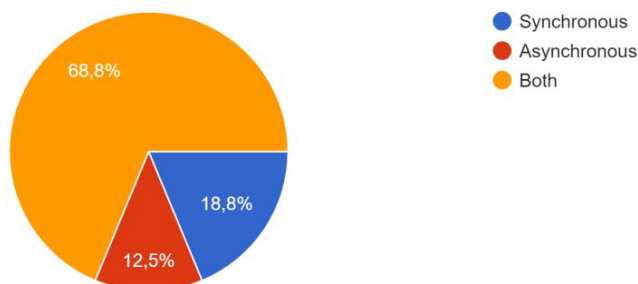


Types of sessions

About the type of sessions that were conducted during lockdown a 68.8% had both synchronous and asynchronous sessions while an 18.8% only had synchronous sessions and 12.5% only had asynchronous sessions.

8. Did you have synchronous or asynchronous sessions during lockout?

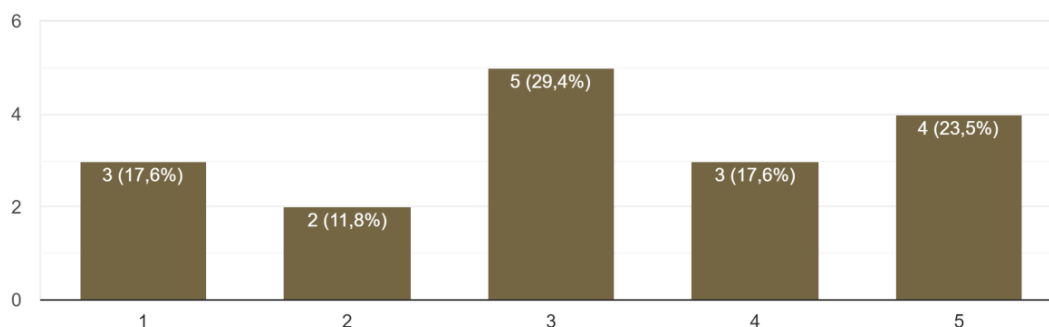
16 responses



When asked about how satisfied they were about each type of sessions 29.4% said they are satisfied with synchronous sessions (29.9% being on the slightly satisfied side and 41.1 on the highly satisfied side) and we can see that regarding asynchronous sessions there seems to be a higher degree of satisfaction with a 43.8% saying they are highly satisfied, 31.3% being satisfied and another 25% being slightly satisfied.

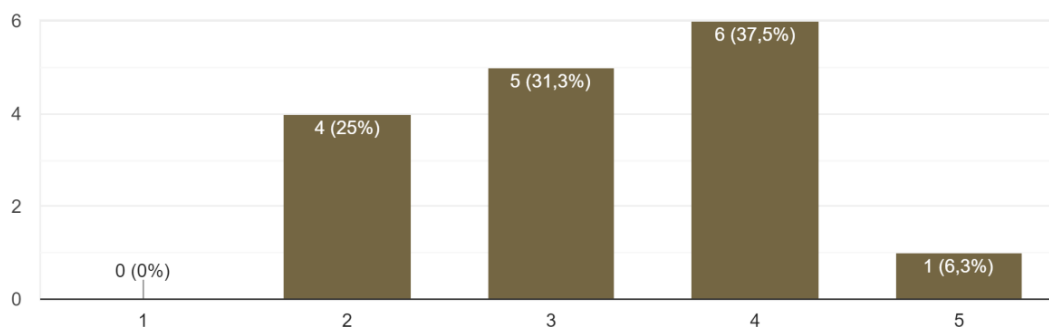
9. How satisfied are you with synchronous sessions?

17 respostes



10. How satisfied are you with asynchronous sessions?

16 respostes

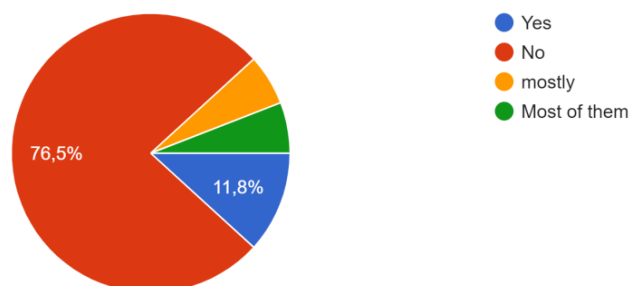


Curriculum adaptation

In the curriculum adaptation area 76.5% affirm that not all the activities that had been planned to do in a face-to-face class could be done during lockdown and only a 11.8% say they could do all the planned activities. It's worth mentioning that an 11.8% say that they could do most of them.

11. Could you do all the activities you had planned to do in a face-to-face class?

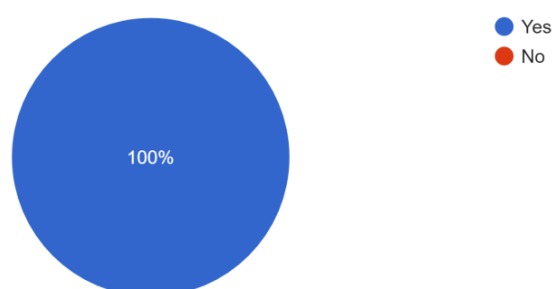
17 respostes



A striking 100% of the teachers explain that they needed to design extra activities to do during the lockdown.

12. Did you design extra activities which you would not have done in a face-to-face environment?

17 respostes



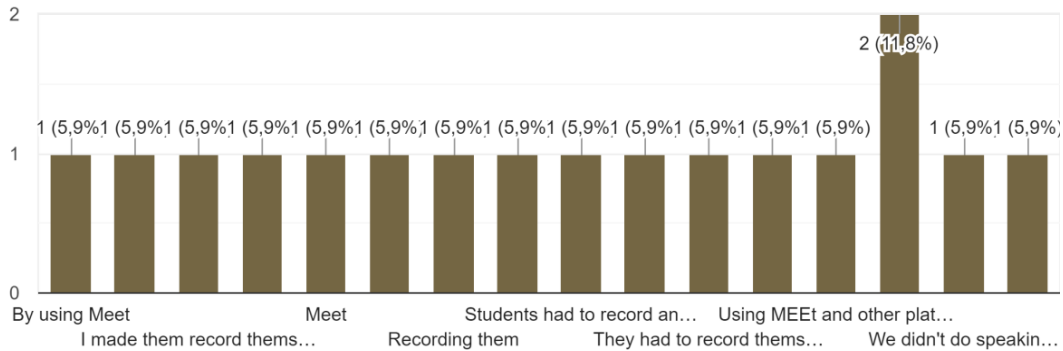
Speaking

Regarding speaking activities, most teachers admit that it was hard to do them. Not being able to conduct the speaking activities face-to-face proved to be more difficult than the activities from the other skills.

However, 88.2% of them managed to do some speaking activities. They mainly used Meet, worked in small groups and used materials they found online. They also asked students to do the activities and to record themselves without specifying which tools needed to be used. An 11.8% of teachers did not do any speaking activities. Some teachers also used YouTube videos which the students needed to watch before the class or TED videos.

13. How did you adapt the speaking activities online?

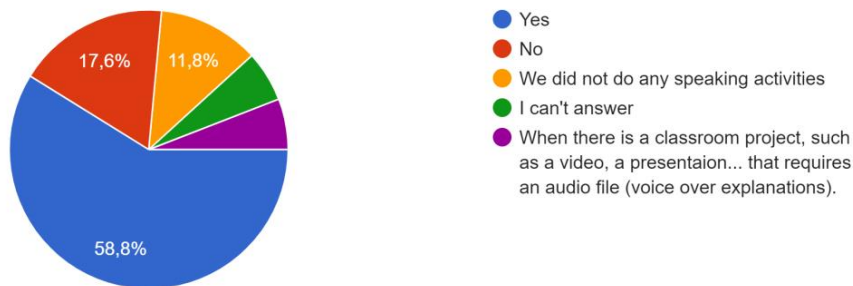
17 respostes



When teachers were asked if they are planning to use those resources in face-to-face classes 58.8% said that they are. Another 5.9% said that they would use them in certain circumstances and only a 17.6% said they are not planning to use them. It is worth mentioning that an 11.8% of teachers did not do any speaking activities, so they could not answer these questions.

15. Are you planning to use them in face-to-face classes?

17 respostes



Assessment

A 35.5% of teachers answered that they did make changes in the assessment of speaking activities. Amongst those who made them, different approaches were taken. Some teachers asked students to record themselves, so that they could be assessed. In other cases, teachers were aware that students might be reading instead of speaking, so they changed the assessment criteria and took other things into account. Other teachers mention the lack of motivation amongst the students.

About how satisfied they were with the academic results in the speaking skill around 50% feel unsatisfied and disappointed with the results, while the other 50% feel satisfied. You can see all their comments about it in Annex II.

Results from the interviews

When analysing the results of the four interviews, similar results are obtained as those from the surveys. The interviews were conducted with four teachers. All of them were teaching last year and are still teaching in different high schools in Osona (IES Tona, IES Pere Callís, IES Pere Barnils and Institut Escola Marta Mata). Last year, during lockdown two of these teachers were teaching Second of ESO and the other two were teaching Third of ESO.

Tools and platforms

Three of the four teachers were already using Moodle as a platform to work in class and the fourth one was using the Google Suite for Education package and was using Classroom as the platform to assign activities to the students. Those using Moodle found the need to find another platform to communicate and assign tasks to students, and they all opted for using Google Classroom, combining it with Moodle. The one using Google Classroom did not need to change the work procedure to post tasks, but incorporated Meet to conduct synchronous sessions. In fact, Meet was used by the three high schools that conducted synchronous sessions (only one high school did not use it, but they only had asynchronous sessions). Google Drive was also used by three of the centres, but in this case, it was not a new resource since they already used it before. The students of all four centres already had a Gmail account, and email was already a way to communicate between them and the English teacher.

