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# *English Is It!*

## (ELT Training Series)

Grup de treball ICE-UB: *From English Acquisition to English Learning and Teaching*

ROSAMARIA FÀBREGA, ANA MARIA FUENTES,  
LOURDES MONTORO (COORD.)

International guests: KATERINA CRAWFORD, AUDREY GREGG,  
TERRI MALACHEK, AUDREY PELLINGER

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*“A teacher is one who makes himself progressively unnecessary”*  
(Thomas Carruthers)



# Introduction

Lourdes Montoro  
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The Research group *From English Acquisition to English Learning and Teaching* is registered at the Institute of Professional Development Teaching (ICE), at the University of Barcelona. It started in 2013, and, at present, it is composed of **Rosamaria Fàbrega, Ana Maria Fuentes,** and **Lourdes Montoro** (coordinator).

All members are teachers of English: Ana María Fuentes and Rosamaria Fàbrega (secondary education and vocational training) and Lourdes Montoro (adult English teaching). R. Fàbrega and L. Montoro are also teacher trainers. R. Fàbrega is teaching *Foreign Language Learning* at the Teacher Training School at the International University of Catalonia (UIC Barcelona); L. Montoro has taught at the Open University of Catalonia (UOC) and at the Teacher Training School at the University of Barcelona.

The group shares work ethics, vocation, and senior professional careers. Their human and academic background enhances the team with specialties such as art, films, group dynamics, computer science, interpretation, literature, mass media, music, philosophy, sports, theatre and translation. The group analyses the work of those teachers who we all know, and who, day after day, do admirable teaching works of art, making a difference in their students' lives and in theirs, and from which schools and educational system very much benefit.

We have all met excellent teachers who are so submerged in their daily lessons, administrative chores and the constant updating of professional life, that they are not given the chance to consider research or publications. *English Is It!* (ELT Training Series) was created with a view to providing opportunities which can make up, somehow, for this gap. The aforementioned members are the permanent teaching staff in the group; they investigate their different areas of expertise in their classes, expose them to the group and make proposals, which are later turned into articles.

To do that, all members have extensively trained to spend the most time in the writing process in order to give the least work to the reader. They have both been succinct and explicit, and tried to say what they meant while meaning what they said. They bear in mind that, unlike training sessions, there is no audience in front, who can ask for clarification; therefore, all the planning, the sequencing, the explanations and details have been considered under this premise.

With articles meant for immediate implementation, all members have aimed at clear, yet thorough texts, which include images, charts, lists, questionnaires, tables, photos... to facilitate the reading. They also include references. In general, the articles summarize what regular classes stand for each member and all: they show the picture of a human teaching forest, where we can observe distinct areas in its vegetation, with individual human plant life and a didactic ground which is covered by them all.




Long-time quantitative and qualitative work has taken their classes to the documents in writing into which they have turned, like flowing creeks in the above-referred forest. And this has all been part of the learning processes which all members have undergone, and a consequence of them too.

From original theses, which were presented individually and welcomed by all members, they proceeded to the defense of their general didactic framework, basically the inclusiveness of the basic pillars in teaching English as a foreign language, and also the sequencing of the contents, with cohesiveness lighting all the way through.

Without leaving aside the authors' teaching style, this group has pretended to blend everybody's work in and ensure that balancing the articles out in the group teaching environment was possible: that their work could leave their classrooms for a while, and reach out for other colleagues in the field.

As pointed out earlier, all articles in this volume have stemmed from the basics in lesson planning, whether, depending on their nature, they are fully or partially pointed out and/or described: topics, levels, organization, timing, objectives, contents - procedures and concepts (communicative structures, vocabulary, pronunciation, culture) and attitudes-. Materials are also referred, as well the general development of activities along with references, evaluation and comments.

This publication counts on an **ADDENDA** section, which welcomes other teaching professionals, as well as allows the permanent staff members of the research group to present other academic works. It is also open to alumni among the members of the group, so that further pedagogical interventions from them can be considered in the future.

**Volume 14 of English Is It! (ELT training Series) is a special issue within the collection.** Being titled **Emergency  Pedagogy**, it presents part of the creative teaching work that R. Fàbrega, A. M. Fuentes, and L. Montoro carried out from March to June 2020. Despite the unprecedented Covid-19 disruption which affected them, their students, and more than 300 million learners worldwide, they strove to face immediate, new, and innovative remote classes, explored ideas, followed the syllabus, and invited the world into their virtual sessions.

The Research group *From English Acquisition to English Learning and Teaching* has the honor to present the invaluable work of four guest authors from the United States: **Katerina Crawford, Audrey Gregg, Terri Malachek, and Audrey Pellingner**, who helped make a difference in EFL digital teaching and learning during those months. Their abstracts and their bios, as well as the group permanent members' are presented next.

None of these articles would have been possible without the group supervisors at ICE: **Francesc Amorós**, Continuing Primary and Secondary Teacher Training Coordinator; **Mercè Martínez**, former Director of Continuing Teacher Education, **Lluís Casas**, present Director of Continuing Teacher Education, and **Mercè Gracenea**, Director of Publications, who supported the group research work from the start, and turned it into what it is: *English Is It! (ELT Training Series)*.



## Abstracts

**ROSAMARIA FÀBREGA, KATERINA CRAWFORD**

**Click the App and Here We Are. Promoting EFL Students' Talent to Fight Covid-19**

This article presents a six-stage online team-work project which ended up with the creation of an app in confinement. This was carried out by a teacher, and a teaching assistant from *Brethren Colleges Abroad* (BCA). After Katerina's program was shut down, she still tried to get her insight into the educational system of Spain, and they both looked for ways to increase participation in *Google meet* sessions. It was then when Rosamaria came up with the idea of introducing 85 students to a contest called: *Creativation Challenge for a better World* (<https://covid19.creativationchallenge.com/>). It challenged them to think of an idea, which, in the event of another future pandemic and quarantine, could potentially alleviate some of the negative effects of such a situation. On May 25 the project WOS (*We Offer Solutions*) was sent in with a final video that summarized the project. The project helped students share their feelings about the lockdown, and express the various ways in which they had been affected, while it provided a sense of unity within the class, the school community and the neighborhood.

**ANA MARÍA FUENTES**

**Emergency Pedagogics: Stepping Stones in High School Digital Path**

Due to the COVID-19 health emergency, teachers, students and families endured a critical change in education, teaching and learning, probably an early stage of future education. As the result of the urgent response to the needs of the times, this teacher offered online resources of different types to make the most of the virtual learning environment in her school through *Google Classroom*. In this article, first, she explores the technical challenges overcome by her students and the didactic strategies to establish a fluent and positive communication which demand various ways to assist them with made-to-measure tutorials and voice feedback. Then, she goes on by describing the comprehensive and communicative types of activities, designed specifically for her 10<sup>th</sup> graders, which are completely applicable to all levels in high school, due to their flexible and adaptable nature. She includes samples of her students' activities and answers with the aim to share this pedagogical effort with other teachers and as a proof of their extensive and practical use.

**LOURDES MONTORO**

**EFL in Lockdown. Part 1: Organization in Mandatory Online Teaching**

This article is the first part of a collection of 6 articles on how the 3<sup>rd</sup> term of the 2019-2020 academic year changed the organization behind the immediate and intensive EFL transition, which took this teacher and her adult students from in-session teaching to online teaching during lockdown. Practically happening overnight, this teacher explains how all her work was rounded up as time passed. This article points to how some basic digital tools, her lessons, her anticipation, and her students' work, became key to lead to success for all involved. Through 12 sections, this teacher presents how she got organized: 1. A teaching job in context; 2. Aimed goals and expected passing percentages; 3. Organization prior to March 13; 4. Virtual teaching and tutoring schedule; 5. Beyond Easter and school calendar; 6. Her tablet and *Google drive*; 7. Their *Jitsi Meet* platform, and their virtual spaces: their classrooms, the students' study rooms, and her virtual office; 8. Their *Moodle*; 8. The students' *Whatsapp* groups; 10. The students' O.U.P. coursebook; 11. The students' follow-up; and 12. Their results.

**LOURDES MONTORO**

**EFL in Lockdown. Part 2: A Project-like Framework through *Jitsi Meet*, *Moodle* and *Whatsapp***

This article is the second part of a collection of 6 articles which describe this professional's



online sessions during the Covid-19 lockdown. This teacher realized that her adult students would be facing numerous problems, that EFL had a place in their lives, that leadership and team work needed to be it, and decided to turn their whole teaching and learning situation into the opportunity of a natural and common project of theirs. This led students along practical and meaningful itineraries, which took them to new knowledge consolidation and excellent results. Their common wish to learn took them all to fully use three digital tools, which necessarily interacted with one another, becoming key in the classes' human and EFL virtual and real success from March to June: a/ *Jitsi Meet*, the friendly-user virtual teaching space, and other school related-spaces, b/ *Moodle*, the free multidimensional wall on which to find or leave materials (the teacher's and the students'), and c/ *Whatsapp*, the popular cross-platform written and voice messaging service.

**LOURDES MONTORO**

**EFL in Lockdown. Part 3: Passwords through Homophones, British and American English, False Friends, Tongue-twisters, Similes, Idioms, and Proverbs**

This article is the third part of a collection of 6 articles which describe this professional's online EFL sessions during the Covid-19 lockdown. After working on the necessary new scaffolding for the courses, and making sure that the online work through *Jitsi Meet*, *Moodle* and *Whatsapp* were working, this teacher took advantage of the need for authentication of her adult students to include a simple game-like linguistic and cultural task around collaborative passwords to enter the virtual sessions. This article presents this teacher's conception and methodology on using passwords both in the classroom (where she had already used them) and in the brand-new virtual classroom in confinement. It also exemplifies the 7 categories which EFL digital passwords were based on: Acronyms, homophones, British and American English, false friends, tongue twisters, similes, idioms, and proverbs, and provides the reference sources that they were chosen from.

**LOURDES MONTORO**

**EFL in Lockdown. Part 4: Teaching Contextualized Covid-19 English and Spanish Proverbs. Class Materials**

This article is the 4th part of the collection of 6 articles which describe this professional's online EFL sessions during the Covid-19 lockdown. Supported by her background as a teacher, a translator, and a researcher on compared and contrasted studies of English and Spanish, and paremiology, this teacher realized that as soon as confinement started, certain proverbs openly pointed to their being present, timeless, and ready to help. Since proverbs from the start of the pandemic very well accounted for the unprecedented situation in which we were all placed, this teacher assumed that there would be others, which could certainly depict the stages that were to follow. The proverbs were presented in class daily, weekly and monthly, and reflected what they were all going through. They are listed in English and in Spanish, and their context, along with their interpretation in the EFL class are included.

**LOURDES MONTORO**

**EFL in Lockdown. Part 5: Confinement, Assessment, and Results**

This article is the 5th part of the collection of 6 articles, which describe this professional's online EFL session during the Covid-19 lockdown. This teacher shows how her adult A1 and B1 English courses reached one of her maximum goals in teaching and learning of English as a foreign language: having her students improved in each of the skills that they were asked to master: Reading, Listening, Speaking, Writing and Grammar in A1; and the same skills in B1 with the exception of Grammar which was exchanged by Mediation. 89 students out of 92 passed her courses, and out of them only 10 of them opted for final exams, among whom 7 passed. Success was based on the fact that Oral Expression and Written Expression had already been reinforced from the end of September until February, and continued until June, and also on a large number of students who had already passed these 2 skills





separately in the February mock exams. Responsibility, constant work and study, practice, learning, enjoyment, seniority, prevention, orientation through tutoring sessions, class work, and team work were key.

#### **LOURDES MONTORO**

##### **EFL in Lockdown. Part 6: Celebrating Great Scores and EFL Learning and Teaching Experiences in New Post Confinement**

This article is the last part of a collection of 6 articles, which describe this professional's online EFL session during the Covid-19 lockdown. Through this article, this teacher showshow both her groups and herself wanted to celebrate both the teaching and learning project as well as the results at the end of a school year which had been difficult for all. Teamwork, comradeship, and a spirit of service played a fundamental role, and in the last teaching session students found out that 2019-2020 had been the last full academic year for their teacher, since she was retiring in December. As soon as results were published, this teacher treated her 8 official class assistants to Miss Perkins Tea Room. On the other hand, she also wanted to treat all her other students to ice-cream, and some get-togethers took place in the open air under a beach theme. To do that, they followed a protocol, which was approved by 2 doctors, who were students themselves in her classes. Students completed word searches, crosswords puzzles, learned idioms... and finally, as a group they sang *Amigos para siempre, Living in Jam, My way* and *We are he Champions*.

## **ADDENDA**

#### **AUDREY GREGG, AUDREY PELLINGER**

##### **Two American Guest Speakers in Confined EFL A1: Globalization, Information Exchange, and Time Capsule**

This school drug and guidance counselor, and this school social worker, from Pompano Beach and Fort Lauderdale, in Florida, participated as online guest speakers in 2 adult EFL A1 classes taught by Lourdes Montoro while Spain was in lockdown. They enthusiastically joined the 2 groups, and were part of her Covid-19 EFL virtual project "If we cannot go out to the world, the world can still get into our classrooms". The project was presented on Sant Jordi (April 23rd) and their workshop took place on April 28th. It included a prior introduction of the speakers, which featured 2 videos on their hometowns, the acknowledgement of globalization with its pros and cons, students' presentations and an information question exchange to help students to speak, and the introduction to an US Covid-19 Time Capsule project. For further reference, a list of resources sampling part of what Covid-19 generated in the education field is included at the end.

#### **TERRI MALACHEK**

##### **An American Guest Speaker in Confined EFL B1: Videos, News, Critical Thinking and Further Resources**

This geographer, from Maple Lake, Minnesota, participated as a guest speaker in 2 adult EFL B1 classes taught by Lourdes Montoro while Spain was in lockdown. She eagerly joined the 2 groups, and was part of the Lourdes Montoro's Covid-19 EFL virtual project "If we cannot go out to the world, the world can still get into our classrooms". The project was presented on Sant Jordi (April 23<sup>rd</sup>) and her workshop took place on May 1<sup>st</sup>. It included a prior presentation of the speaker, which featured a video on her hometown, and 3 main pre-session worksheets which were based on a video which students were also asked to watch in advance. The worksheets referred to main blocks in the workshop, vocabulary and structures, and medical data. A further list of websites including general reference sites, and specific ones on precious metals, cryptocurrency and a miscellany were sent by the speaker to the students after the workshop.



