

English language teaching and Covid-19

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

June 2020

#TeachingEnglishInsight

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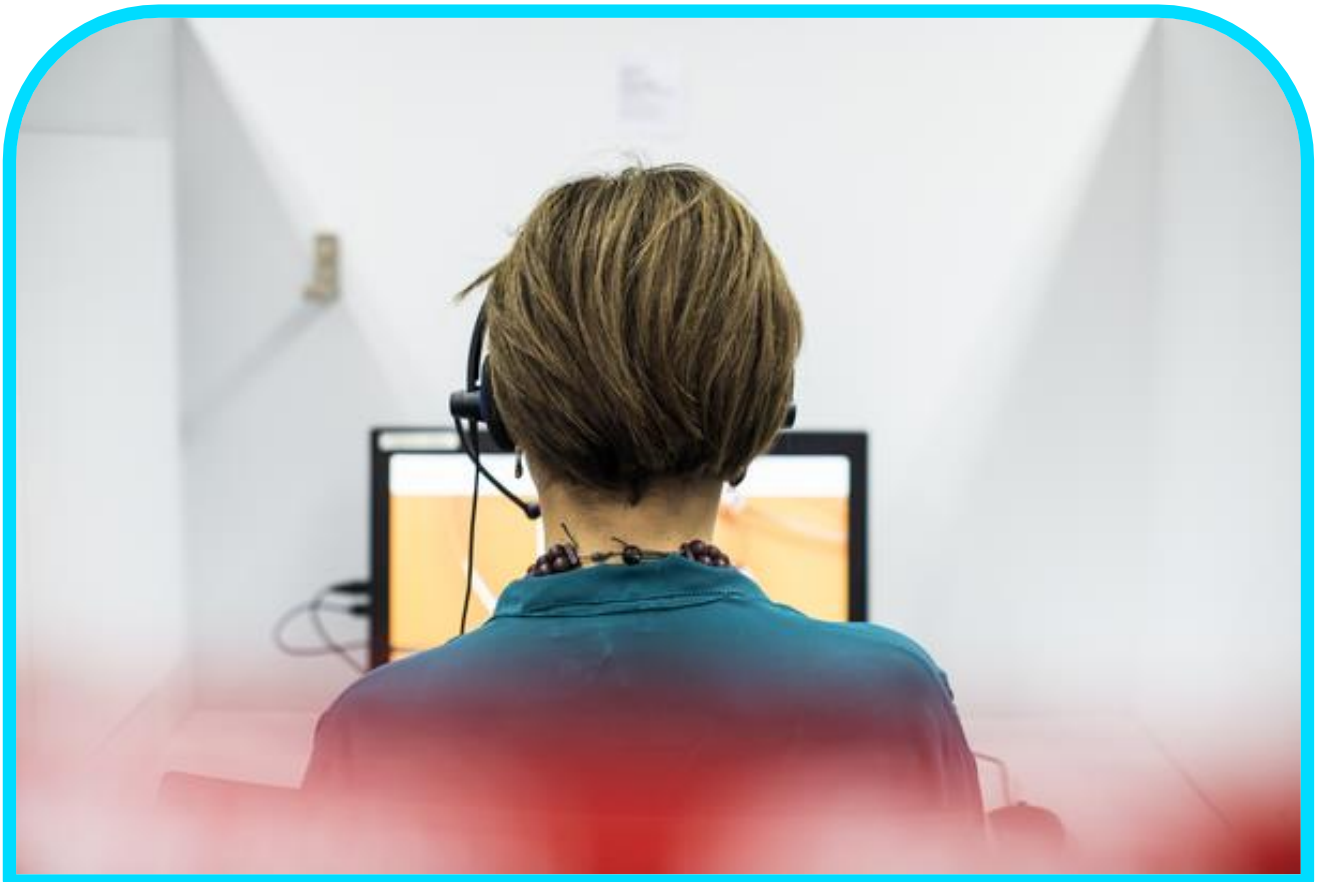
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## Aims

This report explores responses to three online surveys carried out by the British Council into the immediate needs and experiences of teachers and teacher educators in April and May during the Covid-19 pandemic.

The surveys looked at the experiences of teachers and teacher educators during the pandemic, working in different countries and education sectors who teach either in English or through English. We were interested in finding out:

- what the challenges are, related to online lessons and offline teaching at a distance
- which resources teachers and teacher educators need to support them in the crisis
- what could be delivered via the TeachingEnglish website and through online communities that would be helpful to teachers and teacher educators while working from home.



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# Summary

Online surveys were developed and distributed by the British Council in order to understand the needs of teachers and teacher educators in April and May 2020 during the COVID-19 crisis. The surveys asked what resources and support teachers and teacher educators needed. The aim was to focus British Council efforts on producing resources that matched the needs.

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

## Common concerns expressed by teachers and teacher educators

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

## Main Findings

- Remote teaching is new for the majority of teachers and teacher educators who responded to the survey.
- Both teachers and teacher educators are reasonably confident in their ability to do their job remotely.
- However, teacher educators and teachers feel they need more training and support in how to teach online.
- Many teachers state a need for clearer guidelines from their Ministries of Education.
- Teacher educators also need support in how to adapt to supporting teachers who are teaching remotely.
- Teachers who responded are strongly focused on their professional development in order to improve teaching and learning during the pandemic
- There is an interest in the opportunity to share knowledge and experiences through forums and communities of practice.

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The teachers in the survey perceive online learning and teaching to be more tiring for both themselves and students than face to face interaction. Teachers also appeared to be taking longer to plan remote learning. The China and East Asia surveys revealed a planning ratio of 1 to 1.35 hours to every hour taught.

Many countries have patchy connectivity, which leads to inequalities in access and presents difficulties for teachers and teacher educators in how they communicate and give support. Some teachers were concerned that online teaching and learning could increase the gap between students in urban and rural areas. Families often have to share digital devices among many family members as well which limits the amount of time a student can spend learning online.