Apart from these tools, Mentimeter and Screencastify were used by one of the teachers to get classes ready, and another one used OBS studio to edit videos and Audacity to record audio. Jamboard and Padlet were also used to conduct some class activities.

Regarding students, some activities requested some video and audio recording and editing. In this case, all teachers allowed students to choose the tools they wanted to use.

The three high schools that incorporated Meet during lockdown are still using it to communicate with students when there is some confinement and the four of them are still using Classroom both in a confined situation and in face-to-face classes.

Types of sessions

During lockdown two out of four of the centres did only asynchronous sessions. The other two combined both modalities.

In one case, they had three hours a week divided in two 1.5-hour sessions. They did the first part of the first session synchronously where the teacher gave some explanations and the rest was asynchronous. The teacher explains that they could not expect students to be in front of a computer the whole time, and it was much better for all to concentrate the explanations and give time for students to complete the tasks individually or in groups.

In the other case, the high school decided when the students needed to connect and the number of sessions was reduced. Nowadays, in case of confinement, they have four sessions, but only a part of them is synchronous and the rest is for individual or group work.

Curriculum adaptation

All the teachers who were interviewed stated that they needed to set aside the activities they had planned and create new ones to fit the new teaching way. In spite of this sudden change, they all say that they managed to follow and complete the curriculum. In other words, the planning they had for the year did not work anymore, so they had to adapt it to the new situation. Apart from changing the teaching methodology, they also had to decide which tools to use and adapt the content they had to teach, taking into account the dimensions that needed to be taught. The lack of planning from the Departament d'Educació did not help. Instructions on how to proceed at first stated that it would only last for a couple of weeks, but they ended the course teaching online and assessing the students.

Speaking

Speaking is taught by interacting face-to-face, so the way to do it needed to be changed completely during lockdown. In one of the high schools, where each unit focuses in one dimension, the speaking part had already been assessed, so only minor activities were planned and no major changes were needed.

However, in the other three the speaking activities that had been planned could not be done and alternative ones were created. In all cases, students were asked to record themselves both in video and audio format. A popular speaking activity was to prepare a recipe, cook it and post a video showing how to do it or take some photos and add audio with the instructions. Another way to practice speaking which would have allowed interaction, would be by creating small groups in an interactive chat. However, such resource is not available in Meet, the free tool used by all of them.

Assessment

There were changes in the assessment of three out of the four high schools that were interviewed. In one case, three levels were set NA (not acquired), AS (successfully acquired) and AN (remarkably acquired), even though all students who had attended and taken part in the sessions eventually passed the subject.

The main reasons for the changes in assessment were a direct consequence of the changes in the activities due to the limitations related to lockdown. Some changes were also made to assessment after finding out that students were cheating in written exams, so it was decided to change them into oral exams. The only high school where no changes were made to assessment had already assessed the speaking dimension in a previous unit, so they did not assess the speaking skill during lockdown.

5. Discussion

Technology has been part of teaching EFL for a long time dating back in the 1950s (Ürün, 2016). Since then, both technology and teaching methodologies have evolved, and today's English teaching cannot be conceived without today's technology. Most classrooms in Catalonia have already got an Internet connection and high schools have their own web page (100% as per Idescat, 2014). So, we can state that ICT is core in secondary education classes in Catalonia, and it was so even before the irruption of the COVID-19 pandemic.

The use of technology in EFL classes is the result of years of planning and teaching methodologies have incorporated ICT. Teachers have been trained in how to use them and new materials and teaching methodologies have been created integrating new technologies, tools and apps which have already been incorporated in EFL teaching.

Some of the studies mentioned in this paper focus on how to use various tools to improve EFL learning. Pop A. et al. analyse how to use web 2.0 web tools to motivate students and give them confidence, and Bahadorfar et al. focus on how modern technologies such as Podcasting or speech recognition provide enjoyable ways of learning and give autonomy to students. However, in such instances, the use of ICT is seen as an extra activity to be used in face-to-face classes, and being able to share the classroom space with students is taken for granted.

The situation caused by the COVID-19 pandemic and the resulting lockdown transformed the secondary education scenario completely. Till then, technology was taught to help teaching EFL in a face-to-face context, not it had to be turned into the core of planning. Tools and platforms had to replace classrooms. Teachers that were asked during the elaboration of this paper, both in the survey and in the interviews, stated that one of the main difficulties was the lack of planning: they were faced with an unexpected situation that changed completely the course of the year. No training was provided, no extra resources were assigned and no information on how long the situation would last nor what was expected from them was clearly provided.

In other words, teachers were asked to adapt the whole teaching system without having a clear plan on what needed to be done. Departament d'Educació did not provide clear instructions on how to proceed nor on the length of the confinement. This led to a complex situation that needed to be faced straight away. As mentioned in one of the interviews, if we compare the way to deal the way in which Departament

d'Educació dealt with the problem and the way it was lead in other countries, it can be concluded that it could have been planned more carefully. The example of Latvia is mentioned, where teachers were given two weeks to replan all the activities, methodologies and general planning of the rest of the year. This scenario was not contemplated here, so teachers needed to improvise, plan and adapt the activities they wanted to do for the rest of the year, but they did not have time to do it, nor enough information about how long the situation would last, or what tools they could use to deal with it.

Most of the centres opted to use the ICT tools they were already using but also added new ones. The most commonly used platform, which high schools already used was Moodle. Moodle was mainly used to post resources and activities, together with Google Drive. Teachers mainly opted to communicate by e-mail, since students already had email accounts and were familiar with it. In other high schools, tasks were uploaded in the centre's websites. However, the most popular platform that only a school was already using was Google Classroom. It became the most used platform during the pandemic. It might be because it is a Google product and most of the high schools had already created Gmail accounts and Google for their students. Being part of Google Suite, teachers could also use other features such as Drive and apps such as Meet or Jamboard.

Once it was clear that the lockdown would last more than two weeks, most teachers opted to conduct some synchronous sessions. In some cases, the decision was taken by the high school board, which also decided on the new schedule (often reducing the time to teach each subject). In order to conduct these sessions, Meet was the most used way to communicate for two main reasons: it is a free app (unlike Zoom, which might include more useful feature, such as creating separate rooms), and it is part of Google Suite, so it was easy to implement. Most teachers who conducted synchronous classes, used the online time to provide explanations to students and ask and answer questions, but they did not connect during the whole sessions. Other tools were also used to create new materials adapted to online teaching (OBS, Mentimeter and Screencastify were mentioned). YouTube was also widely used mainly to give content.

A common opinion is that teaching during lockdown was really hard and extra work and resources were required. When asking teachers if they are planning to use some of these resources in today's scenario, most say that they are already using some of them. In case of confinement (both with a single student or with the whole class confined), Meet is widely used. It allows students to follow the face-to-face class and, in some cases, it is even useful to do group work.

Regarding teaching the speaking skill, it is agreed that it is the most difficult skill to practice in an online teaching context. Meet does not allow to create rooms and doing a synchronous activity with the whole

class is out of the question. So, in most cases, speaking was practiced and assessed in an asynchronous way. The biggest setback of teaching the speaking skill is that teachers cannot give feedback as the student speaks and “Corrective feedback during communicative classroom interaction has been shown to help learning development” (Leeman, 2007; Lyster, Satio and Sato, 2013). A popular activity was to ask the students to prepare a recipe, record themselves and narrate the process. This activity does not allow the teacher to provide synchronous feedback and it is not spontaneous, so the assessment had to be modified, too. However, teachers were happy with the results and they have incorporated similar speaking activities in face-to-face classes.

Despite the changes in methodology, curriculum was fulfilled in all cases and teachers tried to give all the content adapted to the new context. However, given the circumstances and the ongoing changes caused by the pandemic, this planning has not been documented and activities were planned, assigned and modified depending on the everchanging calendar and planning.

Planning in 2020-2021 year has been made considering the new situation. When planning a new course, an important part is creating activities which can be done both in a face-to-face class and in an online teaching context. Teachers are aware they need to be ready to turn face-to-face lessons into online lessons at any time. Such change needs to be ready to be conducted for a few confined students or for the whole class.

Lockdown was a period of ICT learning for teachers and students alike. Now, they have experience on which are the best resources in each situation, and on how to use them in the most appropriate way.

The changes that took place during lockdown have also had an effect on face-to-face teaching. Nowadays, face-to-face classes incorporated new resources that had not been used before and which are quite likely to last.

Some of the common words used by the interviewees are “sudden”, “improvise” and “adapt”. They convey the feeling expressed by all of them. There was a sudden change which forced both teachers and students to adapt to the new situation. They needed to adapt the contents, the working conditions and the class methodologies without time to plan much. Another common idea is that they work in a trial and error scenario. That means that they tried new tools and methodologies which were quickly replaced in case they did not work. An example of this error-trial is the adaptation of exams: they were conceived to be written exams, but they were replaced by oral exams, since some cheating was spotted between students.

The positive side of the lockdown is that both students and teachers learned how to take advantage of the new situation. Nowadays, although it is unlikely that a new lockdown like the one in 2020 will take place, high schools, teachers and students have more resources and experience and the situation would be easier



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for all of them. At the same time, teachers have tools and experience to deal with confinements, both a single student confinement and the whole class confinement.

6. Conclusions

When focusing on the research objectives we should state that teachers could adapt the didactic units they had planned and did them online. Plenty of adapting needed to be done, specially in speaking activities which had mostly been conceived to be done in a face-to-face class. Thanks to technology and by using various tools and resources (both known and new ones) teachers managed to organize speaking activities and engage students to do them, often using their own resources. Regarding the type of sessions we can conclude that in most of the cases a combination of both modalities proved to be the most useful and in the case of assessment changes needed to be done, since the activities also changed. It is worth stating that teachers say that the curriculum was followed and completed.