# Professional bios

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## RESEARCH GROUP



**Rosamaria Fàbrega** received her B.A. in Anglo-Germanic Philology from the Universitat Autònoma de Barcelona (UAB). She has been a secondary school English teacher since 1985. She comes from a family devoted to teaching, and has exchanged teaching experiences in England, Ireland, Uganda, and the U.S. She is currently lecturing Language Didactics at UIC Barcelona in the Faculty of Education and English in a Secondary Public School. She loves New Technologies and has a blog to help her students work in an autonomous way.







**Ana María Fuentes** holds a B.A. in English Philology and a postgraduate course in Textual Translation Analysis from the University of Barcelona. She has also specialized in Text management for professionals at the University Pompeu Fabra in Barcelona. She has taught English in Catalonia for eighteen years. She enjoys exploiting drama and audiovisual projects in class as well as new technologies to support students' learning process and group dynamics.



**Lourdes Montoro** is a professor of English at Escola Oficial d'Idiomes in Barcelona. She initially taught all levels, from elementary school to high school and vocational school. She has also taught at the Open University of Catalonia (UOC), the University of Barcelona (UB), and the University of Wisconsin-La Crosse (UW-L), in the United States. She is also a teacher trainer, a translator and a critic reader. She has specialized in American culture, English-speaking countries, paremiology and project work.



## GUEST AUTHORS

	<p><b>Katerina Crawford</b> was a <i>Brethren College Abroad</i> student at the University of Barcelona during the 2nd semester of 2019-2020, and an EFL teaching assistant at Severo Ochoa high school. In 2021, after graduating in Molecular and Cell Biology, with a minor in Spanish Language and Literature (University of California, Berkeley), she will pursue medicine. She speaks Spanish, Ukrainian and Russian, and is studying Swedish. She hopes to use her linguistic skills to better serve patients as a doctor.</p>
	<p><b>Audrey Gregg</b>, now retired, was a Drug and Alcohol Counselor, Guidance Counselor, and Teacher in New Jersey public schools. She holds a BS from Misericordia University, an MA from Montclair State University, and held multiple credentials in the educational, drug and alcohol, and prevention fields. Her interests are travel, reading, genealogy, interfaith, and learning Spanish (<i>Duolingo</i>), and always being a “student.”</p>
	<p><b>Terri Malachek</b> holds a Bachelor of Science degree in geography and has a love and passion for learning about other cultures. She lived for two and a half years in Istanbul, Turkey. Her husband and she have hosted eleven international exchange students. She has been self-employed for the last twenty-five years. She is a researcher at heart and over the years has become proficient in alternative health modalities, alternative news and blockchain/cryptocurrencies.</p>
	<p><b>Audrey Pelling</b> is a School Social Worker in South Florida. She holds a Bachelor of Science in Tourism and Travel Administration from the University of New Haven (UNH) in New Haven, Connecticut and a Master of Social Work from Florida International University (FIU) in Miami, FL. She has worked in the public school system since 2000. She comes from a family of educators and guidance counselors.</p>



# Click the App and Here We Are. Promoting EFL Students' Talent to Fight Covid-19

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This article is collaboratively written by Rosamaria Fàbrega and Katerina Crawford. Its train of thought has been devised by Rosamaria Fàbrega, and has been written in the third person by them both, which facilitates the visualization of a **creative online project around a made-up app in confinement**, and its reading. This article also focuses on the necessary intervention of the two teachers and authors, whose joint work as a teacher and as a teaching assistant, is also enhanced here. In this respect, Katerina Crawford's enthusiastic and impeccable participation since day 1 in the 2nd semester of 2019-2020 must be highly acknowledged.

Rosamaria Fàbrega has been working with teaching assistants from **Brethren Colleges Abroad (BCA)**, (<https://bcastudyabroad.org/barcelona-spain/>) for over 30 years. In Fàbrega (May 2015), she introduced a project carried out with BCA which encouraged communication among students to make them speak in a fun, motivating and meaningful way. It was understood as a "Learning present" that left a footprint on their learning ("Hanging out in Class...? No Way! Native Speakers and Technology". *English Is It!* (ELT Training Series). Volume 4: 10-24. Barcelona: I.C.E. Universitat de Barcelona. <http://hdl.handle.net/2445/67369>).

In March 2019, Rosamaria Fàbrega coauthored with two BCA teaching assistants, Madeleine Harms and Ethan Waugh, "Teaching Assistants from *Brethren Colleges Abroad* (BCA) in Junior High School, High School and Vocational School". In that article the relevance of having a language assistant in the English class and their involvement in the English learning process were highlighted. It described a methodology that can be easily implemented in all EFL levels and teaching scenarios. (Volume 12, pp. 109-120, [http://diposit.ub.edu/dspace/bitstream/2445/145051/4/VOLUME\\_12\\_Novembre\\_2019\\_def.pdf](http://diposit.ub.edu/dspace/bitstream/2445/145051/4/VOLUME_12_Novembre_2019_def.pdf)).

Rosamaria Fàbrega must have worked with over thirty BCA teaching assistants over the years. Different teachers have joined the Foreign Languages Department at her secondary school, leading to high quality work which welcomed EFL teaching assistants in class. This article will describe a project, which was born out of the COVID-19 lockdown. That prevented teachers, teaching assistants and students worldwide from proceeding with the work which they were originally prepared for.

The project presented here is the result of desperate situations calling for desperate measures, vocation, expertise, willpower, creativity and willingness to get the most out of any odds. The authors hope that this project can be an inspiration for other teachers in similar EFL teaching circumstances. The two authors optimized a novel situation, and, closely working with their students, transformed the class into an exciting **team-work project: Click the APP and Here We Are**, which aimed to promote the EFL students' talent to fight Covid-19. Katerina Crawford's immediate digital involvement in the project was fundamental. She was a BCA student at the University of Barcelona during the second semester of 2019-2020. She was a



junior majoring in Molecular and Cell Biology: Immunology and Pathogenesis with a minor in Spanish Language and Literature from the University California, Berkeley. During her time in Barcelona, Katerina was motivated to get the most out of her student-teaching apprenticeship with Rosamaria Fàbrega, and she admirably did.

The *Brethren Colleges Abroad* program allowed Katerina to have the opportunity to volunteer at the Severo Ochoa High school (<https://agora.xtec.cat/ies-severo-ochoa/>) for the duration of her stay in Barcelona. She had volunteered in schools before in the US, but she had never taught students that were her own age or very close. This digital experience not only facilitated her ability to learn from the teaching methods of Rose, but also gave her **insight into the educational system of Spain and the lives of Spanish students.**

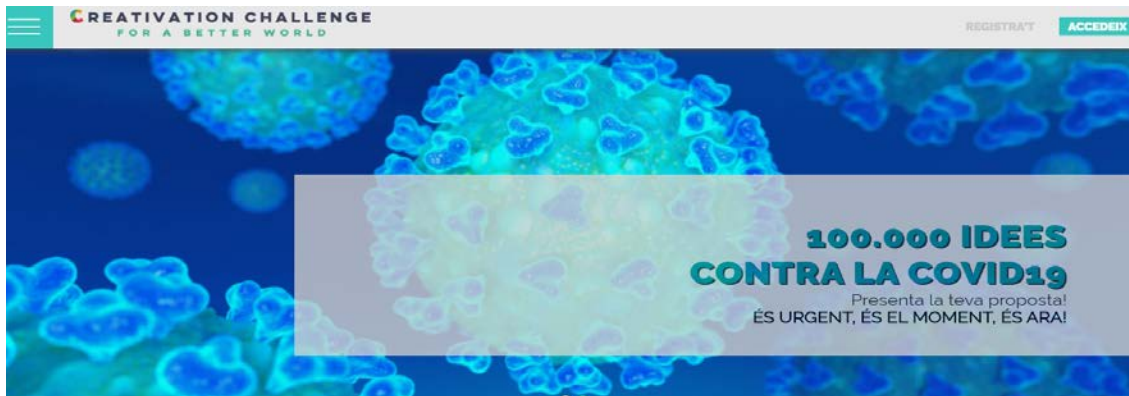
Katerina worked in-person at the high school alongside Rose for several weeks for about 5-8 hours per week. She assisted Rose with teaching several different classes of students with various majors of study such as Pharmacy, Administrative Management and Information Technology. Katerina's role was mostly to serve as an assistant of conversation: to engage the students in dialogue about the topics they were studying and also to answer questions about colloquial English.

The time that she spent at the high school with the students was undoubtedly one of her favorite parts of living and studying in Barcelona. However, needless to say, her experience, both at the high school and in Barcelona, was prematurely ended due to the outbreak of COVID-19 in Spain and all over the world. Her abroad program, BCA, shut down and all of the international students were told to leave immediately. Fortunately, she was able to remain in Europe during the global time of quarantine, and she could, therefore, remain in contact with Rose. Rose's classes were continuing in an **online format through Google Meet**, and Katerina was allowed to resume her **assistant teaching role** for the remainder of the semester.

The COVID-19 pandemic was, of course, extremely unprecedented and forced educators to become more creative with their teaching methods. Both Katerina and Rose found that their usual conversational method of interacting with the students had a much lower efficacy through online meetings as it was much easier for students not to respond. They learned that the physical aspect of being together in a classroom was an important factor in participation. However, now that students could mute microphones and turn off their cameras, there was no urgency to respond to prompt dialogue or discussion questions.

While they all were dealing with the repercussions of the pandemic, Rose and Katerina were brainstorming ways to increase participation and make the meeting sessions more interesting. This was when Rose was introduced to a **contest called: Creativation Challenge for a better World** (<https://covid19.creativationchallenge.com/>). It was open to all the schools in the region. The contest challenged students to think of an idea, which, in the event of another future pandemic and quarantine, could potentially alleviate some of the negative effects of such a situation.

This contest was utilized as a catalyst for speaking in their class meetings and also as a more practical learning tool that related to present-day. It also gave **84 EFL students** the opportunity to share their feelings about the lockdown in Spain and express the various ways in which they had been affected. This also provided a sense of unity within the class as all the students could see that the majority of the struggles and frustrations that they were experiencing were ubiquitous.



<https://covid19.creativationchallenge.com/>

The contest proposed four challenges:

1. **Improving disease-prevention and health**
2. **Offering help and support to the most vulnerable citizens**
3. **Combining (un)lockdown and activity**
4. **Assisting transition to normal life after lockdown: "the day after"**

In Rose's class the fourth option was chosen, and the project was designed around it.

### REPTES ACTIUS

Per combatre el virus necessitem idees de propostes i iniciatives vinculades als següents 4 àmbits:  
(Fes clic a cada àmbit per accedir a una descripció ampliada)



<https://covid19.creativationchallenge.com/>

Inside the description on how to take part in the project, **6 STAGES** (or steps to follow and work on) were provided by the organization:

1. **Reflecting**
2. **Creating**
3. **Assessing**
4. **Proposing**
5. **Executing**
6. **Communicating**

*Creativation Challenge for a better World* provided working **guidelines to all contestants** who had to send in their projects in Catalan in a **standard power point model** which the organization had formatted. This article will specifically describe in detail the stages which are directly related to EFL learning in the emergency virtual teaching context: mainly oral and written practice. **Stage 1** was directly applied to EFL classes. **Stage 2** was the creative result of teamwork, leadership, and students' EFL work. **Stages 3, 4, 5 and 6** supported the development of the whole project. They will be described next.



## STAGE 1: REFLECTING

In Stage 1, Rose sent an email to all students encouraging them to **reflect** on the proposal, **talk** about it in class, and finally **write** down their ideas. Everything began with a simple starting point: students had to basically identify **an objective** that they would like to achieve:

March 30th 2020

Dear Class,

As I had said to you, taking part in the contest "CREATIVATION CHALLENGE" (<https://covid19.creativationchallenge.com/repte/el-dia-despres/>) is not mandatory but it is strongly recommended, both for English and a sense of school community while in confinement.

Beginning today, I am going to ask you some questions. They are going to help us brainstorm for an innovating idea to participate in the contest. The deadline is April 30th. The 1st question is:

**CAN YOU NAME DRAWBACKS, INCONVENIENCES, LACK OF SOMETHING YOU FOUND RELEVANT DURING THIS LOCKDOWN MONTH, AND CAN YOU EXPLAIN WHY?**

Your answers can be related to any aspect of life: school, technology, health, emotions, economy, house space.... Your thoughts need to be written in the following link (minimum: 3 lines): <http://backchannelchat.com/Backchannel/q9qrm>

My advice is to write a draft of what you want to say and once it is clear and without mistakes you should be ready send it to the *Backchannel chat* (<http://backchannelchat.com>).

Don't hesitate to ask me if you have any question.

All the best,  
Rose

This all led the class to a speaking practice about the COVID-19 pandemic and students' personal experiences. During the practice, student responses were recorded.

Notes from Class 17/4


- living at home—more time to spend with family
- very difficult to live in confinement, a moment to challenge our thinking about future because we are with our family and we have chance to communicate with them
- hardest part: not going out, not being able to see family
- being kept at home, and doing homework with computer—difficult to use formulas or computer (chemistry students)
- missing grandparents and family/friends that you are separated from
- missing the routine
- can't leave the house—don't have balcony or terrace—lack of fresh air and outdoors
- don't know how to study for school
- would like more classes of difficult subjects
- cannot study alone at home—don't understand certain concepts—can't communicate as well with the teacher

**things you have at school that you wish you had at home:**

- the laboratory
- the teacher
- at school you learn more—obligation to learn for several hours—more distractions at home
- at school there are few distractions unlike at home (family, pets, etc.)