Teachers believe that online learning depends on students' self-discipline. This requires students to understand the importance of online learning, parents to cooperate and help supervise, and for schools and governments to offer centralised guidance and support (i.e. an educational eco-system).

Global British Council staff have contributed lesson plans, guides, advice and live presentations in order to give rapid support during the crisis.

**Practical resources and professional development opportunities on teaching during the Covid-19 pandemic:**

<https://www.teachingenglish.org.uk/article/support-teachers-teacher-educators>

## Recommendations for education institutions

- Give opportunities to share learning through teachers' meetings and other forums.
- Provide training and support for teachers on the main problem areas identified by them (e.g. INSETTs, MOOCs on teaching online/teaching young learners online etc).
- Use video observations and observation task materials to help teachers understand best practice in online teaching.
- Raise awareness and provide training on child protection in online learning contexts.
- Give support to teacher educators in remote teaching techniques and remote training pedagogy and practices; and give advice on how to support teachers remotely.
- Give technical support to teachers and help with issues around platform, internet, equipment and software limitations, in addition to technical training needs.
- Provide clear guidance on how to choose platforms or provide structures and processes for communicating with learners, teachers and carers.
- Develop materials for use in conjunction with television and radio, as well as other 'distance learning' methods (text and mail) for learners in remote areas.
- Collate lessons learned by teachers and teacher educators during new ways of working and use these as input for improving future educational policy and practice.

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# 1 Introduction

The Covid-19 pandemic has led to a disruption of education systems all over the world on a scale never seen before. Remote schooling has become the main form of delivery during the crisis, resulting in the need for teachers and education leaders to quickly adapt to new and often unfamiliar circumstances in order to continue to provide schooling for learners. This report explores responses to three online surveys carried out by the British Council into the immediate needs and experiences of teachers and teacher educators during this rapid paced move away from face to face learning.

Teachers and teacher educators were asked about their needs in order to provide an understanding of the challenges they were facing and the needs they identified. This information was also then used to quickly adapt and develop relevant content and support activities provided through our TeachingEnglish website and online communities for teachers and teacher educators. The online surveys were publicised through the TeachingEnglish website and among British Council networks of teachers and teacher educators and attracted over 9600 replies from more than 150 countries.

We wanted to find out more about the experiences of teachers and teacher educators during the pandemic, working in different countries and education sectors who taught either in English or through English. We wanted to learn how they had adapted their teaching to their new circumstances and what tools, platforms and approaches they were adopting.

We were also interested in answering the following two questions:

1. To find out from teachers and teacher educators working in different contexts what their needs are in the face of the Covid-19 crisis. What are their challenges related to online lessons and offline teaching at a distance?
2. To find out which existing/adapted/new resources teachers and teacher educators need to support them in the crisis. What could be delivered via the website and online communities that would be helpful to teachers and teacher educators in the pandemic?

Analysis has been, and continues to be, used to inform the focus and themes for live online support events, such as webinars and Q&A sessions, as well as written content such as guidance documents and lesson plans on the TeachingEnglish website and among our teacher and teacher educator online communities on Facebook and Thinking Cap.

This report provides results of responses collected from 3 April to 31 May. It focuses mainly on results from the global survey. The report also contains input from analysis of the China and East Asia surveys where possible. Advice and recommendations related to findings from all three surveys are given.



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## 1.1 Method

The surveys were conducted online through Survey Monkey from 3 April to 31 May 2020. Three different surveys were delivered, a global survey and two adapted for use in East Asia and China. The China and East Asia surveys were constructed as a local response and translated prior to the start of the global survey with the inclusion of some extra questions that were important to the local context. The surveys consisted of up to 23 questions, both closed and open. The surveys were completely anonymous.

## 1.2 Limitations

The following limitations to the surveys are recognised:

- The surveys were not randomised and respondents self-selected.
- The surveys were carried out online and so cannot represent the views of those who have no internet access.
- When responding to the questions about confidence in doing their job, teachers and teacher educators may want to report more positively to the British Council than they actually feel, or they may overestimate their ability.
- The sample size for countries was not equal meaning certain data sources may predominate.
- For the China survey, users reported issues logging in and with access speeds. This may have caused lower completion rates and might have dissuaded some potential participants from beginning the survey.
- Some countries had very low or no responses, which may relate to internet access of respondents in those countries, or might also be because they did not know about the survey.