Taking everything into account, we can conclude that when both teachers and students found themselves in an unexpected and unplanned situation due to the Covid-19 pandemic everything was uncertain. One of the main issues teachers had to deal with was that no clear instructions were given by the education authorities. What at first seemed to be a temporary lockdown situation (it was said that it would only last for a fortnight) turned out to last till the end of the school year. It was obvious that the situation required new planning and organizing, which was hard without knowing the extend of the new scenario.

Teachers worked within their own departments and high schools to plan to adapt the classes to the new online teaching methodologies. In some cases, schedules were changed and rearranged to avoid having students online for the whole school hours. Most EFL teachers combined synchronous and asynchronous sessions to try and keep students engaged but not too long. They did online activities and explanations when in synchronous activities, and students were given tasks to do individually asynchronously.

Some tools and platforms they already used gained importance (mainly Moodle and email) and new ones that allowed them to communicate better with students (mainly Google Classroom and Meet) were introduced. Technology which had always been part of EFL teaching became the core of sessions and the only means of communication and interaction between the class.

When focusing on speaking, it was not possible to do the same activities that had been planned and they needed to be adapted. ICT was essential and mended the impossibility to conduct face-to-face activities, which till then had been basic in teaching speaking. Students learnt to use new tools or used tools they already used in their private life to conduct speaking activities.

Another change that had to be made was assessment. Having changed the nature of the activities, new rubrics were created adapted to the new situation. However, both the new activities and the assessment followed the curriculum which was followed despite of the new situation.

The changes and adaptations that needed to be done in a rush during the Covid-19 lockdown enabled both teachers and students to learn a new way of teaching and learning. In the present academic year 2020-2021 planning includes foreseeing the chance that the planned face-to-face sessions can be turned into online sessions at any moment. Teachers and students have the tools and the knowledge to adapt to this changing situation. Planning has changed completely and it cannot be conceived without including adapted activities, sessions and methodologies to be conducted both face-to-face and online. Teachers are also ready to be able to teach individual students that are confined and whole-class confinements alike.

The Covid-19 pandemic burst in our high schools unannounced, and it took us by surprise, but now teachers and students have the tools and the knowledge to face the situation at any time and with the same results as in a face-to-face class. Covid-19 made us more tech-savvy and ready to learn from home if we need to.

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ANNEX I: Survey

Experience of teaching online during the first wave of the pandemic COVID-19: teaching speaking

<https://forms.gle/tC9ZjPzbhcPKdLS9>

This questionnaire is intended to gather information on the experience of teaching online during the first wave of the pandemic. It is mainly aimed at teaching EFL, focusing on speaking. We would like to obtain information on tools and platforms used during EFL sessions, changes which were made in the curriculum and sessions' design, interaction with the students as well as assessment.

This information will be sent to Secondary English teachers as a Google Form and the data obtained from it will be used and analysed in the master's dissertation Didactic adaptations needed to successfully teach EFL in a pandemic context: teaching speaking.

General information

Which grades were you teaching during the first lockdown? *

First ESO

Second ESO

Third ESO

First Baccaulaureate

Second Baccaulaureate

Other:

Tools and platforms

1. Which tools, platforms and apps did you use to assign tasks to your students during the first lockdown? *

Moodle

WhatsApp

Google Classroom

YouTube

Facebook

Instagram

Teams

Zoom

Meet

Others:

2. Which tools, platforms and apps did you use to give content to students during the first lockdown? *

YouTube

Google Classroom

Meet

Instagram

Facebook

Teams

WhatsApp

Moodle

Zoom

Others:

3. Which tools, platforms and apps did you use to communicate with students during the first lockdown? *

Zoom

YouTube

Google Classroom

Instagram

Moodle

Meet

Teams

WhatsApp

Facebook

Others:

4. How useful was each tool to assign tasks to students (1 not useful 5 really useful)? *

Not useful

Somehow useful

It worked sometimes

Quite useful

Very useful

I didn't use it

Google Classroom

Moodle

YouTube

Facebook

Instagram

WhatsApp

Meet

Zoom

Teams

Others

Google Classroom

Moodle

YouTube

Facebook

Instagram

WhatsApp

Meet

Zoom

Teams

Others

5. How useful was each tool to give content to students (1 not useful 5 really useful)? *

Not useful

Somehow useful

It worked sometimes

Quite useful

Very useful

I didn't use it

Google Classroom

Moodle

YouTube

Facebook

Instagram

WhatsApp

Meet

Zoom

Teams

Others

Google Classroom

Moodle

YouTube

Facebook

Instagram

WhatsApp

Meet

Zoom

Teams

Others

6. Had you used them in a class context before the pandemic? *

Yes

No

Google Classroom

Moodle

YouTube

Facebook

Instagram

WhatsApp

Meet

Zoom

Teams

Others

Google Classroom

Moodle

YouTube

Facebook

Instagram

WhatsApp

Meet

Zoom

Teams

Others

7. Are you planning to use them in the future even in a face-to-face classroom? *

Yes

No

Google Classroom

Moodle

YouTube

Facebook

Instagram

WhatsApp

Meet

Zoom

Teams

Others

Google Classroom

Moodle

YouTube

Facebook

Instagram

WhatsApp

Meet

Zoom

Teams

Others

Type of sessions

8. Did you have synchronous or asynchronous sessions during lockout?

Synchronous

Asynchronous

Both

9. How satisfied are you with synchronous sessions? *

Not satisfied

1

2

3

4

5

Highly satisfied

10. How satisfied are you with asynchronous sessions?

Not satisfied

1

2

3

4

5

Highly satisfied

Curriculum adaptation

11. Could you do all the activities you had planned to do in a face-to-face class? *

Yes

No

Others:

12. Did you design extra activities which you would not have done in a face-to-face environment? *

Yes

No

Others:

Speaking

13. How did you adapt the speaking activities online? *

La vostra resposta

14. What resources did you find useful to conduct speaking activities? *

La vostra resposta

15. Are you planning to use them in face-to-face classes? *



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Yes

No

Others:

Assessment

16. Did you make any changes in the assessment for speaking activities? *

La vostra resposta

17. Are you satisfied with the academic results on the speaking skill from last year? *

La vostra resposta

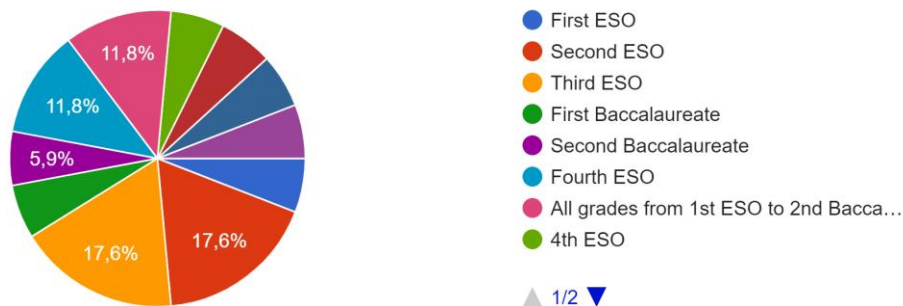
ANNEX II: Survey results

Results of experience of teaching online during the first wave of the pandemic COVID-19: teaching speaking

General information

Which grades were you teaching during the first lockdown?

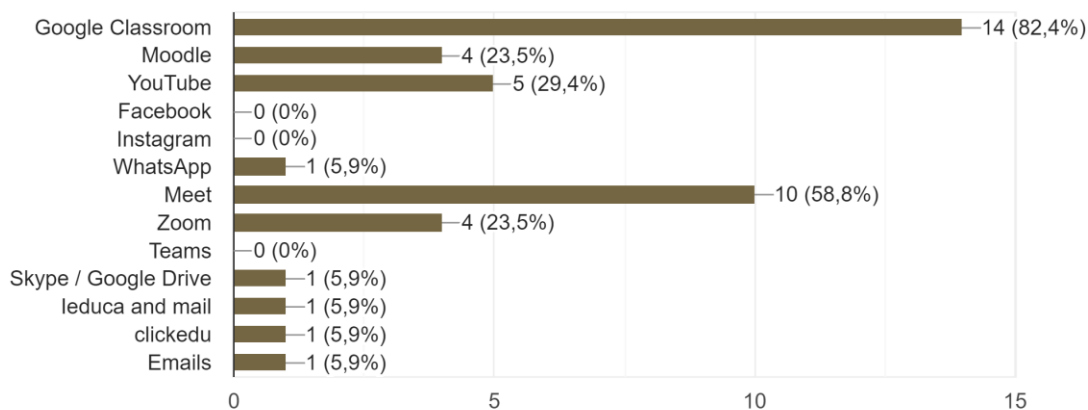
17 respostes



Tools and platforms

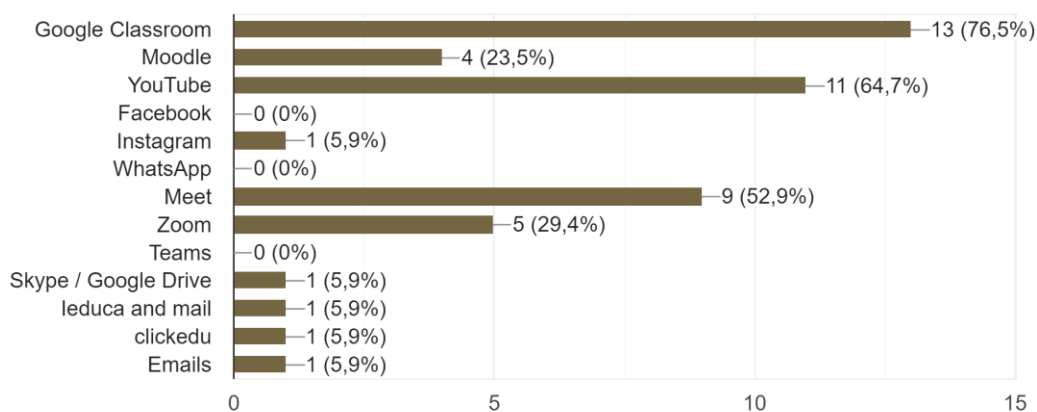
1. Which tools, platforms and apps did you use to assign tasks to your students during the first lockdown?