Students were then ready for the writing stage and utilized *Backchannel* chat, a live channel for classrooms (<http://backchannelchat.com/>). Students were asked to write their responses in a more formal way. They had to type their answers to the above-mentioned question in an online document. All students were asked to name drawbacks, inconveniences, and deficits which they experienced during lockdown and were asked to provide explanations. Their answers showed the variety of levels among all the students which were part of the weekly EFL digital teaching sessions. Their writings can be read in the following link: <https://rosafabrega.wordpress.com/?s=covid>. Next a sample is included:



Wissam MRabet - Wed, 29 Apr 2020 12:02:05 GMT

First and foremost, I would like to express and make clear that each of the premises that I am going to mention are elaborated from a twenty-year-old student so this only may be relatable to some individuals.

Today marks 46 days since we have been on lockdown in Spain and the process was quite interesting. Personally, I am a very considered spirit and I love to go through my emotions and learn from them because it helps me grow and understand life a little better so, this experience has been a challenge for me.

I am not an extrovert, I consider myself an introvert person; I would rather be at home than going outdoors so this trait was crucial and to be honest, it made this journey more easy-going. However, I really noticed some negative factors along with non-productive actions that I have been taking as a routine such as increasing my daily hours that I spend on the internet, investing my time watching movies, altering my sleeping schedule instead of having a healthy habit or even modify my eating pattern.

I have definitely been struggling in a physical way more than in an emotional manner because I am a very sportive and active person so I can literally feel my body going through some changes, some changes that my body is not used to. On one hand, it is accurate that this whole situation of being quarantined with your family must be triggering for some people, especially when the time is indefinite; it is such a huge responsibility and it also depends on how emotionally mature someone is and, I can say firmly say that I am very thankful to have an understanding and respectful family. We all respect each other's characters and personality traits. I am sure that this circumstance is effortless for me because of it.

On the other hand, I cannot give my family full credit, I am blessed to live in a home that has a big terrace and a lot of light comes in and it is a very breathable environment so our irritability fades away.

Conclusively, I am a true believer of 'everything happens for a reason' so I know that there is always something good to juice out of every situation, as for me I have fallen back into old hobbies that I forgot about like finishing my German classes, playing the piano and the list goes on but I still have more days of lockdown so I definitely have time to discover all of them.

After the speaking and writing stage, students' compositions needed to go through proofreading, which Rose did. After their initial written responses were checked and corrected, the responses were used as feedback for the students. Since the **logical order** of speaking, writing and proofreading proved to be inspiring and practical at the different levels of the project, this **three-step process** was then repeated a second time: another question was posed, and answers were compiled and reviewed in class. **Yet, this time students were asked to expand on their views and were encouraged to provide potential specific solutions.** By then, the focus was more on generating ideas around how students could participate in alleviating the burden of a pandemic situation and what they could do to help society get back to a new normal after confinement was over. This led to another *backchannel* writing exercise which included the following questions (as a **whole question**) in another email from Rose to her students: "How could we (young students) make a positive impact on society once the lockdown is over?", "How can we prepare "The Day After"?", and "Do we have any ideas, solutions, proposals in mind?":





Dear class,

This is the 2nd question for the contest. A call for a solution.

I am aware that the answer is really difficult but I am sure you will have something to say, even if it is a small proposal.

You have to write your answer on a second backchannel chat.

<http://backchannelchat.com/chat/an8de>

The deadline for it is next **Friday May 8**

**How could we (young students) make a positive impact on society once the lockdown is over? How can we prepare "The Day After?" Do you have any ideas, solutions, proposals in mind?**

In the last class we had, we talked a little about it. Now is the moment to put our thoughts into paper. I paste below the list of drawbacks that were mentioned when you answered question 1. It is up to you to try to find something useful, easy, that can be put into practice.

**Looking for ideas to solve a similar situation in the future in case we lived something like this again. Let's prepare ourselves for "the day after"**

School	Society	Housing
<ul style="list-style-type: none"> <li>• don't know how to study for school</li> <li>• would like more classes of difficult subjects</li> <li>• cannot study alone at home—don't understand certain concepts, can't communicate as well with the teacher</li> <li>• difficult to use formulas on computer (chemistry students)</li> </ul>	<ul style="list-style-type: none"> <li>• Economic crisis</li> <li>• People without food, hunger</li> <li>• Ignorance on the hygienic field</li> </ul>	<ul style="list-style-type: none"> <li>• don't have balcony or terrace—lack of fresh air and outdoors</li> <li>• Not having enough room to work in.</li> <li>• Lack of laptop, (shared with family), not enough WIFI</li> </ul>

Looking forward to reading your ideas  
All the best,  
Rose

Next there is a sample of the notes that were taken:

**Class 27/4 Notes--CONTEST QUESTION**

- **PROBLEM:** don't know how to study:  
**-SOLUTION:**  
-do a summary of the things I need to study for each subject
- **PROBLEM:** need help with work/feel unmotivated  
**-SOLUTION:**  
-organize a meeting group multiple times a week online—face to face contact  
-set up an online tutoring center  
-pre-record the classes  
-follow-up from professors (e-mail or video chat)

**\*\*OTHER NOTES:**

**-NEED:** for teacher coordination  
possible solution: google calendar of assignments shared for all the students and professors

**MAIN PROBLEM:** too much work  
-busy-work (unnecessary time wasting)  
-not learning, just doing exercises

**chemistry students:**  
need to send practices  
virtual labs—simulations  
teacher's need material to grade

**Preferred activities:**  
-virtual classes over video platform



Another sample of the *Backchannel* chat. Live channel for classrooms (<http://backchannelchat.com/>) follows:

**Backchannel Chat**

Rose - Thu, 30 Apr 2020 10:38:24 GMT

How could we (young students) make a positive impact on society once the lockdown is over? How can we prepare "The Day After?" Do you have any ideas, solutions, proposals in mind?

Cristian Fita - Thu, 30 Apr 2020 13:36:20 GMT

Taking into account the situation, the best we can do for young people just out of studying in this difficult situation are contributions to non-profit society: - Support groups for ESO or high school students can be managed in queries about topics related to their next student step. - It's necessary the fact of having finished the studies to enter the world of work with the idea, not only of working, if not, of seeking and providing improvements and solutions in sectors that have been most seriously affected. - It's necessary to mobilize to make changes in social behavior, it's necessary (especially if we have the correct knowledge to act) to inform people with less knowledge (for various reasons), about what is the best way to act in the current situation pandemic and recovery to avoid, a backward lap or to be able to react better in another similar situation.

Once again, after receiving all of their responses, their compositions were proofread. After much deliberation, the final result of all the work done was summarized through a sentence that showed the clear objective that students wanted to achieve: **WE WANT TO USE OUR TALENTS TO IDENTIFY NEEDS THAT CAN BE SOLVED THROUGH DIGITAL MEANS.**

FASE 1. REFLEXIONAR

## Quin és l'objectiu que voleu assolir?

Promoure el nostre talent detectant necessitats que es resolen amb mitjans digitals.

CARPETA DE LA PROPOSTA

Àmbit 4: impulsar des d'ara el dia després

## STAGE 2: CREATING

Their wish to use their talents in order to identify needs that could be solved through digital means led students to the conclusion that they wanted this pandemic to trigger a new society. Then they came up with four keywords that became the **four pillars** of the final proposal:

- Talent
- Learning
- Vulnerability
- Sustainability



Then, **seven key ideas** were pointed out:

1. What if we could substitute long distance buying with **proximity buying**?
2. What if we could **combine teacher’s explanations with students’ explanations too**?
3. What if we could use **technology as a learning tool** in order to help the students' educational development?
4. What if problems could **become opportunities**?
5. What if we could **promote personal and digital talent**?
6. What if we could **eliminate communication barriers**?
7. What if we could **solve problems in a friendly way**?

After that, students’ concerns turned into specific ideas that needed to be tackled:

1. Creating a **Whatsapp group** to talk about their problems and find solutions
2. Organizing a **school-based contest** to show their knowledge
3. Recording **videos** showing their talent
4. Designing an **App** where they could state problems and/or their solutions

**Quines idees heu tingut?**

Durant el període de confinament, a les classes d’anglès realitzades de manera telemàtica, hem xerrat sobre la situació en què ens trobàvem. Volem que aquesta pandèmia sigui el desencadenant d’una societat nova. Ens centrem en 4 termes: talent, aprenentatge, vulnerabilitat, sostenibilitat.

**Idees:**

- i si **S**ubstituïssim la compra llunyana per la de proximitat?
- i si **C**ombinèssim les explicacions dels professors amb les dels alumnes?
- i si **A**daptéssim la tecnologia com eina d’aprenentatge pel desenvolupament de cada alumne?
- i si **M**odifiquéssim els problemes per que esdevinguin oportunitats?
- i si **P**romocionéssim el nostre talent personal, digital o tecnològic?
- i si **E**liminèssim les barreres obstacles de la comunicació?
- i si **R**esolguéssim o pal·liéssim els problemes de manera amable i fàcil?

### STAGE 3: ASSESSING

The above-mentioned ideas were judged on a **1-5 point scale on the basis of three different criteria** that were published by the organizers of the contest: **originality, utility, and facility**. The “winning” idea with the highest overall score ended up being the **development of an app** by means of which students could collaborate, send in their problems, and share solutions.

Idea:	Facilitat	Utilitat	Originalitat	TOTAL
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	pts.
Tenir un "FORO" digital on parlar sobre estratègies per aprendre, resolució de dubtes, consells (oferta i demanda)	5	5	4	14 punts
Fer videos on saber-se vendre i enviar-los a ofertes de treball.	3	3	3	9 punts
Fer un concurs on posar en pràctica el que hem après. Reflexionar-hi, donar-li sentit. Així transmetem coneixements.	3	3	2	8 punts
Fer un grup de whatsapp on ens comuniquem necessitats de la gent gran o infants.	3	2	2	7 punts



## STAGE 4: PROPOSING

**Technology** was going to help create a multifaceted app which students devised and which they called WOS, an acronym for “We Offer Solutions”. Putting their talent to work, students designed an app which combined **supply and demand transactions, a social media network, and geolocation**, so that students could connect with classmates who were in their area.

In the supply and demand portion, one student would offer a solution to a previously posted problem and then receive a recommendation letter to put on his or her resume. This way, both the person asking a question and the person answering would be equally benefitting from using the app. This app was to also have safety features such as anonymous usernames: students would only be recognized by the control center. Additionally, this app was also going to cater not only to students but also to the entire community: teachers, support staff, and families.

The benefits of the app, outside the general question and feedback system, would also include **uploading the neighborhood to a social media school platform**.

**Quin nom té la proposta?**  
**WOS --> we offer solutions**

**En què consisteix la proposta?**  
 Una APP que combina oferta i demanda de necessitats, xarxa social i geolocalització dins la nostra comunitat educativa.

Quan l'alumne/a aporta la solució, rebrà un certificat que pot referir en el seu CV o carta de referència en entrevistes de treball.

Els alumnes s'inscriuen anònimament. El centre gestiona la identitat.

FASE 4: PROPOSAR

CARPETA DE LA PROPOSTA

CREAT VACIO

## STAGE 5: EXECUTING

The set up of the app was designed to be relatively simple so that all users could access it without any trouble. The **steps to utilize the app** for students were the following:

1. Sign in
2. Say which categories you are interested in (teaching, receiving classes, technology, services)
3. Ask a question or offer a solution
4. Get in touch (the app will connect the student asking with the response)
5. Give a score (the student who asked the question will provide a score to assess how well the question was answered)
6. Receive an acknowledgement (the student answering the question will receive a certificate for their resume to help build their professional profile)



FASE 5. EXECUTAR

CARPETA DE LA PROPOSTA

## Protocol d'actuació

- 1 – et registres a l'APP
- 2 – marques les categories d'alertes en que vols ser comunicat
- 3 – presentes un problema o ofereixes coneixements
- 4 – et poses en contacte amb qui et pot interessar.
- 5 – dones valoració en finalitzar la tasca.
- 6 – rebràs un reconeixement per anar construint la teva marca o perfil professional i donar visibilitat als teus talents.

CREAT\_VACIO

## STAGE 6: COMMUNICATING

Stage 6 reflected three steps: Starting point, dealing with a situation, and providing a solution. The app leaves the student and the community with a hopeful message: **“Neither COVID-19 nor any pandemic is going to make us feel isolated again. Click the APP, and here we are”**. It is hopeful to see that these students thought of a way to connect with one another, help each other, and keep a sense of school and community in an imposed global isolation where a difference could still be made.

FASE 6. COMUNICAR

CARPETA DE LA PROPOSTA

## La proposta explicada en 3'

Plantejament:

**Ni el COVID ni cap pandèmia tornaran a deixar-nos aïllats. Només amb un “click” estem al teu costat.**

CREAT\_VACIO

FASE 6. COMUNICAR

CARPETA DE LA PROPOSTA

Nus:

- **Digues què necessites**
- **Escull quina oferta t'és més adient**
- **Soluciona el teu problema!**
- **i....tot en el municipi !**

CREAT\_VACIO



FASE 6. COMUNICAR  
 CARRETA DE LA PROPOSTA

**Desenllaç:**

- La nostra proposta facilita que el talent existent en els alumnes es doni a conèixer i es vagi promocionant.
- Posar els coneixements en pràctica.
- Uneix dos aspectes cabdals, les necessitats i les respostes.

On May 25 the project WOS (We Offer Solutions) was sent in along with a final video which summarized it. The link to the full video is available next. We look forward to hearing from Creativation Challenge for a better World (<https://covid19.creativationchallenge.com/>) in the next months.