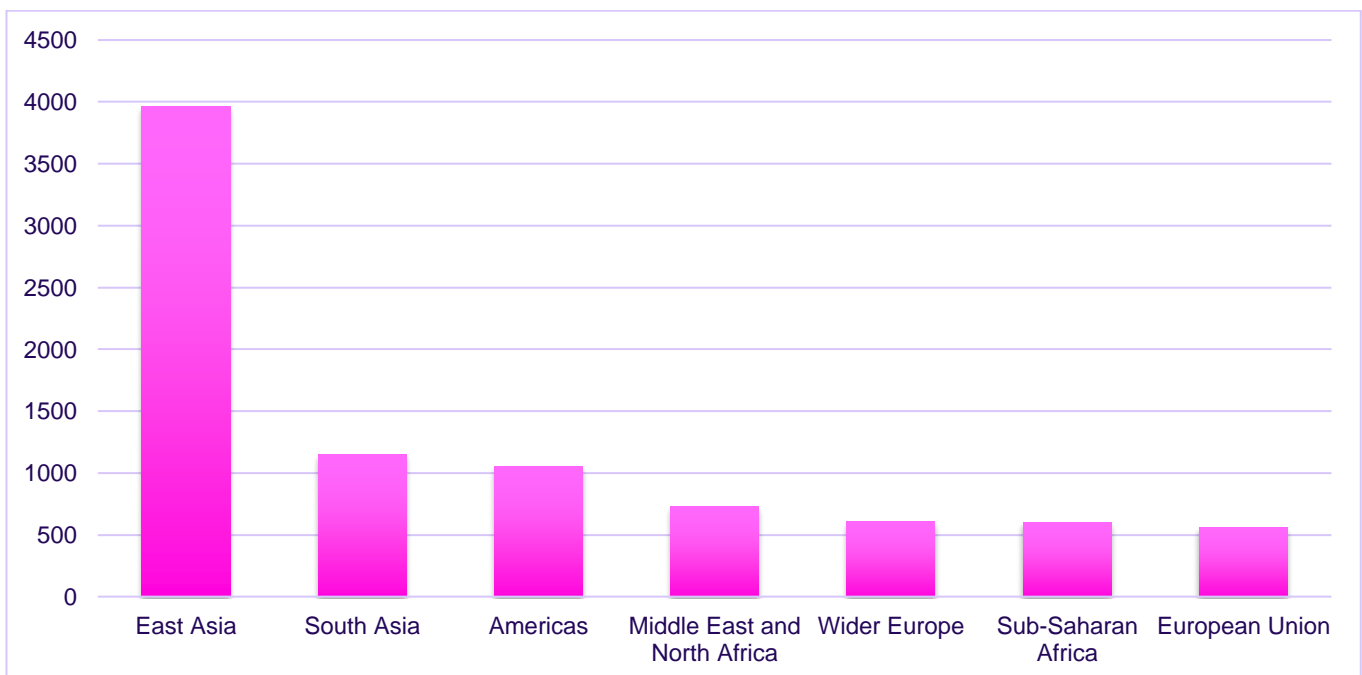
## 2 Results

### 2.1 Respondent profile

**Table 1: Number of respondents and completion rate (the percentage of respondents who finished *all* the survey questions) for each survey.**

	Number of respondents	Completion rate
<b>Global survey</b>	5518	81%
<b>China</b>	2237	46%
<b>East Asia</b>	1729	69%

**Figure 1: Responses by region**



\*Wider Europe includes the following countries: Albania, Armenia, Azerbaijan, Bosnia and Herzegovina, Georgia, Israel, Kazakhstan, Kosovo, Macedonia, Montenegro, Russia, Serbia, Turkey, Ukraine and Uzbekistan.