17 respostes



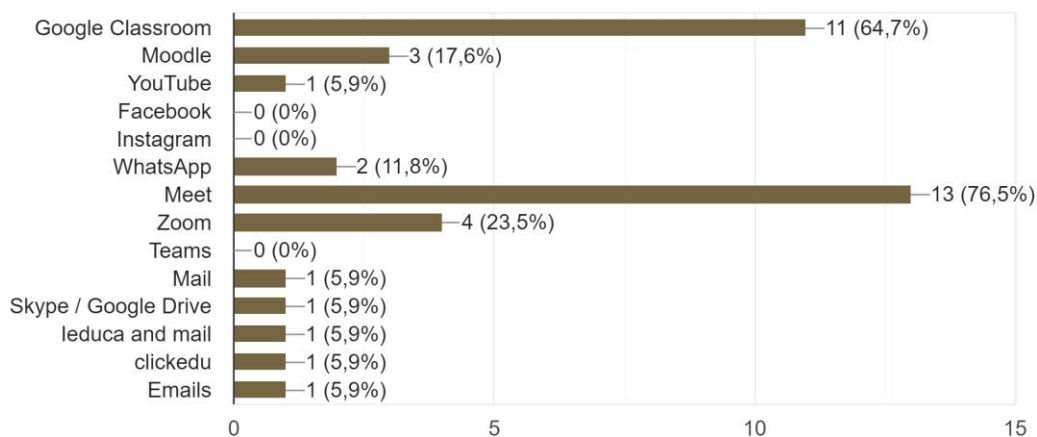
2. Which tools, platforms and apps did you use to give content to students during the first lockdown?

17 respostes

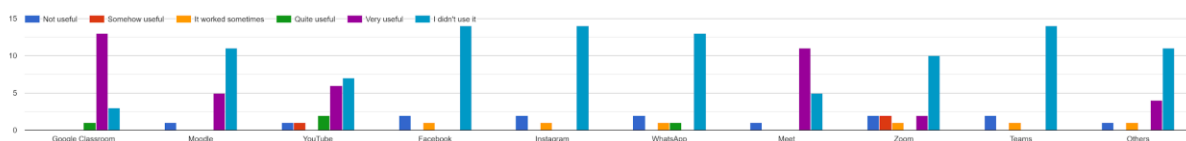


3. Which tools, platforms and apps did you use to communicate with students during the first lockdown?

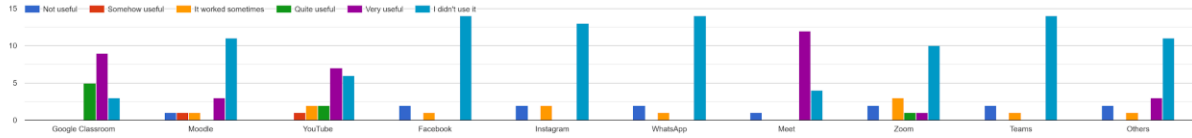
17 respostes



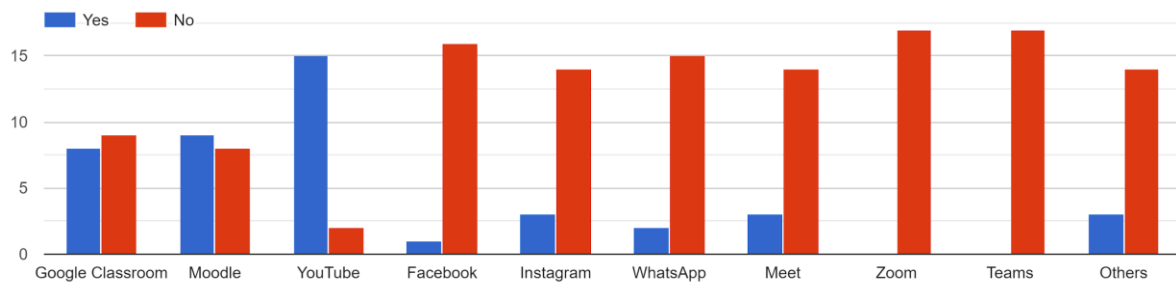
4. How useful was each tool to assign tasks to students (1 not useful 5 really useful)?



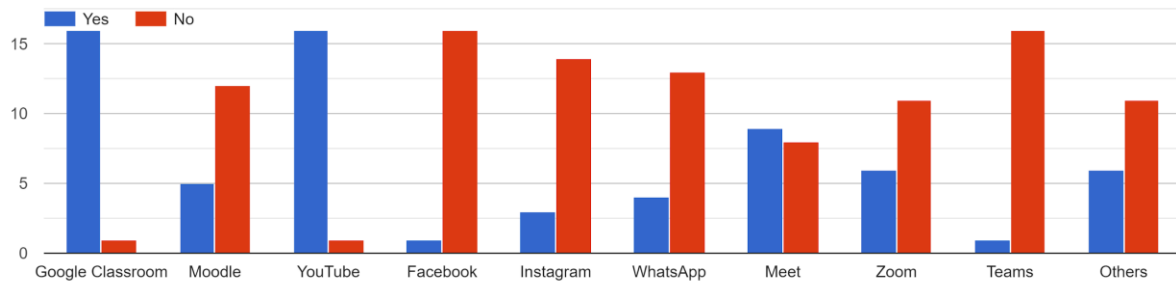
5. How useful was each tool to give content to students (1 not useful 5 really useful)?



6. Had you used them in a class context before the pandemic?



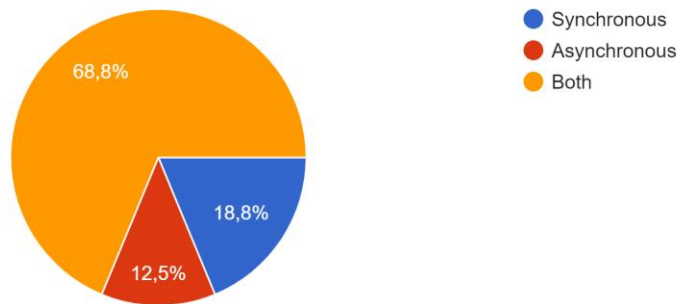
7. Are you planning to use them in the future even in a face-to-face classroom?



Type of sessions

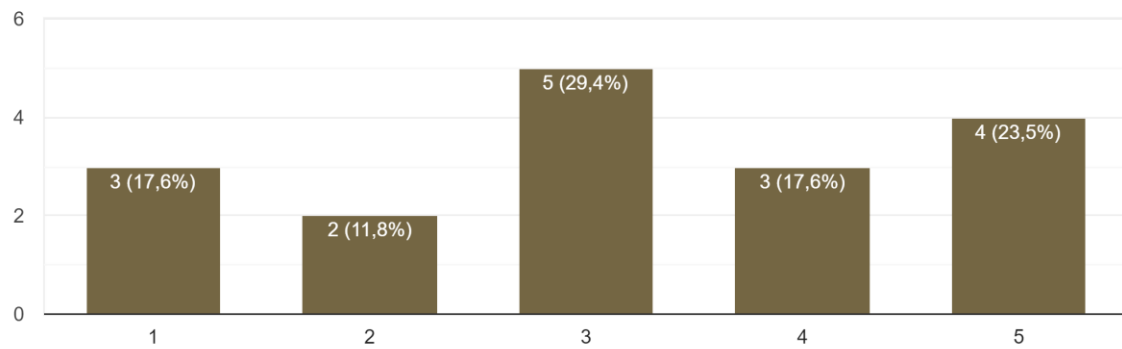
8. Did you have synchronous or asynchronous sessions during lockout?

16 respostes



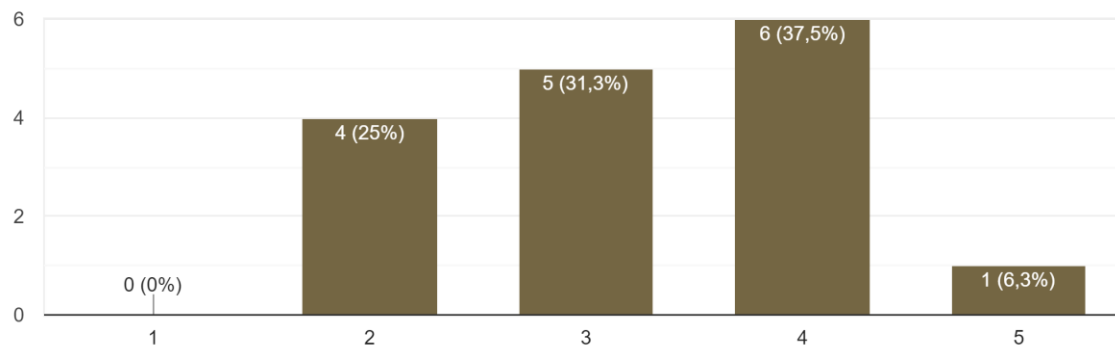
9. How satisfied are you with synchronous sessions?

17 respostes



10. How satisfied are you with asynchronous sessions?

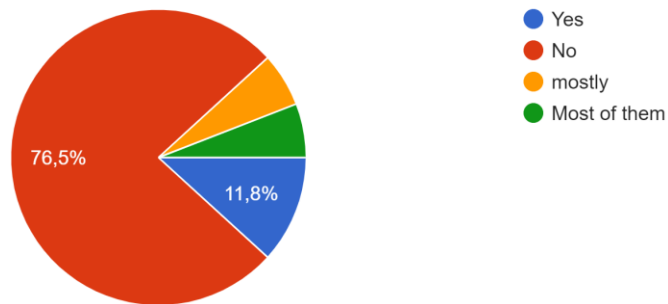
16 respostes



Curriculum adaptation

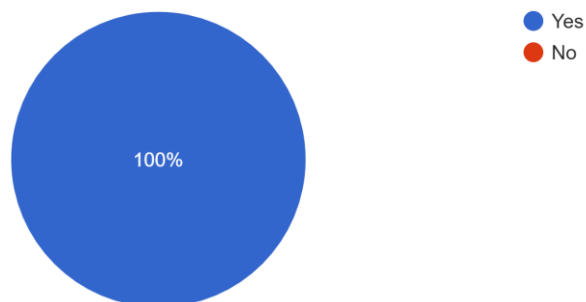
11. Could you do all the activities you had planned to do in a face-to-face class?