Les classes són online, <b>estàs confinat</b> i no entens els apunts?	Et gravem un vídeo amb explicacions clares.	Som els <b>“WOS”</b> companys teus.
coincidim en el mateix institut, barri, ciutat...	oferta i demanda de necessitats                                  2 alumnes contacten per satisfer oferta o demanda	exemples sostenibilitat, consum responsable botiga: tenim iogurts en oferta a recollir abans de divendres família: en reservo 4
estudiant 1: no entenc el "Reported Speech" d'anglès estudiant 2: jo t'ho explico.	afegirà protagonisme al teu CV	va augmentant el currículum ★★★★★ <b>5-STAR!</b>
geolocalització proximitat 	xarxa social ens donem a conèixer 	uneix-te a la revolució <b>WOS!</b> 

VIDEO IESSEP Severo Ochoa COVID19 v11 mp4 (<https://www.youtube.com/watch?v=mQOGGlaUP1Y>)



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# Emergency Pedagogics: Stepping Stones in High School Digital Path

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The crisis of COVID-19 and the lockdown, an unprecedented experience in many levels to us, have changed our perspectives in many fields, especially in education. Our students have been deprived of their accustomed classrooms, routines and social relationships in their school communities. We, as teachers, experienced a critical point where once again showed the high level of flexibility and adaptability that we put into practice every day. By preparing new lesson plans, tasks and activities we engaged students and ensured that they would keep their progress in a new context of virtual learning environments and resources.

As a high school teacher, one of my ulterior motives during this period of time was to keep communication with my students, after the sudden interruption of the teaching activity. Despite my fears that my students would get lost along the way, and with the serious consideration of this being a new start and probable future context, I wondered if we were facing the stepping stones for the future learning, coexisting with the one before the lockdown.

The present article details some of the activities that my 10<sup>th</sup> – grade students successfully carried out during the lockdown of COVID-19. This is the fruit of my adaptability and flexibility to working contexts in the framework of the new learning environment of *Google Classroom*. It is also a token of my didactic experience, and is applicable to many topics, contents and levels.

The elaboration of these activities aims at the following pedagogical purposes:

- to open new channels of communication to reconnect with students
- to explore personal relationships and get to know students more
- to foster computing abilities and make the most of the resources available
- to set the ground to be able to continue with the course work

Firstly, I present some basic considerations about the environment that I used to reconnect with learners and the resources that I produced for them. Secondly, I have compiled the different types of activities that I designed for and examples of their answers.

- I. **RECONNECTING WITH STUDENTS**
  1. *Google Classroom (GC)*
  2. Tutorials
  3. Digital Tools
- II. **ACTIVITIES TO FOSTER COMMUNICATION AND COMPETENCE CONSOLIDATION**
  1. *Google Classroom* Question
  2. Interactive listening quiz
  3. Puzzle-making
  4. Live worksheets
  5. Hangman
  6. Split Worksheet
  7. Bingo
  8. Collaborative writing





## I. RECONNECTING WITH STUDENTS

### 1. Google Classroom (GC)

*Google Classroom* was the main learning environment bridging the gap between teachers and students in my school. To be able to use it, I learnt that students have to face some technical challenges, and also to be able to use other learning websites which requires registration. Through their *Google Classroom* account, provided by the school, students receive the assignments, which can be of different formats: a task, a question and material to consult, with the support of other files such as *Google Docs*, *Google Slides* and image formats such as .pdf and video and audio.

The nexus of communication in *Google Classroom (GC)* is the classroom platform itself, which generates notifications and messages directly to the students' e-mail. When the students do their assignments and attach the required file for the teacher to correct, they click on "Hand in". Then the assignments are ready to be assessed by the teacher with the corresponding rubrics. 10<sup>th</sup> grade students have a considerable degree of autonomy as internet users, however, they need some help with clear aid in the written instructions and also tutorials.

### 2. Tutorials

One of the first tasks that my students were asked to do was to register in their student's workbook interface of their coursebook. The teacher sets up an assignment on *Google Classroom* with the steps and the activation code, but sometimes a list of instructions is not enough. To make sure that all the students can do the task, the teacher can record a tutorial, showing the screen while doing the steps and explaining in English what the students have to do going through the steps, with the Chrome extension called *Screencastify* (<https://www.screencastify.com/>).

The screenshot shows a Google Classroom interface. At the top, the course is identified as 'ENGLISH 3R B ANA M. FUENTES 2019-20'. The navigation bar includes 'Tablón', 'Trabajo de clase', 'Personas', and 'Calificaciones'. Below the navigation bar, there are icons for '+ Crear', 'Meet', 'Google Calendar', and 'Carpeta de Drive de la clase'. The main content area displays an assignment titled 'VERY IMPORTANT!! REGISTER IN ONLINE W...'. The assignment text reads: 'Sin fecha de entrega. Hello, students! This is a reminder (recordatori) to register in the online workbook, to do the activities of the end of the course. Please follow the instructions: IF YOU HAVE PROBLEMS TO DO IT, ASK ME FOR HELP'. Below the text is a numbered list of six steps for registration. To the right of the text, it shows '0 Han presentado la tarea' and '27 Asignadas'. At the bottom of the assignment card, there is a 'Ver tarea' button. The bottom of the screen shows a 'Screencastify' toolbar with various recording controls.

Screencastify ("Tutorial: Register in Macmillan Online Workbook")



The screenshot depicts a tutorial showing students how to register in *Pulse Live 3* by Macmillan, the interactive workbook material provided by the publisher free of charge. It is a good opportunity for a listening exercise, where the students have to follow the instructions and they get their technical assistance at the same time.

### 3. Digital tools

During the processes of registration and normal use of the platform, the teacher pays attention to any setback that the students may find along the way. Sometimes technical problems arise and they find difficulty in attaching documents or managing their computing skills. So, to foster communication, the teacher can feedback short comments as a private message in the *Google Classroom* platform in written form or with a short comment recorded with a voice recorder such as *Vocaroo* (<https://vocaroo.com/>) or *Talk & Comment* (<http://talkandcomment.com/>).

Also getting them familiarized with basic e-learning tools such as editing documents in *Google Docs*, answering to *Google Forms*, taking screenshots of their exercises and recording tools such as *Vocaroo* or mobile phone's recording apps prove to be encouraging as a way to keep communication flowing between the teacher and the students.

## II. ACTIVITIES TO FOSTER COMMUNICATION AND COMPETENCE CONSOLIDATION

The contact with my students was something that I considered essential to keep them in the right track. Even, it helped to know my students more, as human beings, as teenagers, as readers, and also as music lovers.

It has been essential to keep in touch with students and ensure that they follow the instructions, they stay tuned and willing to participate in this new class dynamics, which is not always easy to achieve in the last years of obligatory schooling. One of the ways that I have found extremely useful is showing the teacher's interest in their likes and hobbies, where music is at the top of the list.

### 1. *Google Classroom Question: Song Survey*

The teacher sets a type task called *GC Question (Google Classroom Question)*. The teacher edits the question which asks the students to name the song that they have listened to more than three times in the last few days. The students have to answer with a short paragraph saying what the song is, explain why they like it and share the *YouTube* link with their classmates.

The teacher gives them feedback with a short enthusiastic comment. These comments are for the whole class to see and give way to more interactions among them, sharing likes and favourite singers, bands and music styles, facilitating exchange of information and positive feedback. Following there is the screenshot of the *GCactivity*, along with three examples of students' answers.



# SONG SURVEY

**Song**  
100 puntos

---

What song have you listened to more than three times during the last month? Why? Why do you like it or dislike it? How does it make you feel? Is it in English? Send me a YouTube link with the song.

<p>Song <b>Daniel</b> Tarea calificada 100 / 100</p> <p>Respuesta</p> <p>I listen the song "It's my life" to Bon Jovi. The song is beatful and I like it. The link it's: <a href="https://youtu.be/vx2u5uUu3DE">https://youtu.be/vx2u5uUu3DE</a></p> <p>Daniel 3A</p> <p>Comentarios privados</p> <p> Ana Maria Fuentes Rullo 24 abr. I love it! So positive, and by my favourite rock band!</p>	<p>Song <b>Nuria</b> Tarea calificada 100 / 100</p> <p>Respuesta</p> <p>It's a song called 'In the Frozen' by a korean group called Dreamcatcher. I discovered this group these months and all their songs are magical. It has been a difficult decision to choose only one, because i've been all the quarantine listening to all the album on this song is included. But I chose this song because I think it's a unique style and because it makes me feel free and protected at the same time, the melody is just special and it makes me goosebumps. <a href="https://www.youtube.com/watch?v=bqHWc_CH47k">https://www.youtube.com/watch?v=bqHWc_CH47k</a></p> <p>Comentarios privados</p> <p> Ana Maria Fuentes Rullo 21 abr. Wonderful voices and melody!</p>	<p>Song <b>Claudia</b> Tarea calificada 100 / 100</p> <p>Respuesta</p> <p>Thank u, next. I listen it because I like the song. I like the song because is catchy and I like the rhythm. It makes me feel happy. The letter of the song is in english. <a href="https://youtu.be/gl1aHhXnN1k">https://youtu.be/gl1aHhXnN1k</a></p> <p>Comentarios privados</p> <p> Ana Maria Fuentes Rullo 21 abr. Cool song</p>
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Google Classroom Question ("Song") -Teacher's task and three students' answers

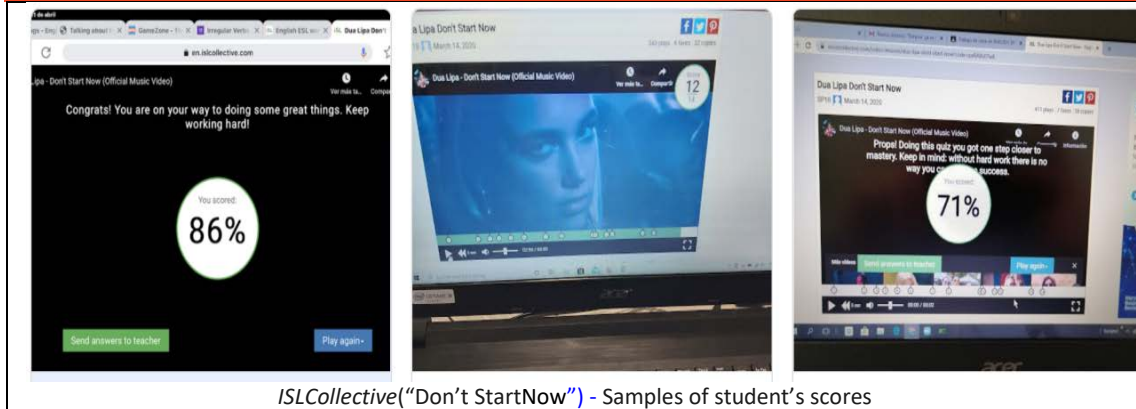
## 2. Interactive listening quiz: DualLipa, "Don't Start Now"

One of the songs that some of my students refer to is "Don't Start Now" by DualLipa. To make the most of my students' interests and a good opportunity to review the content of the course, the teacher sets up a listening comprehension exercise with this song from [iSLCollective.com](https://es.islcollective.com/) (<https://es.islcollective.com/>). In the interactive mode, this video lesson contains quizzes, questions and tasks during the playback about the lyrics and the student answers one question at a time as the video stops and does not resume until the student gives an answer. The website allows assigning tasks and manages the correction and assessment but in this case the students send the teacher a screenshot of their final score to show how well they had done.

# LISTENING QUIZ

<p>Dua Lipa Don't Start Now SP18 March 14, 2020 580 plays   11 faves   39 copies</p> <p>1. Put the words in order. ✓ Bingo!</p> <p>Más videos</p> <p>If you don't wanna see me</p> <p>Student answers Assign as HW Problem? Embed Copy &amp; Edit Favorite Say thanks</p>	<p>Dua Lipa Don't Start Now SP18 March 14, 2020 580 plays   11 faves   39 copies</p> <p>3. Tap and correct the wrong word. ✓ Bingo!</p> <p>Más videos</p> <p>I'm not where you left (love) me at all</p> <p>Student answers Assign as HW Problem? Embed Copy &amp; Edit Favorite Say thanks</p>
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iSLCollective ("Don't Start Now") - <https://en.islcollective.com/video-lessons/dua-lipa-dont-start-now>



ISLCollective("Don't StartNow") - Samples of student's scores

### 3. Puzzle-making: Recycling

As a consolidation activity, students are asked to review the contents of the last lessons in class about the topic of Recycling. They are referred to two vocabulary lists in their student's book and create an online interactive puzzle for their classmates. To do that, they use the webpage *Puzzel.org* (<https://puzzel.org/en/>). Among the different puzzles, the teacher proposes a wordsearch. Once created, they can share the link with the rest of the class, who can practise their classmate's puzzles and reinforce their assimilation of contents and digital competence.

Fecha de entrega: 27 abr.

## Create a Puzzle

100 puntos

Ana Maria Fuentes Rullo 20 abr.

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One of the best ways to practise and consolidate vocabulary is by doing puzzles such as crosswords, wordsearches, cryptograms... Why don't you try your own created by you and your partner.  
Use <https://puzzel.org/en/> to create one puzzle, I recommend the wordsearch, but your choice!

Follow the following steps: 1. Choose the puzzle type. 2. Type 6 words to search (see image puzzel1) 3. Publish 4. Copy on your Clipboard or Classroom (see image puzzel2) , to share it with the whole class.

Choose vocabulary from unit 5 (page 61) or unit 6 (page 71), student's book, see images below.  
We can share the most interesting ones and have a fun practise together!

## WORDSEARCH

select the first and last character of the word you found

**HINTS**

CREATION	DESTRUCTION
EMISSION	POLLUTION
RECYCLING	REDUCTION

Puzzel.org ("Recycling, Wordsearch") - Student's sample



## CRYPTOGRAM

**ENCRYPTION TABLE**

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Q	R	S	T	U	V	W	X	Y	Z						

**ENCRYPTED SENTENCE**

1	21	7	20	7	4	21	2	1	14	19	6	13	7
10	19	9	12	21	4	2	14	13	7	19	4		
9	2	7	13	19	11	4	21	14	4	19	9	9	

Puzzel.org ("Recycling, Cryptogram")- Student's sample

#### 4. Live Worksheets: Irregular verbs

For those students who need remedial activities on the section of the irregular verbs in particular, the teacher proposes an auto-evaluable test on this section of grammar. The students go to the link with the activity from the website and test themselves several times. They can try several times and send the results to the teacher with a screenshot, see images below.