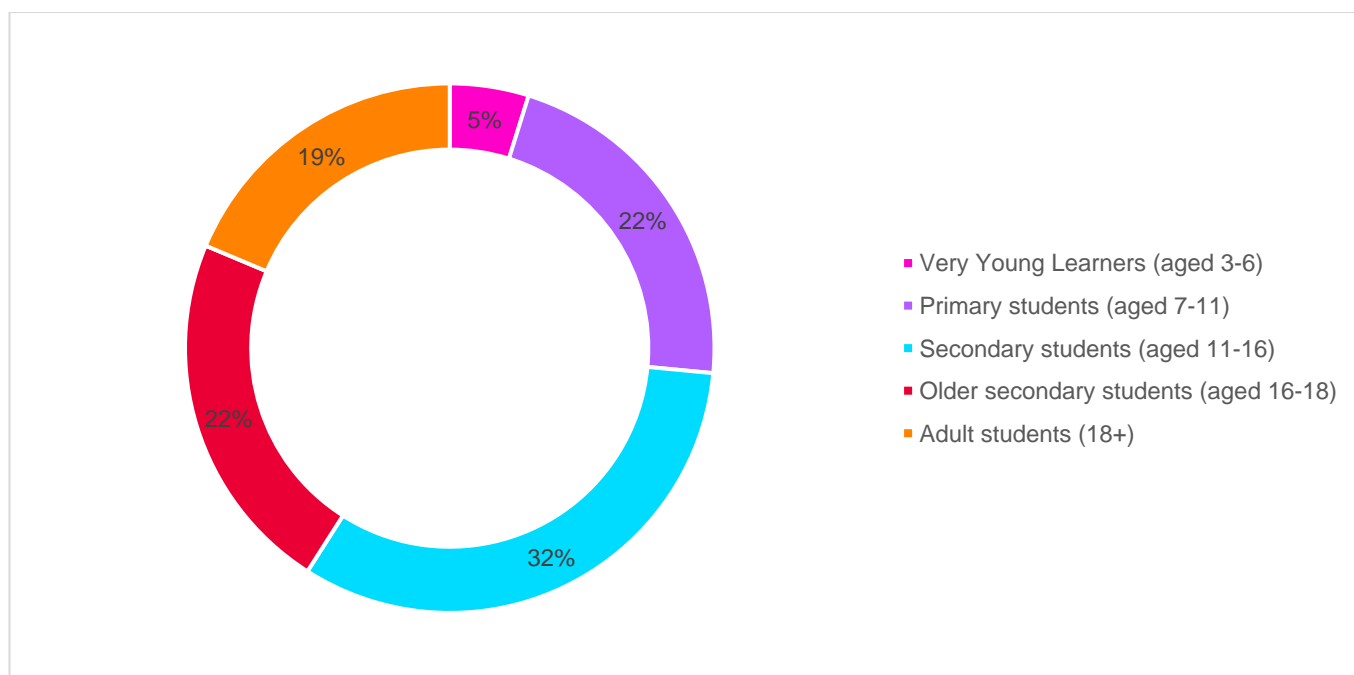


**Table 2: Respondents identified themselves as working in the following roles and/or institutions**

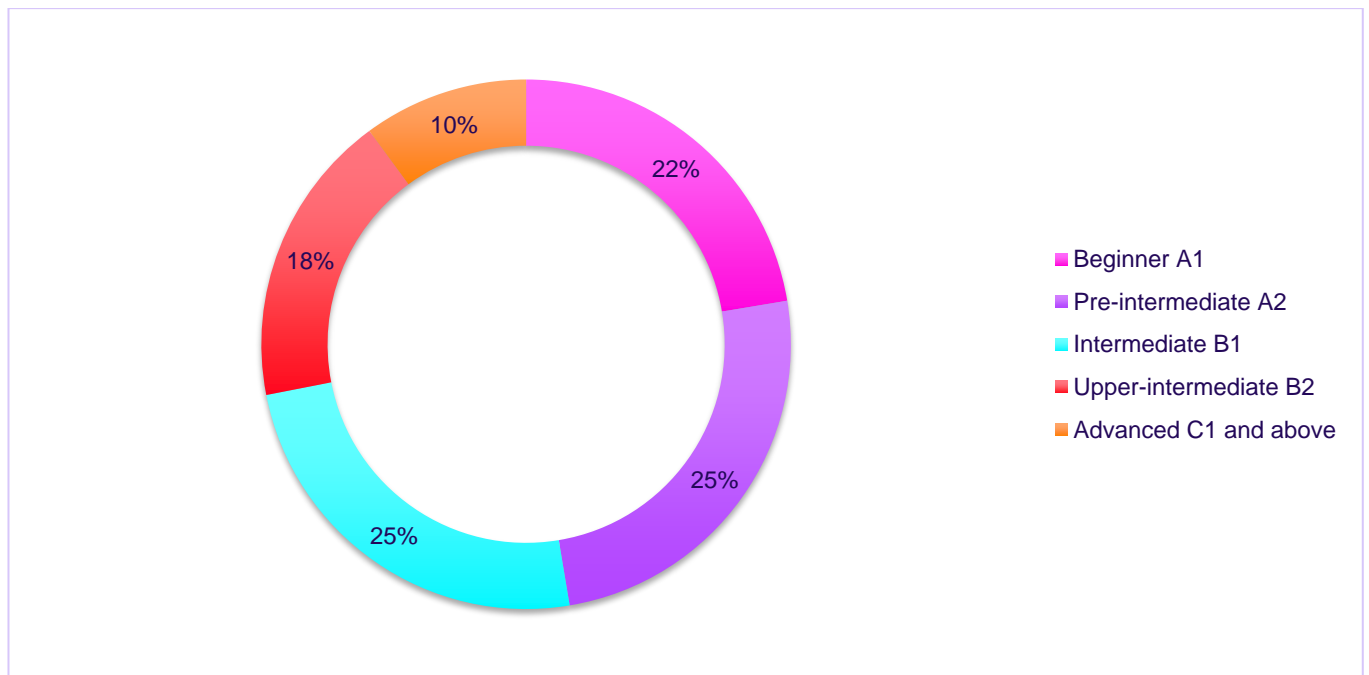
It should be noted that respondents were allowed to choose more than one option, as many teachers and teacher educators have more than one role and may work in more than one institution. These figures include the results from all three surveys.

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

**Figure 2: Age of learners taught**



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



## 2.2 What does remote teaching look like for those who answered the survey?

### Synchronous or asynchronous?

A key distinction in the kind of remote teaching taking place is between synchronous and asynchronous teaching. Synchronous teaching involves the teacher and learners being online at the same time, using an online video or audio platform, for example, while asynchronous teaching is where teachers make learning resources available and students can access these at their own pace and according to their own schedule.

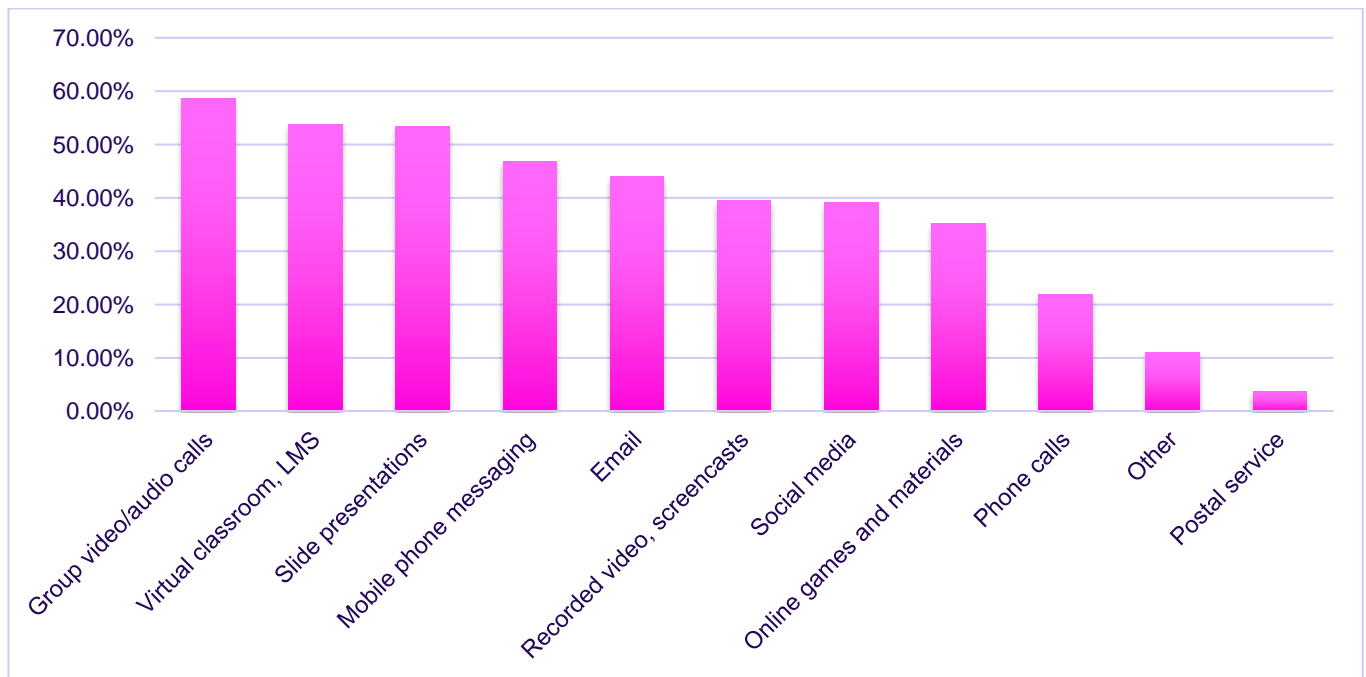
**59% of respondents say they are teaching synchronously**  
**75% of respondents say they are teaching asynchronously**

The majority of teachers in the surveys are using a mix of synchronous and asynchronous approaches.