17 respostes



12. Did you design extra activities which you would not have done in a face-to-face environment?

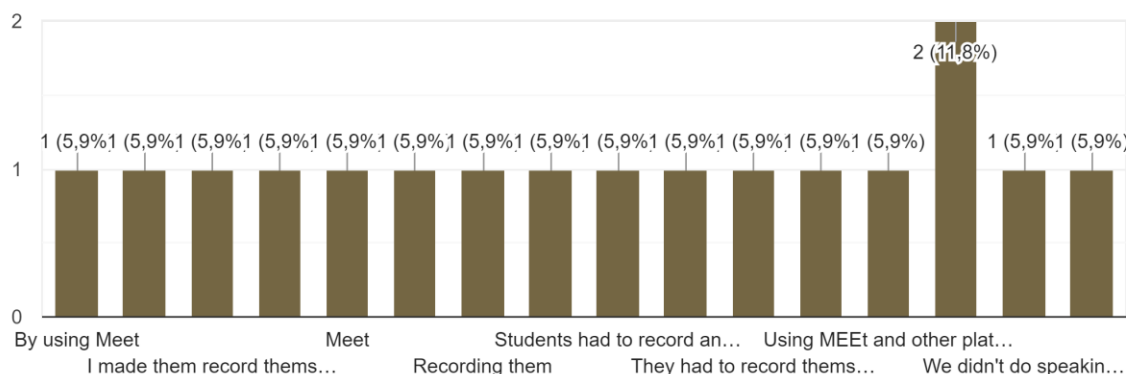
17 respostes



Speaking

13. How did you adapt the speaking activities online?

17 respostes



14. What resources did you find useful to conduct speaking activities?

Meet

We did not do any speaking activities

Interesting topics and good questions to conduct conversation

I can't answer

You Tube videos which sts watched prior to the sessions, which we commented on with guided questions.

Activities provided in the students' book and workbook.

TED is always useful because there are very interesting talks, which can be commented on or with which we can work on

Images, games, fun questions and potential situations, etc.

Congregate

Prepare oral presentations

Audio recordings (mostly from mobile phones)

We found some apps which can be used to make speaking more interesting.

Videos,

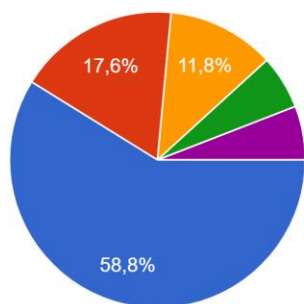
The same I had before.

All the mentioned before

Whats

15. Are you planning to use them in face-to-face classes?

17 respostes



- Yes
- No
- We did not do any speaking activities
- I can't answer
- When there is a classroom project, such as a video, a presentaion... that requires an audio file (voice over explanations).

Assessment

16. Did you make any changes in the assessment for speaking activities?

No

We did not do any speaking activities

I can't answer

Yes. I recorded them so there was some evidence left.

I did because we couldn't do as many activities as during pre pandemic time.

Yes, I had to have in mind that some of t'hem were reading from a written text.

Yes, in terms of fluency (no reading) and pronunciation (as they had more time to prepare the task) because we couldn't see each other's faces and it was a bit more difficult to know if they were reading or not.

Yes, I know that being at home it was easier to read what they had prepared so I took into account other things.

Yes, they weren't so motivated as usual, some of them even weren't always using the platforms, so everything had to be adapted to the new situation.

Yes

17. Are you satisfied with the academic results on the speaking skill from last year?

No

Yes

We did not do any speaking activities. I am Not satisfied at all with any of the results in the other skills either, let alone with the students' response. "Utterly Disappointed" falls short to describe how I felt during & after lockdown and when the the school year ended. And the feeling persists.

I can't answer

Normal

Quite so

Not much

Not much. They were sometimes optional tasks that accompanied the written tasks to get a better mark. So there were a high percentage of students who didn't even try to do it.

Yes. I think we couldn't ask for more.

No, they wouldn't have the same chances to speak.

Not at all, We couldn't work as much as I wanted, some of the students 'disappeared' during the lockdown so we could not work a lot the other skills and , in consequence, the speaking was not assessed as normally.

Quite satisfied

ANNEX III: INTERVIEWS CONDUCTED TO SECONDARY EFL TEACHERS

These interviews are intended to gather information on the experience of teaching online during the first wave of the pandemic. It is mainly aimed at teaching EFL, focusing on speaking. We would like to obtain information on tools and platforms used during EFL sessions, changes which were made in the curriculum and sessions' design, interaction with the students as well as assessment.

These interviews were conducted to Secondary English teachers and the data obtained from them was used and analysed in the master's dissertation *Didactic adaptations needed to successfully teach EFL in a pandemic context: teaching speaking*.

INSTITUT PERE BARNILS, CENTELLES

INTERVIEWER: The data obtained from this interview be used and analysed in the master's dissertation *Didactic adaptations needed to successfully teach EFL in a pandemic context: teaching speaking*. Which grade or grades did you teach last year during the lockdown? Are you teaching the same ones this year?

INTERVIEWEE: Second of ESO. Now I have them on third of ESO.

INTERVIEWER: So now you have the same students.

INTERVIEWEE: Yes, this year I have the same students on third of ESO.

INTERVIEWER: Ok. Which tools, platforms and apps did you use to communicate with your students during the first lockdown?

INTERVIEWEE: We use the website of the high school.

INTERVIEWER: OK. You didn't use emails, nor Moodle nor anything else.

INTERVIEWEE: No, they just sent me emails when they had questions about what I had assigned.

INTERVIEWER: Was it a good way to communicate?

INTERVIEWEE: No, not much. Then we switched to Classroom and that was better. I mean under web we publish the tasks that they had to do then I created a Classroom for each class and the rest of the communication was through Classroom.

INTERVIEWER: Ok, had he used classroom before?

INTERVIEWEE: No, it was new for me and also for them so we learned together.

INTERVIEWER: Are you planning to use it or are you using it now?

INTERVIEWEE: I'm still using it and I use it like in a weekly basis, so yes now it's very useful. And when they confine the students it's very useful for me because now I can share all what I'm doing. We use the Meet, if they are confined, like if it's a single confinement, I teach them, I teach the group that the particular student is in and he or she can learn the lesson with me through Meet and then for example if I give copies to the group I post the copies in the classroom so that the student can see them online and can do everything at the same time.

INTERVIEWER: So, you use Classroom to communicate with the students that are confined, right?

INTERVIEWEE: Yes.

INTERVIEWER: So, you don't connect with the student in class.

INTERVIEWEE: Nowadays I do. Let's imagine that there is only one student that is positive and he is at home, So what I do is I teach the rest of the students I put a computer in front of me, and we connect so he or she can see what I'm saying or I'm doing. I also for example if I write something on the whiteboard, I try to turn the screen so that the student can see it. If I send some copies I say "Wait a minute I will post the copies for you" so that he can see what we are doing. That's the way that we are working now but not during lockdown.

INTERVIEWER: Yes, that's how you work now when there's a confined student.

INTERVIEWEE: Yeah, but at least that's what we've learned and that's what they got used to like how to deal with the classroom and how to post tasks and send me tasks. So, it was useful in that way that we learn a lot of, both the students and me, lots of ICT resources.

INTERVIEWER: Ok. During lockdown did you have synchronous or asynchronous sessions?

INTERVIEWEE: Asynchronous.

INTERVIEWER: Could you do all the activities you had planned to do in a face-to-face class?

INTERVIEWEE: Not at all.

INTERVIEWER: Did you design extra activities which you would not have done in a face-to-face environment? Which ones?

INTERVIEWEE: No. Well, I had to design extra activities because we left the curriculum. I mean we left the program aside and we had to plan new activities and that's why I had to design activities. So in that sense yes... I used new activities, but I had to leave aside like my program which I think it was much more important than what I really did.

INTERVIEWER: Ok, now, focusing on speaking, how did you adapt the speaking activities online?

INTERVIEWEE: I couldn't adapt because I had like a hundred students so if I had done speaking activities, I mean if we if I had programmed the speaking activities to do as a whole class it would have been like a nightmare, because they still didn't know much how to behave in an online class now they have learnt, but before they didn't know. So what I did was program some videos. They had to... let's say "how to prepare a sandwich" so they had to post the video telling the steps on how to make a sandwich. And that's what I consider speaking activity but there was no interaction between us.

INTERVIEWER: What did you use to do that, did you use YouTube? How did they post the videos to you?

INTERVIEWEE: Well, I let them choose whatever program they wanted to use and what they felt more comfortable with so I didn't mind. They could use whatever they found comfortable with. Well, as long as it worked and I could watch it.

INTERVIEWER: Of course

INTERVIEWEE: Sometimes they sent me things I couldn't open, or unsupported programs.

INTERVIEWER: Are you planning to use these resources in face-to-face classes?

INTERVIEWEE: I could use them, but I prefer that they prepare the activities at home and then they do them in class face to face.

INTERVIEWER: Then, did you make any changes in the assessment for speaking activities?

INTERVIEWEE: No what we did as the English Department we established 3 levels level one level 2 and Level 3 ask us in the program or in the decree which was NA (no assoliment), AS (assoliment satisfactory) and AN (assoliment notable). But we didn't fail any student, as long as they connected and as long as they said something, that was it.