### SELF – CHECKING GRAMMAR ACTIVITIES

**Irregular verbs**

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
be	was/were	been	know	knew	known
become	became	become	learn	learned	learned
begin	began	begun	leave	left	left
bite	bite	bitten	lend	lent	lent
break	broke	broken	let	let	let
bring	brought	brought	lose	lost	lost
build	built	built	make	made	made
burn	burnt	burnt	meet	met	met
buy	bought	bought	pay	paid	paid
catch	caught	caught	put	put	put
choose	chose	chosen	read	read	read
come	came	come	ride	rode	ridden
cost	cost	cost	ring	rang	rang
cut	cut	cut	run	ran	run
do	did	done	say	said	said
draw	drew	drawn	see	saw	seen
dream	dreamt	dreamt	sell	sold	sold
drink	drank	drunk	send	sent	sent
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shut	shut	shut
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sit	sat	sat
feel	felt	felt	sleep	slept	slept
fight	fought	fought	speak	spoke	spoken
find	found	found	spend	spent	spent
fly	flew	flown	stand	stood	stood
forget	forgot	forgot	steal	stole	stolen
freeze	froze	frozen	swim	swam	swum
get	got	got	swing	swung	swung
give	gave	given	take	took	taken
go	went	gone	teach	taught	taught
grow	grew	grown	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hit	hit	hit	wake	woke	woken

**IRREGULAR VERBS**

Mr. Harris ... the sports car for his birthday last month. (1) gotten (2) got (3) has got

John ... the month. (1) has won (2) won (3) wan

My dog, Paws ... in my room last night. (1) has slept (2) slept (3) slept

George ... the morning newspaper yet. (1) read (2) has read (3) hasn't read

My cousin ... her arm when she was skating. (1) broke (2) brake (3) broken

When John and Sally were in France ... her bed. (1) spoken (2) has spoken (3) spoke

Pat was in a hurry this morning so she ... her bed. (1) didn't make (2) made (3) didn't made

Last summer three wasps ... me on the arm. (1) has stung (2) stung (3) have stung

Larry ... tomato soup for dinner today. (1) have had (2) has have (3) has had

Last week I ... a letter to my grandma. She hates text messages. (1) have written (2) wrote (3) have wrote

The boys ... their own carol at the nativity play last Christmas. (1) have sang (2) wrote (3) sang

Tom and Sue ... for a walk. They'll be back in an hour. (1) have gone (2) went (3) has gone

Peter ... a hot shower before he went to bed last night. (1) took (2) have look (3) have taken

The kids ... ten litres of lemonade at the school fair last weekend. (1) have sold (2) sold (3) sold

Fred ... a few pounds recently. (1) has lost (2) has lost (3) lost

The phone ... when I was calling an onion for the salad. (1) has rung (2) was rang (3) rang

We ... an interesting documentary on mummies lately. (1) have saw (2) have seen (3) has seen

Mike ... off his bike and it's broken now. (1) fell (2) had fell (3) has fallen

Molly ... a glass of milk when she got up this morning. (1) drunk (2) drank (3) has drunk

Harry ... a huge fish. (1) has just caught (2) just has caught (3) just caught

Alice ... a letter to her cousin, Brenda. (1) just sent (2) have just sent (3) has just sent

I ... my life every summer when I was a little boy. (1) flew (2) had flew (3) have flown

My grandparents ... a collage in the mountains last year. (1) have bought (2) bought (3) bought

Dave ... for school at 8.30 this morning. (1) has left (2) left (3) has leave

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Irregular verbs/Irregular verbs test\\_rm346xo](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Irregular%20verbs/Irregular%20verbs%20test_rm346xo)

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Irregular verbs/Irregular verbs practice\\_mc7214vk](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Irregular%20verbs/Irregular%20verbs%20practice_mc7214vk)



## 5. Hangman

One of the semantic fields that the students of 10<sup>th</sup> grade cover is the vocabulary about jobs and professions, personal qualities applied to jobs and negative adjectives. The teacher proposes a made-to-measure hangman game. The screen underneath is created in the website *BookWidgets* (<https://www.bookwidgets.com/a/home> which is an interactive generator of a wide variety of activities, which works perfectly well with *Google Classroom*. The students do not need to register, only log in with their *Google* account. The teacher creates the activity with the *Google Classroom* and enters the *BookWidgets* interface. There the teacher enters the words that cover the topic to review and the students practice the vocabulary. They also accompany this activity writing the opposites of the words that appeared and some sentences to consolidate the lexical terms.

**Adjectives with Negative Prefixes (Job qualities)** 100 puntos

Ana Maria Fuentes Rullo 19 abr. (Última modificación: 20 abr.)

Click on the link below and do the hangman with adjectives with negative prefixes. In- il- im- un-...

Write a list of the words you find out and write their opposite. What are these words about? What type of qualities are they? Choose 5 adjectives (positive or negative) and write one sentence with each one in your document or your notebook.

**Adjectives with Negative Pr...**  
<https://www.bookwidg... - a travé...>

# HANGMAN

Adjectives with Negative Prefixes (Job qualities)

0 0

imp\_ \_ac\_ \_ical

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

**Adjective with negative prefixes**

acceptable- unacceptable  
 connect-disconnect  
 common-uncommon  
 for  
 immature-mature  
 beautiful-ugly  
 big-short

- This words are about adjectives to describe persons or animals  
 - Are qualities of personality,  
 describe something in special .

- I have a very big house where it can do everything.  
 - I'm afraid of the spiders.  
 - I'm excited to going of-going to the street.  
 - The English academy is difficult for the people that want to study English.  
 - Be careful with this museum ,it is very famous.

*BookWidgets* Hangman ("Adjective with Negative Prefixes") and sample exercise with teacher's corrections

## 6. Split Worksheet

*BookWidgets* allows teachers to create interactive activities to adapt to the students' needs. It allows to split the screen into two sections. For this activity to check the second conditional, the left section elicits the content of this grammar topic, form and use with two videos from *YouTube*, which cover this type of conditional with animations and visual prompts. They correspond to two levels of difficulty, addressing the class diversity. One video has a simple approach of this grammar topic and the second is slightly more complex. On the right side of the screen the students have some tasks to answer, in this case they are multiple choice and order the words. The design of this activity allows to watch the video and stop and resume the video anytime to be able to do the activities. When they answer they send a message to the teacher, who can access the answers through a student's report, add feedback and assess.



# SPLIT WORKSHEET

## 2nd Conditional sentences

Watch the video information and complete the activities on the right panel.



QUESTION 1  
When do we use second conditional?

- in real situations
- in hypothetical situations

QUESTION 2  
What is the main structure of second conditional?

- If + subject + present simple, subject + will + verb
- If + subject + past simple, subject + would + verb

QUESTION 3  
Order the words to make second conditional sentences. They appear in the video.

I'd   ate everything,   get fat.   I   If

QUESTION 4

I'd buy   a   big house.   rich,   were  
If I

BookWidgets Split Worksheet ("Second Conditional")

## Split Worksheet

4 / 6

Apr 15, 2020, 12:50 PM

Alex [redacted] - ENGLISH 3R A ANA M. FUENTES - 2019-20

1. When do we use second conditional? 1 / 1 ✓
  - in hypothetical situations ✓
  - in real situations
2. What is the main structure of second conditional? 0 / 1 ✗
  - If + subject + past simple, subject + would + verb
  - If + subject + present simple, subject + will + verb ✗
3. Order the words to make second conditional sentences. They appear in the video. 1 / 1 ✓

If I ate everything, I'd get fat. ✓
4. 0 / 1 ✗

If I were rich, a I'd buy big house. ✗  
If I were rich, I'd buy a big house.
5. 1 / 1 ✓

If I were you, I'd buy a new phone. ✓
6. 1 / 1 ✓

If I spoke Greek, I could ask Sophia out. ✓

BookWidgets Split Worksheet ("Second Conditional") - Student's report



### 7. Bingo: Things that Are True About You

As a writing prompter, and with the objective of deepening in the personal contact with students, students are asked to talk about themselves, their habits, abilities and likes. With *BookWidgets*, the teacher creates a bingo activity with which an individual and personalized bingo card for each student is generated. Then they click on the boxes that are true for them and they save their card in pdf. Finally, they attach a short paragraph on a *Google Doc* commenting if they got a line, a bingo and giving their personal view on what they signaled.

Fecha de entrega: 27 abr. 10 puntos

## Things That Are True About You

Ana Maria Fuentes Rullo 20 abr. (Última modificación: 23 abr.)

Go to the link below. You will get your bingo card. Click on the things that are true for you. Click on the icon arrow down, to download a pdf. Save it in your computer/tablet or phone and send it to me.

Did you get a line or a Bingo?!!! Did you get all but one, which one? or you didn't get any. Tell me about it in a Google Doc, in a short paragraph.  
For this task you have to send me a pdf and a Google Doc or notebook snapshot/photo.

**True About You**  
<https://www.bookwidg...> - a travé...

bingo pdf download.JPG  
Imagen

2 comentarios de clase

Ana Maria Fuentes Rullo 20 abr.  
For the bingo activity, send me the pdf and a Google Doc and write a short paragraph talking about the things you chose.

B I N G O

Bingo 'Things That Are True About You'

Can't whistle	Takes the bus	Plays Fortnite	Can play an instrument	Has more than 3 cats
Has more than 3 dogs	Has more than 3 siblings	Has never had any cavities	Lives close to school	Likes Justin Bieber
Can sing	Likes pizza better than fries	★	Has polished nails	Plays Pokémon Go
Doesn't eat breakfast	Plays soccer	Doesn't like chocolate	Has an earring	Went to Italy this summer
Loves the rain	Hates snow	Has an extraordinary pet	Can juggle	Laughs weird

**I** have managed to make line. About the things I chose, I don't usually eat breakfast because at 7:00 a.m I don't have hungry and I never liked breakfast even knowing that it is the most important meal of the day. I don't usually take the bus because I prefer to go walking. I have 3 earrings and I would like to have more. I don't have 3 cats or 3 dogs, I only have 1, but I wouldn't mind having more because I love animals.

*BookWidgets* "Bingo: Things That Are True About You" - Student's samples of bingo card and paragraph





**8. Collaborative writing**

An interesting way to take advantage of the characteristics of *Google Docs* is to propose a collaborative writing. The teacher sets up the task in *Google Classroom* and attaches a *Google Doc* and enables edition by all the students. The students are asked to search events that happened on the 14<sup>th</sup> of April. They have to deal with different events with details of what, who, when and where and they add an image to their paragraph, which cannot be produced with translators.

This activity requires that the learners read and select information, apply their writing competences and that they read their classmates’ texts. As far as linguistic competences are concerned, they need to pay attention to spelling, syntax and grammar aspects such as past tenses. As a whole, this task mixes linguistic, communicative and cultural aspects when students deal with historical events such as the sinking of the Titanic or the assassination of Abraham Lincoln. I have selected four pages of my students’ answers.

 <p><b>What happen on 14th April in history? Choose <u>one</u> event, and give details about what, who, where and when. Don't copy and paste!! Write about one event in your own words!!!</b></p> <p>1. On 14th April 1894 the first commercial cinema showed Edison kinetoscope films in Broadway, New York. They were short films of famous celebrities of the times and viewers had to pay 25 cents. (Ana María)</p>  <p>3. On 14th April of 1578 In Madrid, Spain, Felipe III was born, who will rule Spain and Portugal from 1598 until his death in 1621. (442 years ago) Alba</p> 	<p>4.The Titanic was a British transatlantic built on Belfast. It sank in the North Atlantic Ocean the 14 of April of 1912 because it crashed into and iceberg. More than 1.500 passenger died that night. (Patricia)</p>  <p>5.On the 14th of April of 1931 the parliament deposed king Alfonso XIII and officially proclaimed the second Spanish Republic (Lucía)</p>  <p>6.On the 14th of april of 2015 the president of the United States Barack Obama communicated the congress his decision to remove Cuba from the list of the countries sponsoring terrorism. Júlia</p>
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7. On the 14th of April of 1865 US president Abraham Lincoln was shot by John Wilkes Booth at Ford's Theater in Washington. He was the 16th President of the USA. (David 3B)



8. Pan American day is a holiday observed several countries in North and South America. It commemorates the First International conference of American States which concluded on April 14 the 1890. It is as creating the International Union of American Republics (Marta 3rB)

9. On April 14th of 1936, the theater club 'La Barraca' created by Federico Garcia, was going to make his last presentation as 'El caballero de Olmedo de Lope de Vega' at the Ateneo theater in Madrid. (Lucia 3rA)



10. On April 14, Simone de Beauvoir dies, a memorable woman and one of the most important and committed French intellectual figures of the mid-20th century as a novelist, existentialist and feminist philosopher. (Izan 3-A)



11. On April 14 the Soviet spacecraft Sputnik 2 disintegrates with the body of the dog Laika (the first living earth being in space) inside when the spacecraft was entering the atmosphere. (Joel 3A).



Google Docs ("Collaborative writing: What happened on 14th April in history?") - Students' answers

With a specific emphasis on communication, exchange of impressions and positive feedback, I have offered different types of activities that are adaptable to most linguistic, communicative and cultural competences. The positive reinforcement makes the students' interest keep going as well as their individual progress, despite the challenging times of a lockdown.

Needless to say, that these activities can be carried out parallel to the grammatical, semantic, communicative and cultural ones that come in the students' textbooks and workbooks, which serve as good complementary work.

With the publisher's interactive material and the activities which I designed, the students have been able to cover the necessary areas and consolidate the contents that are part of 10<sup>th</sup> grade. Students' personal effort has an extremely relevant role, as the learning circumstances have undergone a radical change of scenario.



With communicative exchanges of opinions, class surveys, listening exercises and collaborative writings students value the importance of teacher-student relationship and group dynamics in virtual learning to make learning more fruitful and entertaining in the digital path ahead of us.