One difference discovered was that half of state schoolteachers said they were teaching synchronously, compared to three quarters of teachers working in private institutions. This could be because learners in private institutions may have better access to the internet, or could also be because private institutions were expected to replace face-to-face lessons with online ones for customers.

Teachers are mainly using online video and group calls and making use of virtual classrooms in order to teach groups of learners in real time (Figure 4). Mobile messaging and email are also being used to keep in touch with learners, and in addition video recordings and screencasts are being used to supplement lessons. Teachers are making use of slide presentations for lessons taking place in real time and also as a way to send information to learners.

**Figure 4: Remote teaching tools used**



Results from the East Asia report revealed that the teachers there would keep on using the following tools after the pandemic:

1. PowerPoint - 64.3%
2. Virtual classrooms and LMS (Learning management system) - 54%
3. Group online or video calls - 51.9%

This shows that teachers are willing to continue developing new practices begun during the pandemic. Using power point slides will be of relevance to teachers both now and as they return to face-to-face teaching and there could be some opportunity for further use of integrated digital solutions within normal teaching practice to enhance learning, as teachers see the benefits of, and become accustomed to, using new technologies.

## Teacher and teacher educator confidence

Surprisingly, despite the rapid transition to remote teaching, both teachers and teacher educators say they are moderately confident with remote teaching and training. This seems slightly at odds with other answers and comments within the surveys which suggest respondents also really want, and need, help and support with further resources.

**Teacher confidence rating**

**6.90/10**

**Teacher educator confidence rating**

**6.92/10**

## 2.3 What were these teachers' needs?

All resource suggestions given as options in the questionnaire were rated as either 'helpful' or 'very helpful' by respondents.

For **synchronous teaching** the top two needs were:

- Suggestions for online games and short activities.

One possible reason for this is that because learner engagement and motivation are perceived as a problem in online interaction, particularly with younger learners, having a repertoire of games and short 'stirrer' activities might go some way towards enhancing learner engagement.

***'... I need help with: a. Nurturing the culture of students' independence in online learning b. Increasing students' engagement/participation percentage c. Building and developing robust yet flexible assessment system'***

- Webinars about online teaching techniques and ideas.

A possible explanation here is that teachers understand that they are lacking in knowledge, skills and experience for these new ways of delivery and would like to quickly learn more.

***'... It's relatively easy to monitor students' progress in a distance learning environment, but it does become difficult to facilitate approaches in group work in some respects.'***

***'...In addition, time management tends to be a bit different as teachers have less time to give individual feedback when they cannot actually approach students to offer it, while at the same time addressing concerns for the entire class.'***

For **asynchronous teaching**, the top two needs were:

- How to create productive skills activities (speaking, writing).  
Teachers may find it difficult to scaffold these skills effectively without the possibility of face-to-face explanation.
- Designing tasks for offline learning.  
Designing and presenting appropriate tasks well enough to be understood without further interaction or immediate feedback from learners on whether they have understood or not may be a challenge for teachers.

*'...I need ideas on making variety of activities which are meaningful and enjoyable for the students as well as not too time-consuming to check and evaluate.'*

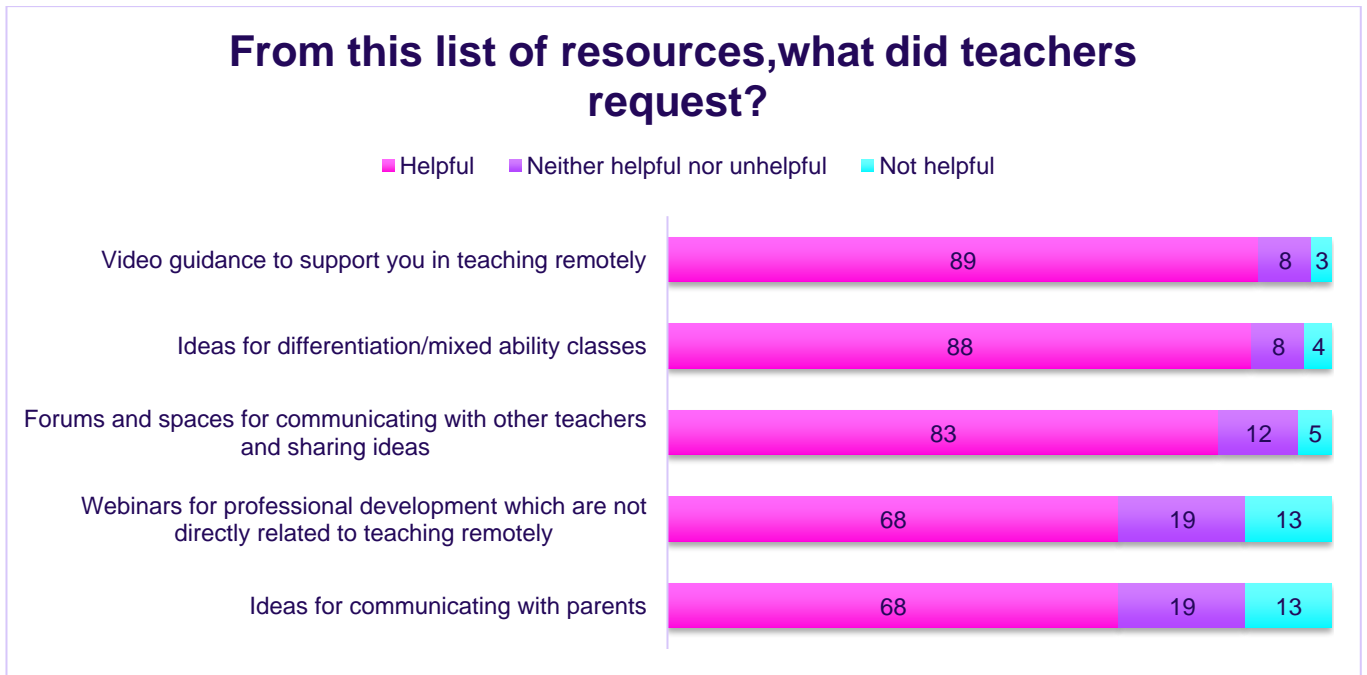


*'...How do I evaluate the students' performance at home?'*

*'...I'd like to know more about effective task design.'*

*'...I need to know how to make sure that students who need assistance ask for it in a timely manner. For secondary school aged learners in particular, they are often not as willing to ask for help when they need it, but in the classroom, a teacher can just as easily provide assistance when it seems like students need it. When providing offline teaching materials, the methods to ensure students who need help ask for it seem fairly limited.'*

Figure 5: What did teachers feel was important from a list of possible resources?