INTERVIEWER: Are you satisfied with the academic results from last year?

INTERVIEWEE: No. and I don't think the students are either, because they told me. I have the feedback like we did nothing or what we did was very easy. Others said well you gave us plenty of work so I you can never tell you if they had a lot to do or if they did nothing. Like no one was satisfied in either way.

INTERVIEWER: And I think that's all if you can find any document where I can compare what you did last year and what you are supposed to do that would be great.

INTERVIEWEE: We posted everything on the website as I told you, but it's not there any anymore. I know that there were the three levels of attainment right. These three levels I told you before were all there for the English teachers to share, but all that's gone.

INTERVIEWER: Thank you very much for your time and dedication in answering these questions. If you are interested I can send you the dissertation once it is completed.

IES TONA

INTERVIEWER: The data obtained from this interview be used and analysed in the master's dissertation *Didactic adaptations needed to successfully teach EFL in a pandemic context: teaching speaking*. Which grade or grades did you teach last year during the lockdown? Are you teaching the same ones this year?

INTERVIEWEE: Yes, second of ESO.

INTERVIEWER: Ok, second of ESO. And are you teaching this same grade now?

INTERVIEWEE: No, I'm not.

INTERVIEWER: Ok, because I wanted to compare some documents.

INTERVIEWEE: Sorry, I'm teaching first of ESO and Second of Batxillerat.

INTERVIEWER: Ok, no problem. Then, which tools, platforms and apps did you use to communicate with your students during the first lockdown?

INTERVIEWEE: It was mainly Drive. Ok, we posted something in the Drive and also something in the Classroom, and also Moodle.

INTERVIEWER: Ok, nothing else. You didn't use Facebook, or Instagram or similar tools like that.

B. No, nothing else, just these ones.

INTERVIEWER: Ok. Did you use the same tools to assign tasks, to give contents and to communicate? Or did you have different tools for the different things?

INTERVIEWEE: The same. We assigned in the Drive, but also in the Classroom and in the Moodle. Depending on the task.

INTERVIEWER: Ok. So, you didn't use different tools to communicate and to assign tasks.

INTERVIEWEE: Well, to communicate maybe sometimes we used the email, but maybe the tasks were assigned in the Moodle or in the Classroom. And in Drive, too. Sometimes they gave us a task, or they gave a task back in the Moodle or in the Classroom.

INTERVIEWER: Did you find them useful?

INTERVIEWEE: Yes, they were useful. I would use the same. I think that if it happened again I would use the same tools.

INTERVIEWER: And had you used these tools and platforms before?

INTERVIEWEE: Yes, we had used the Moodle. It's our platform and we use it every day. And also the Drive. We send a lot of things in Drive as well. And, also, the Classroom... I didn't use it quite. I didn't use it before... I started using it a lot during the pandemic. Yes, that's new. And I started using it more. I didn't use it during the first term or the second term with these students. I started using this during the first and second term, but I started then using it more during the Pandemic. So... yes, maybe I started using it more.

INTERVIEWER: Are you going to use them again or are you using them again?

INTERVIEWEE: I don't use the classroom nowadays. I use the Moodle and also the Drive.

INTERVIEWER: Ok, so you haven't changed what you were using before. Classroom was the only change you did and it only lasted during the lockdown.

INTERVIEWEE: Yes, that's correct.

INTERVIEWER: And in case you have some students that need to be confined, do you use these platforms to communicate with them?

INTERVIEWEE: Yes, we use the same. Nowadays when they are confined, or when we are confined, we use the Moodle and also the Drive. Just these two platforms.

INTERVIEWER: Ok, so you use them, but you don't use Classroom.

INTERVIEWEE: No, we don't.

INTERVIEWER: So, you use the same platforms in a face-to-face context as in a confined context.

INTERVIEWEE: Yes, we use the same.

INTERVIEWER: Ok, now let's talk about the different kinds of sessions you had during the lockdown. Did you have synchronous or asynchronous sessions?

INTERVIEWEE: We had asynchronous sessions. We didn't teach synchronically. We did it asynchronously. We just assigned the tasks and they gave back the task. It's not like now. Nowadays if we are confined, we are doing the classes synchronically, we are doing them at the same time. But we didn't do it like that during the lockdown.

INTERVIEWER: And does it work? Do you think it works to conduct asynchronous teaching?

INTERVIEWEE: Uuuuh, well I prefer to do it...

INTERVIEWER: Face-to-face?

INTERVIEWEE: Yes, face-to-face. And if it's with a computer I prefer doing it at the same time.

INTERVIEWER: Then, could you do all the activities you had planned to do in a face-to-face class before the lockdown?

INTERVIEWEE:

INTERVIEWER: I mean, you had a curriculum before the lockdown for the course and everything changed.

INTERVIEWEE: Yeah.

INTERVIEWER: Could you follow the same planning or did you have to change a lot of things?

INTERVIEWEE: We had to change some things, not a lot of things, but we had to change some things. And we didn't do what we would have done if we were in the high school. Yes, there were some things that we didn't do.

INTERVIEWER: Ok. And did you have to design extra activities?

INTERVIEWEE: Yes, we changed everything. I mean, we didn't follow the same methodology, we didn't follow the same book, we didn't follow anything. We just tried to fit the curriculum in the new teaching way. Ok, but the methodology was totally different.

INTERVIEWER: Ok, and did you have any problems with technology. I mean, students that couldn't connect or things like that?

INTERVIEWEE: Yes, we had problems. There were some students that didn't have internet connection and computers. We tried to solve these problems, but there were still some students who weren't able to connect or to follow the course as if they were at school. So yeah, there were some problems.

INTERVIEWER: Now, focusing on speaking, how did you adapt the speaking activities online? Could you do something to do some speaking, or could you just don't do anything at all?

INTERVIEWEE: Well, we assigned tasks that they had to do some speaking, but it was just recording a video about something or just... basically some videos. We assigned some videos to record, but nothing else. I mean, we couldn't have conversations, we couldn't do speakings face-to-face. Just some activities that involved speaking, but just maybe in three months we just did one or two. Very few.

INTERVIEWER: And how did they do it? Did they record themselves and send it on YouTube? Or, did they post it on the Drive?

INTERVIEWEE: Yes, they recorded themselves and they loaded them in the Drive.

INTERVIEWER: Are you planning to use them in face-to-face classes?

INTERVIEWEE:....

INTERVIEWER: I mean, maybe you had asked them to record themselves before the pandemic. Do you know what I mean. You tried something new and maybe it worked so you might think you could do it now in a face-to-face context.

INTERVIEWEE: Yes, this year I asked them to record themselves. We didn't do it before and now I have done it and I'm planning to do it again.

INTERVIEWER: So, that's something good. I mean it's a new resource you didn't use before.

INTERVIEWEE: Yes, that's something good.

INTERVIEWER: About assessment. Did you make any changes in the assessment for speaking activities?

INTERVIEWEE: Yes, we had to change the criteria. We didn't use the same, because they were at home, they didn't do it with us, so we considered different things. We didn't consider the same things as if we were at school. Yes, we had to change the assessment criteria.

INTERVIEWER: Are you satisfied with the academic results from last year?

INTERVIEWEE: ...

INTERVIEWER: I mean, considering the circumstances. Everything changed, so...

INTERVIEWEE: Well, I'm not very satisfied.

INTERVIEWER: Do you think they didn't learn as much as they would have in face-to-face classes.

INTERVIEWEE: Yes, well it wasn't bad. But I think the results are not the ones I wanted them to achieve... So, yeah, if we take into account the circumstances it wasn't that bad. We had a good term, but I'm not satisfied with what we did, because I think they didn't learn the same as if we had been at school.

INTERVIEWER: How has the curriculum from this year changes compare with last year' curriculum? Have you got a document with the curriculum from last year and these years I could have to analyse the differences and compare them?

INTERVIEWEE: I should check it. We did something, but I don't know if that will help you. I might have some documents.

INTERVIEWER: I think that's all. Thank you very much for your time and your help answering these questions.

INTERVIEWEE: Ok, thank you Montse.

INSTITUT ESCOLA MARTA MATA, TORELLÓ

INTERVIEWER: The data obtained from this interview be used and analysed in the master's dissertation *Didactic adaptations needed to successfully teach EFL in a pandemic context: teaching speaking*. Which grade or grades did you teach last year during the lockdown? Are you teaching the same ones this year?

INTERVIEWEE: I was teaching third of ESO.

INTERVIEWER: Ok, and are you teaching third of ESO this year?

INTERVIEWEE: Yes, I am.

INTERVIEWER: Perfect. Because I might ask you if you have some documents to compare what you did last year and what you're doing now.

INTERVIEWEE: Well it's two worlds it's two different things.

INTERVIEWER: Ok. Which tools, platforms and apps did you use to communicate with your students during the first lockdown?

INTERVIEWEE: Because we have GSuite, we used mainly all the Google tools. in this case we used classroom, but we used classroom anyway, so that didn't change. The only thing that changed is that we used Meet.

INTERVIEWER: OK so you incorporated Meet, but classroom was already in use beforehand.

INTERVIEWEE: Yes, because in my school we used computers.

INTERVIEWER: What about Moodle? Did you use Moodle?

INTERVIEWEE: No, we don't work with Moodle at all.

INTERVIEWER: Did you use the same tools to assign tasks, to give contents and to communicate?

INTERVIEWEE: Yes, we used Meet to communicate and in terms of giving content the task or the activity, it is through documents that you upload in Classroom. Maybe we posted a video or whatever we needed. It is true, actually, now that I'm thinking about that is that we used well I can't remember the name of all the tools, but I used something that it's quite easy to use where I could record my own videos that I used to give the explanation. But honestly, I can't remember the name of it, but it's very common as well. I also use the OBS studio to edit some videos, and I used Audacity for when I wanted to say something, but I didn't want that image. So, for instance if I just wanted to say words in English... but I used it more for French. I was saying the numbers and they had to write them down, and things like that.