### References

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<https://www.google.com/docs/about/>

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*Puzzel.org*

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*Screencastify*

<https://www.screencastify.com/>

*Talk & Comment*

<http://talkandcomment.com/>

*Vocaroo*

<https://vocaroo.com/>



# EFL in Lockdown. Part 1: Organization in Mandatory Online Teaching

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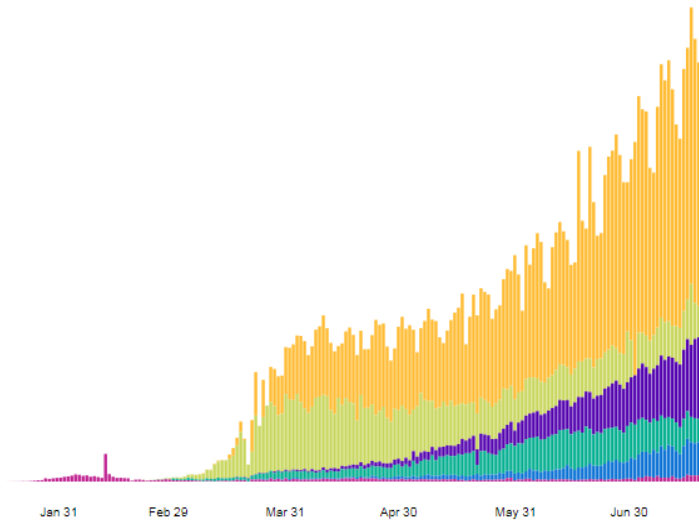
Search by Country, Territory, or Area

## WHO Coronavirus Disease (COVID-19) Dashboard

### Situation by WHO Region

Daily
  Weekly
  Cases
  Deaths

Americas	7,702,075 <small>confirmed</small>
Europe	3,103,674 <small>confirmed</small>
South-East Asia	1,478,141 <small>confirmed</small>
Eastern Mediterranean	1,400,544 <small>confirmed</small>
Africa	611,185 <small>confirmed</small>
Western Pacific	266,190 <small>confirmed</small>



Source: World Health Organization

Data may be incomplete for the current day or week.

[https://covid19.who.int/?gclid=CjwKCAjwx9\\_4BRAHEiwApAt0zis\\_DWYz\\_izAdr3uStiMQ9LHRonoWipZ-OLvD4TjFILZ5IpFNeql\\_RoCc1UQAvD\\_BwE](https://covid19.who.int/?gclid=CjwKCAjwx9_4BRAHEiwApAt0zis_DWYz_izAdr3uStiMQ9LHRonoWipZ-OLvD4TjFILZ5IpFNeql_RoCc1UQAvD_BwE)

It all began in China with the Wuhan lockdown. On January 23, 2020, China imposed a quarantine in the nucleus of what was called the Covid-19 disease, confining the city. This was going to set precedent, and was enacted in other Chinese cities as well. Travel restrictions started, and we learnt that only one person per household was allowed to go out every other day. We also watched, practically live, that they were simultaneously building hospitals in no time. On April 8, the Wuhan lockdown got to its end.

Although some countries were skeptical, the truth is that the same measures started being applied all over the world in March. A small-scale lockdown of 11 municipalities in Italy began in late February. It was followed by a restriction on March 8 affecting all the region of Lombardy, and 14 neighboring provinces. On the next day, March 9, Italy imposed a national quarantine, restricting the movement of the population through a lockdown mandate. The growing Covid-19 pandemic made our next door neighbor temporarily close non-essential stores and businesses.

In Spain, we could see that a possible lockdown-mandate was looming. On Monday, March 9th, the government closed an Official School of Languages (Escola Oficial d'Idiomes del Prat), after one professional tested positive. Having an active COVID-19 infection, all the staff, 15



professionals, were quarantined. On March 12th we were told that all schools were closing. On March 13th, Spain announced a state of alarm. After Italy, the country was second in the highest number of infections, and was facing a fast spreading contagion on the continent.

Qatar (Doha industrial area), started lockdown on the 11th, Ireland did on the 12th, and Albania and Poland also began on the 13th. In spite of the fact that Spain is supposed to have one of the most advanced European public health systems, it became overwhelmed. Hospitals were soon overloaded, they were struggling to find face masks, and other equipment, and medical professionals started getting infected. The growing rate of coronavirus kept increasing.

In the third term of the 2019-2020 academic year, over 300 million students worldwide had their learning disrupted by the spread of the illness. To help them in continuing their studies in schools, and universities, teachers prioritized their access to online learning materials, and educational organizations also intervened to support all the educational community.

I am a professor of English at Escola Oficial d' Idiomes. And I am also a teacher trainer at I.C.E, at the University of Barcelona. Despite my over 30-year teaching experience, this academic course brought an unprecedented first for me, and to all teachers around the globe. While we all had to learn to process our human, social, national and global emergency situation, we also fully jumped to the new and unknown virtual teaching stage.



This article is part of a collection of 6 articles on how the 3<sup>rd</sup> term of the 2019-2020 academic year changed us all. They are titled:

- **EFL in Lockdown. Part 1: Organization in Mandatory Online Teaching**
- **EFL in Lockdown. Part 2: A Project-like Framework through *Jitsi Meet, Moodle and Whatsapp***
- **EFL in Lockdown. Part 3: Passwords through Homophones, British and American English, False Friends, Tongue-twisters, Similes, Idioms, and Proverbs**



- **EFL in Lockdown. Part 4: Teaching Contextualized Covid-19 English and Spanish Proverbs. Class Materials**
- **EFL in Lockdown. Part 5: Confinement, Assessment, and Results**
- **EFL in Lockdown. Part 6: Celebrating Great Scores and EFL Learning and Teaching Experiences in New Post Confinement**

In this article, I will explain the organization behind the immediate and intensive EFL transition which took my adult students and me from in-session teaching to online teaching. That, literally and practically, happened overnight or over a weekend, and was perfected by us all as time passed. This article will point to a series of milestones which led the way; also to numerous digital pillars which I leaned on to be able to fully teach online; and, last but not least, to my students, who were eagerly ready to adjust, and learnt to learn differently, through remote-distance lessons.

These lessons brought new ideas and methodologies, and we all did it together after superb team work, which is usually it in my classes. Yet, I must say that when teaching and learning online in such a global and real emergency situation, all my adult students' moves and responses to benefit the group even stood out more, making a big difference each time. To accurately explain the transition which we all did, the advances and enjoyment in the process, which also account for the final results, this initial article will be divided into 12 sections:

1. **A TEACHING JOB IN CONTEXT**
2. **AIMED GOALS AND EXPECTED PASSING PERCENTAGES**
3. **ORGANIZATION PRIOR TO MARCH 13**
4. **VIRTUAL TEACHING AND TUTORING SCHEDULE**
5. **BEYOND EASTER AND SCHOOL CALENDAR**
6. **MY TABLET AND *GOOGLE DRIVE***
7. **OUR *JITSI MEET* PLATFORM, AND OUR VIRTUAL SPACES: OUR CLASSROOMS, THE STUDENTS' STUDY ROOMS, AND MY OFFICE**
8. **OUR *MOODLE***
9. **THE STUDENTS' *WHATSAPP* GROUP**
10. **THE STUDENTS' O.U.P. COURSEBOOK SITE**
11. **THEIR FOLLOW-UP**
12. **RESULTS**

Sections 7, 8, and 9 will be detailed in the 2<sup>nd</sup> article of the collection: "EFL in Lockdown. Part 2: A Project-like Framework through *Jitsi Meet*, *Moodle* and *Whatsapp*", and Sections 10, 11 and 12 will be specified in the 5<sup>th</sup> article "EFL in Lockdown. Part 5: Confinement, Assessment, and Results". The 3<sup>rd</sup> article ("EFL in Lockdown. Part 3: Passwords through Homophones, British and American English, False Friends, Tongue-twisters, Similes, Idioms, and Proverbs"), and the 4<sup>th</sup> one ("EFL in Lockdown. Part 4: Teaching Contextualized Covid-19 English and Spanish Proverbs. Class Materials" will reflect how I exploited these language areas to season the sessions with varied language structures, vocabulary and thoughts.



Finally, the last article (“EFL in Lockdown. Part 6: Celebrating Great Scores and EFL Learning and Teaching Experiences in New Post Confinement”), will present the results which had been showing all term, and which were officially and quantitatively certified at the end of the continuous evaluation process. Only in a few students, 10, needed to be sit for final exams.

## 1/ A TEACHING JOB IN CONTEXT

In 2019-2020 I was teaching instrumental English to adults in 4 extensive classes in Room 12 at Escola Oficial d’idiomes.

IDIOMA	CURS	MODALITAT	GRUP	PROFESSOR/A	HORARI
Anglès	Primer	EXTENSIU	11LM17S	LOURDES MONTORO	DILLUNS-DIMECRES / 17:00 - 19:00
Anglès	Primer	EXTENSIU	11LM19S	LOURDES MONTORO	DILLUNS-DIMECRES / 19:00 - 21:00
Anglès	Tercer	EXTENSIU	13LM17P	LOURDES MONTORO	DIMARTS-DIJOUS / 17:00 - 19:00
Anglès	Tercer	EXTENSIU	13LM19P	LOURDES MONTORO	DIMARTS-DIJOUS / 19:00 - 21:00

(Room 12 - Door sign)

I had a total of 120 enrolled students in 2 levels: 60 students in 2 courses in A1 (BASIC LEVEL), and the remaining 60 in B1 (INTERMEDIATE LEVEL):

Ensenyament	Grau	Nivell	Curs	Idioma	Idioma	Grup
Oficial	.	Nivel Bàsic A2	A1	Anglès	Anglès	11lm17s (19aan1-3)
Oficial	.	Nivel Bàsic A2	A1	Anglès	Anglès	11lm19s (19aan1-4)
Oficial	.	Nivel Intermedi B1	B1	Anglès	Anglès	13lm17p (19aan3-4)
Oficial	.	Nivel Intermedi B1	B1	Anglès	Anglès	13lm19p (19aan3-5)

(Centros.net app)

I have taught in the public language school system for 30 years, and I know the ropes of adult EFL teaching and learning. But as every other teacher in the 3<sup>rd</sup> term of 2020-2021, and as all students did, we were asked to respond and to be responsible for our response in a human, social, and academic unprecedented way.



## 2/ AIMED GOALS AND EXPECTED PASSING PERCENTAGES

Classes had begun the last week of September. By March, when schools had to close, all students had already sat for mid-course exams on speaking, writing, reading, listening, and grammar in A1, and speaking, writing, mediation (speaking and writing), reading and listening in B1. They had taken place at the end of January and beginning of February. They are called mock exams, because they are meant to help students get familiar with the final exam format and contents. They serve as reference grades, and students know that they always need to sit for final exams at the end of the school year, whose scores we officially certify.

Mock exams help students and teachers see where students are at learning English as a foreign language, and teachers use them to assess results with the students, and tutor them to provide the necessary orientations to help them improve in their learning, and consolidate it all. Our interviews took place in early February, so all students had been given their quantitative and qualitative feedback. Little did we know that the February 2020 mock exams would place a fundamental role. Generally speaking, practically all my students attending classes had taken them, and even passed them. Despite that, some students still needed to perfect certain skills, and ensure their proficiency in all of them, since they were going to be examined on them at the end of the academic year.

By February students had had a lot of practice on all the skills, since I usually prepare students for the mock exams as if it was final. Therefore I had a lot of grades from them, the more numerous being in oral expression and written expression, since they know that they are key in learning a English as a foreign language. Those scores would also come in very handy in the confined 3rd term that was awaiting us.

So far, students had almost read two books, and written on them, and were very familiar with the objectives which they needed to achieve not to only manage to pass the level, but to get ready to follow the next level in the best learning conditions. In Official School of Languages, students are expected to master the 5 skills that were mentioned earlier. Each skill has a 20% value, and the average grade is met when the score in each skill reaches 10%. The pass mark of the subject is always 65% out of 100%.

<b>Grammar</b>	<b>20%</b>	<b>Pass mark</b>  <b>By skills: 50%</b>  <b>Global pass mark: 65%</b>
<b>Listening</b>	<b>20%</b>	
<b>Reading</b>	<b>20%</b>	
<b>Writing</b>	<b>20%</b>	
<b>Oral</b>	<b>20%</b>	
(1 <sup>ST</sup> LEVEL – Included in the 1 <sup>st</sup> day Information sheet)		
<b>Percentages</b>		
Speaking	20%	
Writing	20%	
Mediation	20%	
.....		
Listening	20%	
Reading	20%	
<b>Pass mark by skills: 50% each!</b>		
Total	100	
<b>Global Pass mark :</b>	<b>65%</b>	
(3 <sup>RD</sup> LEVEL – Included in the 1 <sup>st</sup> day Information sheet)		





Students had been informed about all scores on the first school day back in September. They also knew that their school final exams would be in early-mid May (A1), and end of May (B1).

### 3/ ORGANIZATION PRIOR TO MARCH 13

Lockdown from March 13 on forced all teachers to teach online. In my case, prior to March 13<sup>th</sup>, during the 1<sup>st</sup> 2 weeks of March, upon seeing what was happening in Italy, and out of common sense, I told my students that I had the feeling that - as the proverb goes: *“Cuando veas las barbas de tu vecino cortar, pon las tuyas a remojar”* (“When your neighbor’s house is on fire, beware of your own”) -, we had to get ready for a possible lockdown.

So...on Monday, the 2<sup>nd</sup> of March, out of intuition, and to prevent better than cure, I informed my 4 groups that classes would be quite intense because I was going to provide them with the minimum fundamental structural and lexical language basis to help them autonomously be able to proceed with the new units in case schools ended up closing. I had prepared work for them on the next 2 units. My training on those lessons lasted until Thursday, the 12<sup>th</sup> (when we were told on the very same day that the school was closing on the next day). During those 2 weeks I daily handed my students complementary copies of the new lessons to come, and guided them through all the skills that they needed to keep focused on. On the 12<sup>th</sup>, after I did my last in-session classes, I scanned all the materials and guidelines which I had prepared during those days for my 4 A1 and B1 groups, and uploaded the materials in *Moodle*.