When offered a list of types of resources teachers would like to see on the TeachingEnglish website, they stated that all of them would be useful (Figure 5), but the most helpful resources would be video guidance and ideas for teaching mixed ability classes. Ideas for communicating with parents was seen as less of a priority.



**Thematic comments from teachers on their experiences:**

<p><b>student motivation</b></p>	<p><i>'There is always the problem of how to get the students motivated.'</i></p> <p><i>'Making it interactive, motivational and thereby pushing production. I've found the online synchronous teaching environment to be less productive overall.'</i></p> <p><i>'Working from online feels disconnected, I would like help in motivating students who seem distant.'</i></p>
<p><b>class management</b></p>	<p><i>'How can we observe the learners when we teach online? How do they know they are learning hard or just pretend to be sitting there in the virtual classroom?'</i></p> <p><i>'I would like to get information about teaching online instructions on how to start and organise online classes, sometimes the starting point of my video lesson is the hardest moment for me.'</i></p> <p><i>'We need some useful tips that teachers can use when things do not go according to the plan.'</i></p>
<p><b>effective assessment methods</b></p>	<p><i>'I need some guidance on how to create and manage assessment tasks/thematic tests for the primary students who can't use digital platforms.'</i></p> <p><i>'I need apps that allow me to make exams to evaluate language skills.'</i></p> <p><i>'I can't check their homework and can't follow their progress effectively.'</i></p>
<p><b>inclusion of disadvantaged individuals</b></p>	<p><i>'My learners come from a poor, rural area. They mostly live with the grannies, and do not have access to internet. About 30% also do not have access to WhatsApp. The caregivers complain that they cannot get them to sit down and work or read.'</i></p> <p><i>'How to teach SEN students?'</i></p> <p><i>'I fear for the low income, low technology groups. They miss out again.'</i></p>

<p><b>student and teacher well-being</b></p>	<p><i>'I feel overwhelmed with marking all the papers my students hand in and setting realistic deadlines to myself.'</i></p> <p><i>'How do I keep motivated as a teacher and deal with work overload and stress?'</i></p> <p><i>'My understanding is my students seem like they already feel tired even before joining my online classes, most likely it is because they need to do all activities of online school, finish their homework, and so on.'</i></p>
<p><b>longer time spent on preparation and administration</b></p>	<p><i>'How can I, as a teacher, keep up with all the sections I teach, especially the ones with large number of students, in terms of checking assignments or making sure that they are actually benefiting from the online lessons just as the classes we had in school.'</i></p> <p><i>'My main problem is having the time to learn all of this! We went straight into online classes and I felt like I was treading water to just keep on top of planning and delivering classes as well as correcting homework submitted by e-mail.'</i></p>
<p><b>poor internet connection/ no access to the internet</b></p>	<p><i>'Power shortage is an impediment.'</i></p> <p><i>'Most of the students resides in remote place Where connectivity is low in terms of internet. Most parents don't own android phones to excess online facility.'</i></p> <p><i>'In countries like ours, the offline way is more appropriate due to the fact that few of our rural schools are covered by the internet connections.'</i></p>
<p><b>catering for mixed abilities and differentiation</b></p>	<p><i>'Resources for giving tasks according to kids' knowledge level.'</i></p> <p><i>'Sometimes we find difficult to find tasks that EVERYONE can do, taking into consideration the families background and that you still have different levels and students' rhythms.'</i></p>
<p><b>exam preparation</b></p>	<p><i>'I would like guidance on exam preparation online.'</i></p> <p><i>'How to prepare students for toefl itp'</i></p>



<p><b>fears about cheating</b></p>	<p><i>'I think that assessing students in this remote teaching situation is quite challenging because teachers can't be sure whether it's the student's own work or somebody did a test for him. Not just test, but any other activity. Even now I have students who aren't good in English, but they manage to do every task almost without any mistakes. It's good that they are 'doing' but the question still remains: Is that their own work or not?'</i></p>
<p><b>developing learner autonomy</b></p>	<p><i>'Guidance about time management for learners could be helpful, I think.'</i></p> <p><i>'Not all the students do what you need when you give them something offline.'</i></p> <p><i>'The key factor is the autonomous learners because even the teachers provide perfect teaching remotely, their students have to be aware of the responsibility of their own learning in this period.'</i></p>
<p><b>lack of proper equipment for teachers and/or learners</b></p>	<p><i>'We also need to have the tablet, laptop from nowadays and access to internet, it is not working so well, my Pentium 5 is old.'</i></p> <p><i>'Just the lack of technological devices, for tutors and students makes this task difficult.'</i></p>
<p><b>advice needed on planning online lessons</b></p>	<p><i>'How it works, I haven't done it before.'</i></p> <p><i>'There are resources and materials available for online teaching but I need more guidance and practice for their use and developing my own video online and off line lessons.'</i></p> <p><i>'Lesson planning: timing, rhythm for engagement. Model activities that don't require too many tools. Samples of complete lessons. Class management.'</i></p>
<p><b>advice needed on task design for asynchronous lessons</b></p>	<p><i>'Designing tasks for offline learning is indispensable, I'd say.'</i></p> <p><i>'Help with creating meaningful task that do not overwhelm students'</i></p> <p><i>'I am not sure how detailed the tasks should be and how much feedback the learners need.'</i></p>

## 2.4 What were the teacher educators' needs?

As can be seen in Table 3, teacher educators believed that they needed support in all the areas listed. Most of them said that identifying and developing teacher resources were the most important areas for them, while help with how to observe teachers working remotely and provide feedback were seen as less of a priority.