INTERVIEWER: So, you used it to make a dictation and similar activities.

INTERVIEWEE: Yes, I used Audacity for the voice recording, OBS studio for when I wanted to video and the other one that I cannot remember that was very useful for when I wanted to just put myself on a little screen and then show something else for an explanation.

INTERVIEWER: Did you find them useful?

INTERVIEWEE: Well, taking into account the situation that we had at the time they did the job, yes.

INTERVIEWER: So, you're satisfied with them.

INTERVIEWEE: Yes, quite.

INTERVIEWER: Had you used them before?

INTERVIEWEE: Some of them. It was the first time I used the one for the explanations and I used OBS Studio because my husband uses it and it's a bit complicated to use, because it's very complete and I didn't need something that complete. Anyway, it did the job for me.

INTERVIEWER: Are you using them now? I mean, have you incorporated them in your classes now?

INTERVIEWEE: No, I haven't for the simple reason that I used them for the situation that we were in. It was actually to replace something that I do being there with them. I use them in a personal way if I need to edit a video, but now I'm there to do the explanations so I don't need them.

INTERVIEWER: If one of your students is confined, how do you deal with that?

INTERVIEWEE: what we do is that when a student is confined the first thing is that we have like a table or grid with all the subjects and each teacher writes down whatever the student needs to do with an estimation of time. And then this is for the whole week. But at the same time what we do is that we connect webcam or sometimes simply the computer and we create a meet. Because what happens in our case is that we do a lot of work in groups, and then we do a lot of collaborative sessions. So, when we are not there it's a problem because it means that some of the work is not being done. So, what we do is, imagine that you are to pupil now and we put like a table where the pupil would be. We do it in as many classes as we can and if in the class they work individually I always leave a computer on if the pupil need something they can always let us know when we can help them. when they are confined I don't think that they feel left out.

INTERVIEWER: During the lockdown did you have synchronous or asynchronous sessions?

INTERVIEWEE: it was a mixture of the two, because good idea it was to always program a meeting, but for instance if during the week we have three hours, what do you do actually two days an hour and a half each day. so took over the three hours we do two sessions of one hour and a half each session. So, what I would do was have them on during the first half an hour or 3/4 of an hour of the first day, right, so once a week,

because what I thought eventually depending on the kind of task if they were individual or it makes no sense to have them there if they have to write and be there. I think that it would have been too much for them. And you have to think that they don't just do English after English they had other subjects. So cannot think that you are the only teacher. So, imagine this repeated so many times a day. Eventually...

INTERVIEWER: It would be too much.

INTERVIEWEE: Yeah, for me it was too much. It is true that the kind of activities that I prepare were things they could do individually without the computer. One thing that we used a lot was using the email to communicate, so it's true that at any time I would just answer any doubts that they had.

INTERVIEWER: So, they know that at any time if they have questions, they could ask you and even though you weren't there face-to-face you would answer them quickly enough.

INTERVIEWEE: Yes, in a matter of two or three hours at the most.

INTERVIEWER: And do you think that worked, using both modalities?

INTERVIEWEE: Yes, the combination of the two worked.

INTERVIEWER: Could you do all the activities you had planned to do in a face-to-face class?

INTERVIEWEE: what I changed was in the assessment criteria. the assessment criteria didn't change but what changed was the activity. The things that I would have done in class in a way I did them in another way. What I didn't change was their final aim, because the assessment criteria was the same. We convert all the dimensions and all the assessment criteria.

INTERVIEWER: Did you design extra activities which you would not have done in a face-to-face environment? Which ones?

INTERVIEWEE: Not extra ones. We adapted to the ones that we already had. a lot of the activities were different, so I did have to change a lot yes. the way I have the lessons prepared there is always a little bit of speaking, so that we can say whatever we want, but doing speaking with a computer is very complicated. Luckily for me I had already assessed the speaking part. Speaking is something that I assess permanently in all the units, so it wasn't a big problem I wasn't worried about that. I knew the level that they had and I knew that I had to assess them at the point that we had left it. In fact, speaking is something that if you are confined you are gonna massively improve all of a sudden in two months or three. So pretty much you know the level that they have. I didn't assess speaking because if we have problems with the connection and then you cannot access one of the students you need to assess them all you cannot just not assess one and assess the others. So, I did it that way.

INTERVIEWER: Focusing on speaking, how did you adapt the speaking activities online? Or did you decide that you wouldn't do any because you had already assessed them?

INTERVIEWEE: I didn't do any.

INTERVIEWER: So you didn't ask them to record themselves.

INTERVIEWEE: Well yes, they had to send me some audios from time to time and I need a sense that however, for me as I said before speaking wasn't a problem because I had done that a lot soon before. Because the way that in my school we work is in learning units and each learning unit focus on a specific dimension. So Luckily for me only oral communication dimension was already done.

INTERVIEWER: OK so even if you hadn't been locked down, you wouldn't have done specific speaking activities.

INTERVIEWEE: Well, we do speaking activities all the time and I'm assessing that all the time but not in the same specific man way that I did before. So, they were all done.

INTERVIEWER: You said that you asked them to record themselves for example and this is something that I guess you didn't do before the lockdown.

INTERVIEWEE: No, we did that in speaking. In speaking, this learning units called TV English, they represent different formats like for example a TV show or they have a scene and they have to do the dubbing, or put subtitles and all that kind of things, we did all that before.

INTERVIEWER: So, you are already using these resources, right?

INTERVIEWEE: Yes.

INTERVIEWER: I was gonna say. Did you use any new resource that you use now?

INTERVIEWEE: Yes, the ones I told you before, but none for speaking activities. Using technology for me isn't a problem because my students are so advanced with that I learn every day with them. For instance, in this learning unit, TV English, I never give them the program or the platform or whatever they need to use because they already know them and they can use the one they want.

INTERVIEWER: Did you have to face any technical problems?

INTERVIEWEE: No, because they all have their own computer.

INTERVIEWER: Ok, and you said you didn't make any changes in the assessment for speaking activities, right?

INTERVIEWEE: No because the speaking unit was already done and I wasn't worried if I did not have any more marks to assess that.

INTERVIEWER: Are you satisfied with the academic results from last year?

INTERVIEWEE: Yeah that's very difficult to value really. I couldn't really say yes or no. First because the children I had they are all now in fourth of ESO and I don't have them, only a few ones because I do French to them. I don't know if that has really affected them or if they have been able to reach the level that they would have reached if they hadn't been locked down. I don't know how to value that I don't have the knowledge to actually do that. What I'd say is that what I'm actually satisfied with is that in my school the attendance, the percentage of the people that attended the lessons was as high as 97%.

INTERVIEWER: How has the curriculum from this year changes compare with last year' curriculum? Have you got a document with the curriculum from last year and these years I could have to analyse the differences and compare them?

It hasn't changed in the sense that as I said we have been able to assess without changing the assessment criteria. It hasn't changed because we have been able to reach the same objective. the curriculum last year was covered as any other year, so it hasn't changed in these aspects. regarding the kind of activities obviously it has changed because it's not the same to do activities in the class where you can interact with your classmate or do activities in your own in the house. So obviously it has changed in this way but only the activities, but the curriculum hasn't changed it's been the same. in terms of dimensions assessment idea or the learning units have been the same. We haven't not done any learning unit that we had prepared or that we intended to do.

INTERVIEWER: Ok, anything else you would like to add?

INTERVIEWEE: No that's about it. Is there anything else you would like to ask?

INTERVIEWER: I would like to ask you if you have any documents that I could use to compare would you did during lockdown and what you would have done if it was just a face-to-face class. Do you have anything that I could use for that?

INTERVIEWEE: No. I would have to transfer everything from the classroom, and it's too much. I don't have any document because I didn't have the time to really foresee this, so we had to do it as it came.

INTERVIEWER: Thank you very much for your time and dedication in answering these questions. If you are interested I can send you the dissertation once it is completed.

INSTITUT JAUME CALLÍS

INTERVIEWER: The data obtained from this interview be used and analysed in the master's dissertation *Didactic adaptations needed to successfully teach EFL in a pandemic context: teaching speaking*. Which grade or grades did you teach last year during the lockdown?

INTERVIEWEE: Ok, it was third of ESO and 1st of Batxillerat.

INTERVIEWER: Are you teaching the same grades now?

INTERVIEWEE: No, but I'm teaching the same students. This year I'm teaching 4th of ESO and I have the same students.

INTERVIEWER: OK, I wanted to compare how you adapted the contents or curriculum during the lockdown and it would be great if you could send me some documents to be able to compare it.

INTERVIEWEE: I'll have to check what I have.

INTERVIEWER: Which tools, platforms and apps did you use to communicate with your students during the first lockdown?

INTERVIEWEE: Ok, Moodle. We used Moodle, but Moodle is the tool we were using before the lockdown, so we had the course prepared in Moodle, and then I think it was Meet. Yes, we used Google Meet.

INTERVIEWER: Did you use the same tools to assign tasks, to give contents and to communicate?

INTERVIEWEE: Yes, there was also the mail and some folders in Drive. Because all the students have got a school Gmail and that's the way we communicate, using the school Gmail. So, we used the same tools we had before.

INTERVIEWER: So, you used the same tools as you were using before.

INTERVIEWEE: Yes, and Google Meet was the new one. We didn't use Zoom because we had to pay, so at the school we decided that we were not going to pay. We had the first free 40 minutes that we could use, but we decided to use Meet because it was easier as we shared the Google Calendar. But then we discovered that we didn't have to invite every class so nowadays we already have a link so the students now that they can use that link for all the English classes.

INTERVIEWER: So you didn't have to create a link for every session.

INTERVIEWEE: Yes. One of the things is that I learnt a little bit more about platforms and about different tools that we could use. Because, for example when I used Mentimeter, or I used Screencastify, which is a

tool where you can record yourself and to prepare classes and you have the Power Point and the image and you could record the classes. And then, Jamboard, Padlet, so we used all the things depending on Google.