Students knew that a few important things were in their favor and in our common favor:

- They knew me well, and the other way round
- All the course worksheets related to vocabulary, grammar and communication that I use in class always have the key
- They were all available in *Moodle* since September
- My *Moodle* sites for A1 and B1 are friendly-user oriented, and present all the self-access course materials at the very top, and are complemented, underneath, by sections on all the skills, which, in turn, offer optional extended practice with a key as well.

### 4/ VIRTUAL TEACHING AND TUTORING SCHEDULE

To make it all digitally work, I created a classes and tutoring sessions schedule. Tutoring sessions were certainly instrumental in helping adult students with a large number of problems arising from Covid 19 (sick students, with sick family members, with losses of a relative, with job losses, with digital difficulties ...). This was my schedule:

A1 - HORARIS (DILLLUNS I DIMECRES)				
12	11LM17S	Lourdes Montoro	5-6:30 tutoria	5:00-6:30
13	11LM19S	Lourdes Montoro	7-8:30 tutoria	7:00-8:30
B1 - HORARIS (DIMARTS I DIJOUS)				
36	13LM17P	Lourdes Montoro	5-6:30 tutoria	5:00-6:30
37	13LM19P	Lourdes Montoro	7-8:30 tutoria	7:00-8:30



## 5/ BEYOND EASTER AND SCHOOL CALENDAR

At first we thought that we might be out of school until Easter week, and be able to go back to school on April 14<sup>th</sup>, a month after. But the lockdown time kept extending, and we were in the 3<sup>rd</sup> term.

Easter brought me the necessary paradigm thought to become fully professional at preparing a course whose end to virtual life could not be guessed. I already was off on a necessary tangent, which needed to be officialized to create the right kind of thought in my students too. What if we no longer were going back to our classrooms to end up the syllabus and review for final exams? From my view, keeping calm and cordial was it, and I also planned for some entertainment to sweeten their days as they faced the same reality as we all did, kept processing it all, and we academically moved on.



(School calendar, [https://eoibcnvh.cat/media/files/calendari%202019-2020versioWEB\(1\).pdf](https://eoibcnvh.cat/media/files/calendari%202019-2020versioWEB(1).pdf))

## 6/ MY TABLET AND GOOGLE DRIVE

Teachers went from working in session to fully working online. I usually prepared lessons at school. So, I needed to make both changes: create units at home, and teach from there too. At home I could not access my online school materials, and could only work at my tablet. So I started using *Google Drive* the most, which was fundamental for my work. These are all the sections which, as days, weeks, and months passed, I created for A1 and B1:



## A1/

## B1/

Both levels had dossiers on all the relevant areas that needed to be tackled: planning, classes, tutoring sessions, all the skills, digital tools, continuous assessment, final exams, and last pieces of information.



## 7/ OUR JITSI MEET PLATFORM, AND OUR VIRTUAL SPACES: OUR CLASSROOMS. THE STUDENTS' STUDY ROOMS, AND MY OFFICE

Through *Jitsi Meet* I created **4 virtual classrooms**, and **1 virtual office**. To facilitate students' work in pairs, and also in small groups, I also created **46 study rooms**. My students had no excuse not to meet to practise English, or help one another. These are the spaces:

### A/ 4 CLASSROOMS

← → 4 AULAS VIRTUALES JITSI ← →

- A1 - NIVEL DE INGLÉS ELEMENTAL ●
  - GRUPO DE 1° DE 5-7  
<https://meet.jit.si/ENGLISH-ROOM12-1STLEVEL-5-7>
  - GRUPO DE 1° DE 7-9  
<https://meet.jit.si/ENGLISH-ROOM12-1STLEVEL-7-9>
- B1 - NIVEL DE INGLÉS INTERMEDIO ●
  - GRUPO DE 3° DE 5-7  
<https://meet.jit.si/ENGLISH-ROOM12-3RDLEVEL-5-7>
  - GRUPO DE 3° DE 7-9  
<https://meet.jit.si/ENGLISH-ROOM12-3RDLEVEL-7-9>

### B/ TEACHER'S OFFICE

← → DESPACHO DE LA PROFESORA ← →

<https://meet.jit.si/LOURDESOFFICE>

### C/ STUDY ROOMS

#### A1/

#### 📖 SALAS DE ESTUDIO 📖

<p>STUDY ROOM 1 <a href="https://meet.jit.si/1STLEVELSTUDYROOM1">https://meet.jit.si/1STLEVELSTUDYROOM1</a></p> <p>STUDY ROOM 2 <a href="https://meet.jit.si/1STLEVELSTUDYROOM2">https://meet.jit.si/1STLEVELSTUDYROOM2</a></p> <p>STUDY ROOM 3 <a href="https://meet.jit.si/FIRSTLEVELSTUDYROOM3">https://meet.jit.si/FIRSTLEVELSTUDYROOM3</a></p> <p>STUDY ROOM 4 <a href="https://meet.jit.si/1STLEVELSTUDYROOM4">https://meet.jit.si/1STLEVELSTUDYROOM4</a></p> <p>STUDY ROOM 5 <a href="https://meet.jit.si/1STLEVELSTUDYROOM5">https://meet.jit.si/1STLEVELSTUDYROOM5</a></p> <p>STUDY ROOM 6 <a href="https://meet.jit.si/1STLEVELSTUDYROOM6">https://meet.jit.si/1STLEVELSTUDYROOM6</a></p> <p>STUDY ROOM 7 <a href="https://meet.jit.si/1STLEVELSTUDYROOM7">https://meet.jit.si/1STLEVELSTUDYROOM7</a></p> <p>STUDY ROOM 8 <a href="https://meet.jit.si/1STLEVELSTUDYROOM8">https://meet.jit.si/1STLEVELSTUDYROOM8</a></p> <p>STUDY ROOM 9 <a href="https://meet.jit.si/1STLEVELSTUDYROOM9">https://meet.jit.si/1STLEVELSTUDYROOM9</a></p> <p>STUDY ROOM 10 <a href="https://meet.jit.si/1STLEVELSTUDYROOM10">https://meet.jit.si/1STLEVELSTUDYROOM10</a></p> <p>STUDY ROOM 11 <a href="https://meet.jit.si/1STLEVELSTUDYROOM11">https://meet.jit.si/1STLEVELSTUDYROOM11</a></p> <p>STUDY ROOM 12 <a href="https://meet.jit.si/1STLEVELSTUDYROOM12">https://meet.jit.si/1STLEVELSTUDYROOM12</a></p>	<p>STUDY ROOM A <a href="https://meet.jit.si/1STLEVELSTUDYROOMA">https://meet.jit.si/1STLEVELSTUDYROOMA</a></p> <p>STUDY ROOM B <a href="https://meet.jit.si/1STLEVELSTUDYROOMB">https://meet.jit.si/1STLEVELSTUDYROOMB</a></p> <p>STUDY ROOM C <a href="https://meet.jit.si/1STLEVELSTUDYROOMC">https://meet.jit.si/1STLEVELSTUDYROOMC</a></p> <p>STUDY ROOM D <a href="https://meet.jit.si/1STLEVELSTUDYROOMD">https://meet.jit.si/1STLEVELSTUDYROOMD</a></p> <p>STUDY ROOM E <a href="https://meet.jit.si/-1STLEVELSTUDYROOME">https://meet.jit.si/-1STLEVELSTUDYROOME</a></p> <p>STUDY ROOM F <a href="https://meet.jit.si/1STLEVELSTUDYROOMF">https://meet.jit.si/1STLEVELSTUDYROOMF</a></p> <p>STUDY ROOM G <a href="https://meet.jit.si/1STLEVELSTUDYROOMG">https://meet.jit.si/1STLEVELSTUDYROOMG</a></p> <p>STUDY ROOM H <a href="https://meet.jit.si/1STLEVELSTUDYROOMH">https://meet.jit.si/1STLEVELSTUDYROOMH</a></p> <p>STUDY ROOM I <a href="https://meet.jit.si/1STLEVELSTUDYROOMI">https://meet.jit.si/1STLEVELSTUDYROOMI</a></p> <p>STUDY ROOM J <a href="https://meet.jit.si/1STLEVELSTUDYROOMJ">https://meet.jit.si/1STLEVELSTUDYROOMJ</a></p> <p>STUDY ROOM K <a href="https://meet.jit.si/1STLEVELSTUDYROOMK">https://meet.jit.si/1STLEVELSTUDYROOMK</a></p>
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## B1/

### SALAS DE ESTUDIO

STUDY ROOM 1 <a href="https://meet.jit.si/3rdLEVELSTUDYROOM1">https://meet.jit.si/3rdLEVELSTUDYROOM1</a>	STUDY ROOM A <a href="https://meet.jit.si/3RDLEVELSTUDYROOMA">https://meet.jit.si/3RDLEVELSTUDYROOMA</a>
STUDY ROOM 2 <a href="https://meet.jit.si/3rdLEVELSTUDYROOM2">https://meet.jit.si/3rdLEVELSTUDYROOM2</a>	STUDY ROOM B <a href="https://meet.jit.si/3RDLEVELSTUDYROOMB">https://meet.jit.si/3RDLEVELSTUDYROOMB</a>
STUDY ROOM 3 <a href="https://meet.jit.si/3rdLEVELSTUDYROOM3">https://meet.jit.si/3rdLEVELSTUDYROOM3</a>	STUDY ROOM C <a href="https://meet.jit.si/3RDLEVELSTUDYROOMC">https://meet.jit.si/3RDLEVELSTUDYROOMC</a>
STUDY ROOM 4 <a href="https://meet.jit.si/3rdLEVELSTUDYROOM4">https://meet.jit.si/3rdLEVELSTUDYROOM4</a>	STUDY ROOM D <a href="https://meet.jit.si/3RDLEVELSTUDYROOMD">https://meet.jit.si/3RDLEVELSTUDYROOMD</a>
STUDY ROOM 5 <a href="https://meet.jit.si/3rdLEVELSTUDYROOM5">https://meet.jit.si/3rdLEVELSTUDYROOM5</a>	STUDY ROOM E <a href="https://meet.jit.si/3RDLEVELSTUDYROOME">https://meet.jit.si/3RDLEVELSTUDYROOME</a>
STUDY ROOM 6 <a href="https://meet.jit.si/3rdLEVELSTUDYROOM6">https://meet.jit.si/3rdLEVELSTUDYROOM6</a>	STUDY ROOM F <a href="https://meet.jit.si/3RDLEVELSTUDYROOMF">https://meet.jit.si/3RDLEVELSTUDYROOMF</a>
STUDY ROOM 7 <a href="https://meet.jit.si/3RDLEVELSTUDYROOM7">https://meet.jit.si/3RDLEVELSTUDYROOM7</a>	STUDY ROOM G <a href="https://meet.jit.si/3RDLEVELSTUDYROOMG">https://meet.jit.si/3RDLEVELSTUDYROOMG</a>
STUDY ROOM 8 <a href="https://meet.jit.si/3RDLEVELSTUDYROOM8">https://meet.jit.si/3RDLEVELSTUDYROOM8</a>	STUDY ROOM H <a href="https://meet.jit.si/3RDLEVELSTUDYROOMH">https://meet.jit.si/3RDLEVELSTUDYROOMH</a>
STUDY ROOM 9 <a href="https://meet.jit.si/3rdLEVELSTUDYROOM9">https://meet.jit.si/3rdLEVELSTUDYROOM9</a>	STUDY ROOM I <a href="https://meet.jit.si/3RDLEVELSTUDYROOMI">https://meet.jit.si/3RDLEVELSTUDYROOMI</a>
STUDY ROOM 10 <a href="https://meet.jit.si/3rdLEVELSTUDYROOM10">https://meet.jit.si/3rdLEVELSTUDYROOM10</a>	STUDY ROOM J <a href="https://meet.jit.si/3RDLEVELSTUDYROOMJ">https://meet.jit.si/3RDLEVELSTUDYROOMJ</a>
STUDY ROOM 11 <a href="https://meet.jit.si/3rdLEVELSTUDYROOM11">https://meet.jit.si/3rdLEVELSTUDYROOM11</a>	STUDY ROOM K <a href="https://meet.jit.si/3RDLEVELSTUDYROOMK">https://meet.jit.si/3RDLEVELSTUDYROOMK</a>
	STUDY ROOM L <a href="https://meet.jit.si/3RDLEVELSTUDYROOML">https://meet.jit.si/3RDLEVELSTUDYROOML</a>

## 8/ OUR MOODLE

I continued to use the *Moodle* Platform with which I had already complemented our in-person classes since September 2019, when the course had started. The new teaching and learning situation prepared me to monitor students: I had to follow them up, to see their advances in each skill, and to be ready to help them each, in case they needed individual, pair work or

group remedial work to improve in EFL learning, the goal always being that they needed to achieve the course initial objectives. Students followed classes quite well, and I could see how working online helped students stay focused. This will be referred in full in the following article: “EFL in Lockdown. Part 2: A Project-like Framework through *Jitsi Meet*, *Moodle* and *Whatsapp*”.

## 9/ THE STUDENTS’ WHATSAPP GROUP

For the last years I have been encouraging my students to create their *Whatsapp* groups on the first school day. Each of my groups already had one since September and they had been able to see how useful they could be. For example, attendees took pictures of the screen, the board, the laminated games, the board games, posters, and even of their notes... and sent them to the group.

That was very helpful both for the students that had missed a class, and for those who attended themselves, because they could review the class through the images and comments. When students were lockdowned, besides meeting in the virtual classes, students received EFL guidelines and school information through *Moodle*. And their *Whatsapp* groups became crucial



in supporting all the class *Moodle* indications. This will be referred in full in the following article: “EFL in Lockdown. Part 2: A Project-like Framework through *Jitsi Meet*, *Moodle* and *Whatsapp*”.

## 10/ THE STUDENTS’ O.U.P. COURSEBOOK SITE

*English File* 4<sup>th</sup> edition provides students with online support on grammar, vocabulary, pronunciation, listening, speaking, reading, writing, discussion, and practical English, and records the students’ progress.