**Table 3: When selecting items from the questionnaire, teacher educators said they needed 'some' or 'a lot of help' with these areas.**

	South Asia	Americas	MENA	SSA	EU	WE
Finding out what support resources teachers need at this time	88%	90%	87%	90%	80%	81%
Developing resources for teachers	89%	89%	85%	88%	82%	85%
How to be inclusive online	85%	89%	89%	89%	76%	85%
Carrying out research projects	87%	88%	83%	90%	62%	85%
Giving training sessions live online	83%	88%	90%	95%	70%	77%
Working on your own professional development	79%	82%	79%	85%	61%	76%
Giving feedback sensitively online	71%	78%	78%	77%	59%	67%
Observing teachers	70%	63%	74%	80%	52%	75%



**Thematic comments from teacher educators on their experiences:**

<b>supporting teachers</b>	<i>'[My] Main challenge is to prepare teachers for possible online and offline future work.'</i>
<b>inclusion</b>	<i>'[I] Need help working with dyslexic /ADHD students remotely'</i>
<b>materials development</b>	<i>'I would be very glad to receive some help in terms of materials as well as online sessions about improving distance learning.'</i>
<b>adapting to change</b>	<i>'As far as I observed most of the teachers in the group I work with currently are hardly open to the changes in the way they teach.'</i>
<b>teacher educator well-being</b>	<i>'[I] Need more support for well-being'</i> <i>'I have ADHD so I'm struggling to focus on work and watching my 2 very small kids at home.'</i> <i>'I need help on time management, I overworked myself and have little time for family.'</i>
<b>poor internet connection/no access to the internet</b>	<i>'My real problem is the poor internet connection we have in our city.'</i> <i>'Online teaching and training is very helpful but connectivity is major issue with teachers in remote areas too.'</i> <i>'The problem is some trainees do not have internet connection.'</i>
<b>training needs</b>	<i>'I haven't taught online before so I need some help with that.'</i> <i>'How to use whatsapp for online teaching and assessment'</i> <i>'Giving training sessions online actually needs a lot of training for both teachers and teacher-educators because it is a new project and it needs time to be acquainted with it.'</i> <i>'I need help in arranging research tools like survey etc.'</i>
<b>advice on platforms and systems</b>	<i>'Most importantly, we need a form of open online platform to be able to use easily when targeting teachers'</i>
<b>opportunity</b>	<i>'It is kind of challenging and a tremendous opportunity as well to enhance our teaching methodology in this hour of global crisis due to the Covid pandemic.'</i>

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## 3 Conclusions and recommendations

Remote teaching is new for many teachers and teacher educators who responded to the survey, but it is not new for all respondents and confidence in ability to teach remotely was moderately high. This means there is potential for knowledge sharing and peer support among teachers and that those with experience should be encouraged to help those without.

Some teachers, on the other hand, feel overwhelmed by the sudden switch to remote teaching. They have been struggling to go through all the information, guides and resources while simultaneously trying to teach and manage their classes. They would like clear and direct guidance on what to do from their leadership. A recommended platform or standard structure for communicating can help teachers and teacher educators to do their jobs more effectively.

Teacher educators also need help in how to adapt to supporting teachers who are teaching remotely. In many cases, teacher educators do not feel they have the basis for remote teaching and would benefit from more training and instruction in how to teach and educate teachers online.

Teachers all over the world make repeated mention of motivation, assessment, inclusion of disadvantaged groups, participation, exam preparation and cheating as particularly problematic in distance learning.

Both teachers and teacher educators say personal well-being is a concern. Teachers report that learners tire easily and teachers find online learning draining. Many teachers mention that lesson preparation time is longer for distance learning.

Many countries have patchy connectivity, which leads to inequalities in access and presents difficulties to teachers and teacher educators in how they communicate and work with their learners and colleagues. Solutions for those who don't have internet access need to be found.

### Recommendations

Teachers need specific resources to use in synchronous and asynchronous teaching. Specially designed materials from the British Council can be found on our Covid-19 page:

<https://www.teachingenglish.org.uk/article/support-teachers-teacher-educators>



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Video observations and observation task materials could be created to help teachers in understanding best practice and how to teach more effectively online. Teachers should also be given space and encouragement to share what they know and have learned about and through remote teaching. Advising teachers and teacher educators to participate in courses and MOOCs on teaching online and teaching young learners online would also be of benefit.

Providing further training and support focusing on the main problem areas identified by teachers would also be useful, including:

- how to manage and motivate students remotely
- how to assess students remotely
- how to be more inclusive
- how to prepare students for exams
- how to develop learner autonomy
- how to cut down on administration and preparation without negatively affecting learning outcomes
- how to protect and promote physical and mental well-being for teachers and learners.

There is little perceived need for online safety and child protection resources from respondents, so awareness raising and training around this aspect of online teaching should be considered.

Support for teacher educators in the basics of remote teaching and remote training pedagogy and practices should be developed. Teacher educators also need advice on how to support teachers remotely. This may be in areas such as delivering training remotely, observing teachers teaching remotely, mentoring remotely, giving help to teachers in devising lesson plans and designing appropriate tasks etc.

Technical support is still needed for teachers and there are issues with platform, internet, equipment and software limitations in addition to training needs. Recommendations and guidance are required on how to choose an appropriate platform or structure for communicating with learners, teachers and carers.

***'... Using free versions of software e.g., Zoom means learners have to sign in and out repeatedly.'***

Advice is needed on alternative ways for teachers and teacher educators to reach learners and teachers with no or intermittent Internet access. Development of materials for use in conjunction with television and radio could be further developed for learners in remote areas or with access to low tech solutions. Furthermore, there is a need for a continued focus on previous 'distance learning' methods, such as text and mail, where resources are low, to support teachers and learners where digital solutions are not available through personal circumstance or policy.