INTERVIEWER: Are you planning to use them in the future even in a face-to-face classroom?

Yes, because one thing is that I don't like about online classes is that you had to tell always to students to have the screens on. This is one thing. And then to make speakings, one thing that I haven't done it and that I have to learn is to make subgroups to practise speaking. So that's a thing that can be done with Zoom but I haven't used it. This is something I've discovered this year. And this year I only had some weeks the students at home, and as they were only some weeks we arranged not to have speaking those days, but during the lockdown the speakings were different. So there were mainly speakings where they had to speak something recorded, the audio or the audio and the image. Or maybe as they were home, some of them they made conversations and then they need to put them together and with some kind of editing program. So, the speakings were not so natural to do. It was hard to do speakings during the lockdown. It was mainly explaining things and experiences or one activity that I think is the funniest one we did during the lockdown was that all the students had to do a recipe. They had to cook the recipe, take photos and then they had to put audio to this recipe.

INTERVIEWER: So, they had to record themselves cooking and doing the recipe.

INTERVIEWEE: Yes, it was a speaking activity. Or maybe they were reading a book and they had to make a book report. So, this interaction was the thing that was missing. Because some hours I decided to work only with half of the class or with 5 students and for them it's very difficult to talk in front of a screen. And the once who spoke they spoke, and the ones who didn't, they don't. And during the lockdown, last year we had a teacher assistant, a native speaker and for him it was also difficult to make them speak. The students who normally speak in class spoke, the students who normally don't speak they didn't say anything.

INTERVIEWER: So maybe it was even harder for them having to speak in front of a camera.

INTERVIEWEE: Yes.

INTERVIEWER: And will you use these techniques again?

INTERVIEWEE: Yes so for example, this year with students from last year we did the cooking recipe and now we have done an invention and they have prepared the speaking pretending being a you tuber and they have to tell the good things and what thinks of this invention. And The funny thing was that five or six groups invented the special mask...

INTERVIEWER: Yeah?

INTERVIEWEE: ...that you could wear and do anything. Next year maybe they would invent a different thing.

INTERVIEWER: So, the topic stays there. I mean the COVID is there.

INTERVIEWEE: Yes, it's all there.

INTERVIEWER: Ok, during lockdown did you have synchronous or asynchronous sessions?

INTERVIEWEE: We had synchronous sessions. It was the school that decided when the students had to connect. And this is a thing we had to rearrange because this year we keep the same schedule. And last year we didn't we adapted the schedule. And maybe instead of having three or four hours I only had two. This year we have changed it. I still have the four hours but maybe I don't spend the four hours in front of the students. So, I connect I explained something or we work on something we do a reading listening whatever we decide to do and did I decide to shorten the class so we don't have to be all the time in front of the screen. or maybe the class could be 40 minutes long and then the other 20 minutes is for personal work or anything else depending on the student. I think that what's important is that we have learned a lot. If now we had another lockdown things would be much better. things are not the same here as in primary school OK here we are in secondary school now nearly most of the students have got computers that during the forced lockdown some students didn't have computers some of them couldn't do anything because the families didn't have Wi-Fi and we have learned. Maybe now we would control better how they work doing the tasks. We have learned a lot. Now for students in particular that for a period of time half of the class was coming for one week and the others stayed at home, and students say that at home it's more relaxed but they don't work as much as they are supposed to do so it's not good to have all the hours at home, it's complicated.

INTERVIEWEE: And have you changed the schedule of English classes for example some high schools are doing English only one semester have you done any change similar to that?

INTERVIEWER: No, we haven't because it's impossible for us to have bubble groups as they have in primary school. And we have bubble levels. For example, we have first of ESO they are all in the same corridor but the teachers move from one corridor to the other so would we have done is reduce the mobility of students. Students stay in the same class and instead of going to the laboratory the teachers take some materials and they do the experiment in front of them which I think is not good. We have lost this experimentation. Or for example computers, at school we don't have computers students use the computers at home and sometimes you have to go to the computer room so we had to reduce the number of hours that we could go to the computer room. the same happens with the playground some students play in one part of the playground and others in the other, they enter to from one door or from another door...etc but in the curriculum may be the only change that we have done is this one and also when we call

“optatives”. For example, second A doesn't mix with second B or second C. So in the first term maybe secondary has music and Secondly has French and in the second term they have it's the other way around. so we have changed the curriculum but during all the year we are teaching all the subjects.

INTERVIEWER: Could you do all the activities you had planned to do in a face-to-face class?

INTERVIEWEE: No I changed them completely. I took the basic grammar point and a vocabulary in the book and we worked a little bit and well the difference was that we had a book in paper. but our students the week before lockdown were skiing, they were in Andorra so they arrived on Friday and they were locked down. The majority of the books were at school. That happened in third of ESO. The Department of Education didn't let us go to school and pick up the books. So, we had to manage how to work. because most books were at school. Luckily, we are working with Burlington and Burlington has got a web book and we ask Burlington for more codes and they they gave us more codes and from that on we worked on the web book. So, the good thing was that they could correct their own exercises. So, we still use the book. So, we had to change what we had planned and I suppose nobody expected that the lockdown would be so long. we thought it would be 2 weeks and then we would come back. but I think that the Departament d'Educació didn't have clear plans and every school had to manage as they could.

INTERVIEWER: So, you had to change things as they came.

INTERVIEWEE: The thing is that in September we had everything ready and then in two weeks we had to rearrange everything.

INTERVIEWER: But now you have the experience and the resources.

INTERVIEWEE: Yes. Now I am part of the school management and we have learned a lot of things. even other lockdown occurred but they're not going to close the schools again... that's clear... but yes, we have learned by practicing.

INTERVIEWER: What do you do now if a student or part of the class is confined?

INTERVIEWEE: Now, for example there are two possibilities. one is that all the class is at home so now they know that they have a link... and they know it from the first day, they have link and we scheduled, for example, if I have class with them on Monday at 9:00 o'clock. they click on this link and they can work I don't know in and activity on the book and I adapt. Because normally is one week or one week and a half that they are confined. Then if I have one student who has got Corona if the student is OK and feels well he or she connects to the class. And normally there is a person responsible in the class that reminds me that's such student is at home and then I used to computers: one of the computers is for the screen and the other computer works as a camera. So, for example if we are reading from the book they can always take the

book and if they don't have the book there's always a student who can take a picture of the book and send it to the student at home. Some students do not connect because they say they are ill but I have to write down if the student connects or if he doesn't because the students have to follow. If there is an exam or the test maybe they can do it another day or they do it at home if the student wants. It depends on how they feel because if they have somebody in the family who is really ill you cannot ask them to be as productive as if they were in class so we adapt. So, the idea is try not to leave them alone while they are at home. And normally the tutor coordinates this. You do send as a message and says Maria is at home during this week, so please send her homework and the teacher can decide if he or she sent homework or connects. Some teachers do not connect but the students are being followed.

INTERVIEWER: Ok, about assessment. Did you have to change the assessment for speaking activities?

INTERVIEWEE: Yes, I had to change the assessment because the activities which we were supposed to do were not the same ones. We discovered that some students in exams online copied. So, if they copy then it says man has to be activities that they cannot copy. For example sometimes we made more oral tests than written tests. For example reading comprehension but asking the questions to the student. that was some tricks that we discovered because if you have a student that during the course has problems that maybe has got a 3 out of 10 and suddenly it an 8 out of 10 it means that there's something wrong happening. So, we had to change the assessment and also the different percentage that we give to each activity. the teachers in the same level agreed how to change it, we met once a week to agree on the activities were doing to coordinate and to make sure we were doing things the same way.

INTERVIEWER: Are you satisfied with the academic results from last year?

INTERVIEWEE: No. No because it was new for us and it was new for them so the academic results I think that students didn't work maybe because we didn't know how to make them work so it was not completely their fault. Yes, there are people who didn't do anything because they are teenagers and they need somebody to remind them to do things. not all of them are responsible, not all of them have parents who could be interested in what they have to do. So, no. But what I told you before we have learned from this and for example I didn't work with Google Classroom before but I've started to work with it this year so that's something that I'm going to learn. somebody said it's better to use Google Classroom than Moodle but with the teachers are working this year we decided to work with Moodle, but with the teachers I will work with next year we will work with Google Classroom. So, we are learning and I think that there are a lot of tools that we can use.

INTERVIEWER: Ok, and I think we have already talked about this. How has the curriculum from this year changes compare with last year' curriculum?

INTERVIEWEE: OK the curriculum hasn't changed but the government has told us that it's not so important to pass the subject the important thing is the global knowledge that the student get which is hard to understand. The idea is that everybody has had problems during this year so do not punish students with lower marks. the idea is more important to the competencies but the curriculum hasn't changed. they are going to change something but now I think that with the new law but we still don't know.

INTERVIEWER: So, what has changed is the way you teach, isn't it?

INTERVIEWEE: Yes. Yes, and I think that for example I think that in some countries the students closed using 15 days I think it's in "Lituania" (Latvia) and some other countries and you did these 15 days teachers could organize themselves. And we didn't do it. It would have been a good idea during the 15 days organized not listening to "senyor Bargalló" saying Holidays until Easter and then after Easter everybody will be over. So, yes we have received a lot of emails and we I have received a lot of tutorials on how to Work etc, but I think that we should have closed 15 days having teachers working because we spent all Easter working also because we were at home because we couldn't when you spend 5 hours watching Netflix then you have to change but I think that this lack of planning was not good.

INTERVIEWER: Ok, I think that's all. Again, if you have any kind of document that I can compare. I need to compare the way you worked during lockdown and the way you used to work before or the way you are working now.

INTERVIEWEE: I don't have any, but I can try and find something.

INTERVIEWER: Thank you very much for your time and dedication in answering these questions. If you are interested, I can send you the dissertation once it is completed.