While this survey has focused on finding out about teacher and teacher educator needs, it would also be useful to collate the beneficial lessons learned by teachers and teacher educators during the process of adapting to working under physical distancing measures and share these for future professional development.

# Appendix

## Global Questionnaire:

Support for teachers and teacher educators during the Covid-19 crisis
<b>About you</b>
Many teachers and teacher educators now find themselves working online and remotely because of the COVID19 crisis. The British Council is committed to helping you with this different way of working. Your answers to this survey will help us to understand what you need. Thank you for taking the time to answer. It should take no more than 10 minutes to complete.
By taking part in this survey, you consent to the British Council processing any personal data collected from you in accordance with our Privacy policy, which can be found here: <a href="http://www.britishcouncil.org/terms-conditions/privacy">http://www.britishcouncil.org/terms-conditions/privacy</a>
*1. Which country do you work in?
(List of countries)
*2. What is your job? (select all that apply)
English teacher in government/state education
English teacher in a private school or institution
English teacher in Higher Education Institution
Freelance English teacher
Teacher educator (responsible for managing and/or developing other English teachers) in government/state education
Teacher educator (responsible for managing and/or developing other English teachers) in a private school or institution
Freelance teacher educator (responsible for managing and/or developing other English teachers)
Teacher educator (responsible for developing student English teachers) in Higher Education Institutions
A teacher using English to teach other subjects
Other (please specify)
3. <b>For teachers</b> , which age groups do you teach (Please tick all that apply).
Very Young Learners (aged 3-6)
Primary students (aged 7-11)
Secondary students (aged 11-16)
Older secondary students (aged 16-18)
Adult students (18+)

4. For <b>teachers in private language schools</b> - which levels do you teach? (Select all that apply)
Beginner A1
Pre-intermediate A2
Intermediate B1
Upper-intermediate B2
Advanced C1 and above
5. How confident are you in your ability to teach remotely? (scale 1 to 10)
1. Not at all confident
10. Very confident
6. For teacher educators, how confident are you in your ability to support your teachers remotely?
1. Not at all confident
10. Very confident
7. On a scale of 1-3, please say which areas of your work as a <b>teacher educator</b> you need help with when working remotely.
Please select one answer from the dropdown menu
Observing teachers
Giving training sessions live online
Developing resources for teachers
Find out what support or resources teachers need at this time
Giving feedback sensitively online
How to be inclusive online
Working on your own professional development
Carrying out research projects
Please comment further
Options
1 = I don't need help with this
2 = I need some help with this
3 = I need a lot of help with this
8. Will you be teaching live (synchronous) online lessons in real time?
Yes
No
If yes, which areas of working in online real time you need most help and support with?



9. Will you be teaching asynchronous offline lessons (sending tasks and activities for your students to complete at home)?
Yes
No
If yes, which areas of teaching offline you need most help and support with?
10. Which tools are you using or will you use to teach remotely? (tick all that apply)
Virtual classroom, Learning management systems (e.g. Google classroom, Blackboard, Moodle, Schoology)
Group video or audio calls (e.g. Zoom, Skype, etc.)
Recorded video and screencasts
Slide presentations (e.g. PowerPoint)
Email
Postal service
Phone calls
Mobile phone messaging or app messaging
Online games and materials
Social media (e.g. Facebook, Edmodo, etc.)
Other (please specify)
11. Which platforms or tools would you consider using after the current crisis has ended? Tick all that apply
Virtual classroom, Learning management systems (e.g. Google classroom, Blackboard, Moodle, Schoology)
Group video/audio calls (e.g. Zoom, Skype, etc.)
One-to-one video/audio calls (e.g. Zoom, Skype, etc.)
Recorded video and screencasts
Slide presentations (e.g. PowerPoint)
Email
Postal service
Phone calls
Mobile phone or app messaging
Online games and materials
Social media (Facebook, Edmodo, etc)
Other (please specify)
<b>Resources you need</b>
12. On a scale of 1 (not very helpful) to 5 (very helpful), which of these resources would you find most helpful for <b>online teaching</b> ?





Please choose from the dropdown menu
Lesson plans for online teaching
Suggestions for online games and short activities
Webinars about online teaching techniques and ideas
Video observations of online lessons
Guidance about online safety and child protection policies
Guidance about assessing learners in remote teaching contexts
Other (please specify)
Options
1 = not at all helpful
2 = not very helpful
3 = neither helpful nor unhelpful
4 = quite helpful
5 = very helpful
13. On a scale of 1 -5, which of these resources would you find most helpful for <b>offline teaching</b> (sending tasks and activities for your students to complete at home)?
Lesson plans for offline teaching
How to create receptive skills activities (reading, listening)
How to create productive skills activities (speaking, writing)
Guidance on what to include in setting schemes of work at home
Games and engaging activities students can do at home
Webinars on other remote teaching techniques and ideas (not online)
Designing tasks for offline learning
How to create and manage assessment tasks to be done at home
Additional comments:
Options
1 = not at all helpful
2 = not very helpful
3 = neither helpful nor unhelpful
4 = quite helpful
5 = very helpful
14. In general, which of the resources below would you find helpful?
Webinars for professional development which are not directly related to teaching remotely
Forums and spaces for communicating with other teachers and sharing ideas



Video guidance to support you in teaching remotely
Ideas for differentiation/mixed ability classes
Communicating with parents
Other (please specify)
Options
1 = not at all helpful
2 = not very helpful
3 = neither helpful nor unhelpful
4 = quite helpful
5 = very helpful
15. What other guidance documents would support you in working remotely? Try to be as specific as you can.
16. Is there anything else you would like to tell us or ask for in relation to your needs for working remotely?
<b>Thank you</b>
Thank you for taking the time to offer your opinion and complete our survey. Your answers will help us to develop relevant resources and initiatives to support you with your online teaching, professional development and support for colleagues.