I had been promoting its use since the start of the school year so students were used to doing that, and they also enjoyed the support which they got from it. During confinement this tool supported the teaching units, and helped students consolidate their knowledge. And what is more, it helped students become responsible for their scores and advances, which they were also encouraged to keep me posted on in tutoring sessions. This will be referred in full in the following article: “EFL in Lockdown. Part 2: A Project-like Framework through *Jitsi Meet*, *Moodle* and *Whatsapp*”.

## 11/ THEIR FOLLOW-UP

The students’ follow-up became a very interesting path to go along and to reflect on, both for my students and me. At the Official School of Languages, we teach adults who want to study English as a foreign language because they may enjoy travelling or need it for their work. In our multi-aged classes we also have college students who need to learn English for academics. We also have some teenagers, whose parents enroll in our classes.

The syllabus goes from A1 to C2, and is quite intensive both for students and teachers. Attendance of the 7-9 A1 and B1 classes is always quite high. We are expected to take attendance, and during the lockdown, I was constantly checking virtual attendance in *Jitsi Meet* classes.

This is an average sample of attendance, on which we also had to report at school. Numbers kept quite the same in both situations: in-session teaching (from September to mid-March), and online teaching (from mid-March to June):



LOURDES MONTORO		
SEGUIMENT ALUMNAT		
	ABANS DEL 13	- FINS EL FINAL DE CURS
1R 5-7	23	22
1R 7-9	25	24
3R 5-7	22	21
3R 7-9	27	27

On the other hand, since attendance was not mandatory for adults, I could complement the data above with the students’ high participation in Moodle: 57 students in A1, and 61 in B1, which showed the usual interest of students in online resources when following our courses.

## Lourdes Montoro (1st)

Dashboard / My courses / English / PRIMER-A1 / Lourdes Montoro (1st) / Participants

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### Participants

No filters applied

Search keyword or select filter ▼

Number of participants: 57

## Lourdes Montoro (3rd)

Dashboard / My courses / English / TERCER- B1 / Lourdes Montoro (3rd) / Participant

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### Participants

No filters applied

Search keyword or select filter ▼

Number of participants: 61

## 12/ RESULTS

The passing percentage for the A1 and B1 adult EFL classes in the academic year of 2019-2020 was 97%, 17% higher than in the year before. All students that had attended classes and/or followed all the lessons were upgraded to the next level through continuous assessment. Only 10 students opted for final exams, with 7 of them promoting to the next levels. Among the 3 fails, 2 of them corresponded to A1, and 1 to B1. This will be explained in detail in the last article: **“EFL in Lockdown. Part 6: Celebrating Great Scores and EFL Learning and Teaching Experiences in New Post Confinement”**.



## References

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*Centros.net*

<https://play.google.com/store/apps/details?id=es.dialsl.centrosNet&hl=es>

EOI Vall d'Hebron

<https://eoibcnvh.cat/>

*Moodle*

<https://moodle.org/?lang=es>

*Whatsapp*

<https://play.google.com/store/apps/details?id=com.whatsapp&hl=es>





# EFL in Lockdown. Part 2: A Project-like Framework through *Jitsi Meet*, *Moodle* and *Whatsapp*

Lourdes Montoro

[mmontoro@xtec.cat](mailto:mmontoro@xtec.cat)

In the previous article (“EFL in Lockdown. Part 1: Organization in Mandatory Online Teaching”), 12 sections presented the pedagogical organizational structure on which the EFL teaching scaffolding and performance in my adult classes stood on and developed after March 13, 2020. They pointed to the perspective, objectives, tools, actions, and results.

They introduced my adult teaching job in context; the aimed goals and expected passing percentages; the organization prior to march 13; the virtual teaching and tutoring schedule which I planned; the extension of the school calendar until the end of the school year; the key role my tablet played, along with *Google Drive*; the *Jitsi Meet* platform which I chose, and the virtual spaces which I created: classrooms, students’ study rooms, and my office; our class *Moodle*; the students’ *Whatsapp* groups; the students’ coursebook Oxford University Press site; their follow-up; and, their results.

This article describes three sections within the previous list, which played a fundamental role both by themselves, and also among them, since they necessarily interacted with one another. This was key to the classes’ human and EFL virtual and real success from March to June. Numbered as sections 7, 8 and 9 in the previous article, they provided a **triangled basic free online support to continue teaching**, which will be described next as:

<p>A/  <b>THE FRIENDLY-USER VIRTUAL CLASSROOM, AND OTHER SCHOOL RELATED-SPACES: <i>JITSI MEET</i></b>  <a href="https://meet.jit.si/">(https://meet.jit.si/)</a></p>
<p>B/  <b>THE FREE MULTIDIMENSIONAL WALL ON WHICH TO FIND OR LEAVE MATERIALS (THE TEACHER’S AND THE STUDENTS’): <i>MOODLE</i></b>  <a href="https://moodle.org/?lang=en_us">https://moodle.org/?lang=en_us</a></p>
<p>C/  <b>THE POPULAR CROSS-PLATFORM WRITTEN AND VOICE MESSAGING SERVICE, <i>WHATSAPP</i></b>  <a href="https://play.google.com/store/apps/details?id=com.whatsapp&amp;hl=es">https://play.google.com/store/apps/details?id=com.whatsapp&amp;hl=es</a></p>

## A/ THE FRIENDLY-USER VIRTUAL CLASSROOM, AND OTHER SCHOOL RELATED-SPACES: *JITSI MEET*

As soon as I started teaching fully virtually, and the first days turned into a 1<sup>st</sup> week, I decided to look for a friendly-user teaching platform. And I consulted Andreu Cardo, the principal at Escola *El Roure Gros* (<https://www.elrouregros.cat/>) at Santa Eulàlia de Riuprimer. For years he



has been involved in a school educational project based on science and mathematics, which are the main axes for two reasons: on the one hand, they want to maintain and encourage the inborn children's capacity to research and interact with the world around them. On the other, they want to help kids acquire critical thinking, with a view to preparing them to better understand the changing world which surrounds them, and to helping them interact in it, keeping a researching, enterprising, and avid learning spirit to know why things happen.

The rest of subjects in the curriculum revolve around science and mathematics in a global and crosscurricular way. On the school webpage we find the following outstanding quote: *"Cada infant és un Newton, un Einstein, perquè és capaç de crear les seves pròpies històries, el seu laboratori i dur a terme els seus descobriments, els seus propis aprenentatges. Però una condició indispensable és el temps, el respecte que cada infant necessita per construir i organitzar el seu món d'aprenentatges"* (Nancy Bells).

I believe in the same starting premise, both as a teacher of adults, and as a teacher trainer. Adults in all cases need to be given the right circumstances to learn and find what they are truly interested in, and are excellent at. In Tantiñà and Cardo (2016) "El projecte educatiu a l'escola El Roure Gros" (<https://dialnet.unirioja.es/servlet/articulo?codigo=6897833>) we learn that their teaching is centered around the students, and what may be good for them. Furthermore, the school does not follow a timetable fragmentation, and teaching and learning work is based on the freedom which students have to choose topics and proposals

Because work at this unique school is diverse, Tantiñà and Cardo explain that children need to learn autonomously as teachers need to cater for all the other groups' needs. At the same time, they state that this autonomy needs responsibility and compromise to show in the proposals which are selected, while, parallelly, being rigorous and demanding are expected to display in the research works. Last but not least, they add that the role of new technologies is important, because they are in the children's life both at school and outside. Therefore they emphasize that they use all the technological tools which they have in a meaningful and functional way.

At the end of the article, Tantiñà and Cardo conclude that: *"El mestre no és aquell individu que té el coneixement i que el transmet. Dins el nostre projecte el mestre és un facilitador, un organitzador i un guia dels aprenentatges que fan els alumnes. A vegades, també és un membre més del grup i, com a tal, realitza descobertes i construeix aprenentatges juntament amb els alumnes"*. From my view they cannot describe it better, and when the March to June lockdown started, all the roles that are mentioned above stood out on the mental framework which I started building to make the EFL teaching and learning of my adult students work. Precisely because remote teaching was it, and we did not know how long it would last for, I decided to emphasize what I already do in my regular in-session classes: ensuring that students saw that I was the same facilitator, organizer and guide in their learnings, that I was the same member of the whole group as before, discovering, as teacher and students, learning and teaching paths along the way, and building them together.

As a teacher trainer, I have known Andreu Cardo for 2 decades, and I have had the honor to see how all the theoretical base on which his methodology stands on is constantly put into practice through his teaching and leadership, and also as an author, guest speaker, and teacher trainer himself. This was reflected in Montoro (May 2014, "Andreu Cardo: Teacher and Teacher Trainer at Heart, Prolific Author and Generous Guest Speaker", <http://diposit.ub.edu/dspace/handle/2445/60964>).



At school we were free to choose any virtual platform to teach from. From my view, I was going to maintain knowledge (WHAT) closely working with attitude (HOW), and the other way round, since they coexist with each other, like unseparable heads and tails in coins. I knew Andreu Cardo would be using the platform which I was going to like and choose, and that he would exactly tell me about its benefits, and show me in practice. No sooner said than done.

Andreu Cardo was using *Jitsi Meet* both for classes, school meetings and education government and town hall meetings. That was the plus I needed, and secondly, he immediately showed me in practice that users do not need to sign up or download the app, while it has all the functionality buttons which I would need, along with the screenshare options that would allow both students and I project our teaching and learning documents. Andreu cardo sent me the instructions which he provides his interlocutors with, and that got me started.

After that, I created **4 virtual classrooms, my virtual office, and 46 study rooms** for speaking practices and study in pairs and small groups. Students used to meet at school for English practices, and I wanted them to continue meeting in the new virtual teaching/learning format and circumstances. I also wanted them to stop by my office, as they used to do at school during the assigned time for that. These are samples of the messages which I sent my 4 groups to inform them, and get them ready to enthusiastically proceed as expected from then on:

### 1/ JITSI MEET CLASSROOMS AND TEACHER'S OFFICE



## 1r LEVEL - JITSI MEET CLASSROOMS

Buenos días,

**Vuestras aulas virtuales Jitsi Meet ya están disponibles!**

Las he elegido porque NO necesitáis bajar la aplicación. Y si entráis con el móvil o tablet, sólo debéis ir a la parte derecha de arriba y clicar en "POSAR LLOC WEB PER ORDINADOR" :



Sólo tenéis que poner en Chrome una de las 2 direcciones siguientes:

**GRUPO DE 5-7:** <https://meet.jit.si/ENGLISH-ROOM12-1STLEVEL-5-7>

**GRUPO DE 7-9:** <https://meet.jit.si/ENGLISH-ROOM12-1STLEVEL-7-9>

Ya podéis hacerlo y así ya estaréis preparados.



Aprovecho para enviaros la dirección de mi **oficina virtual**:  
<https://meet.jit.si/LOURDESOFFICE>

El sistema de acceso es el mismo. Estaré en la oficina en la misma hora que estaba en la escuela.

Adelante con el estudio y con todo!

Cuidaros,  
 Lourdes



## 2/ JITSI MEET STUDY ROOMS



### SALAS DE ESTUDIO



(1ª- GRUPO DE 7-9)

BUENOS DÍAS,

HE CREADO ESTAS SALAS PARA CADA PAREJA O GRUPITO. UTILIZADLAS PARA REVISAR TODO LO QUE NECESITÉIS, Y PRACTICAR ORALES HASTA EL FINAL DE CURSO.

PARA SABER CUÁL ES VUESTRA SALA DE ESTUDIO, SEGUID EL LISTADO DE

CLASE QUE OS ENVIARÁ  MUNTSÁ  A CONTINUACIÓN POR *WHATSAPP*.

**STUDY ROOM A**

<https://meet.jit.si/1STLEVELSTUDYROOMA>

**STUDY ROOM B**

<https://meet.jit.si/1STLEVELSTUDYROOMB>

**STUDY ROOM C**

<https://meet.jit.si/1STLEVELSTUDYROOMC>

**STUDY ROOM D**

<https://meet.jit.si/1STLEVELSTUDYROOMD>

**STUDY ROOM E**

<https://meet.jit.si/-1STLEVELSTUDYROOME>

**STUDY ROOM F**

<https://meet.jit.si/1STLEVELSTUDYROOMF>

**STUDY ROOM G**

<https://meet.jit.si/1STLEVELSTUDYROOMG>

**STUDY ROOM H**

<https://meet.jit.si/1STLEVELSTUDYROOMH>



STUDY ROOM I

<https://meet.jit.si/1STLEVELSTUDYROOMI>

STUDY ROOM J

<https://meet.jit.si/1STLEVELSTUDYROOMJ>

STUDY ROOM K

<https://meet.jit.si/1STLEVELSTUDYROOMK>

STUDY ROOM L

<https://meet.jit.si/1STLEVELSTUDYROOML>

NOS VEMOS EN NUESTRA AULA ONLINE DE GRUPO POR LA TARDE

<https://meet.jit.si/ENGLISH-ROOM12-1STLEVEL-7-9>

UN SALUDO,

Lourdes

The second sample also shows the fundamental role of assistants and the *Whatsapp* groups from March until June. This will be addressed in the third part of this article: **THE POPULAR CROSS-PLATFORM WRITTEN AND VOICE MESSAGING SERVICE, WHATSAPP.**

## **B/ THE FREE MULTIDIMENSIONAL WALL ON WHICH TO FIND OR LEAVE MATERIALS (THE TEACHER'S AND THE STUDENTS'): MOODLE**

When lockdown began on March 13, *Moodle* was already a students' old friend, because it is the learning support system, which teachers have been using at school since it was officially set by the institution. So students were already familiar with it, and how we had been using it until then. Before that, for in-session courses, *Moodle* basically supported person-to-person teaching as the syllabus was followed and presented.

I also had it organized by skills, and all the practices had self-assessment keys since day 1 in late September, which students always appreciated if they missed class, wanted to take the practice again, or wanted to increase their knowledge at their own pace too. They could wait for me to teach the new lessons, or go ahead and explore on their own. How I had used *Moodle* up to then was described in Montoro (November 2017): "Benefits of *Moodle* by Skills for EFL Classes" (<http://diposit.ub.edu/dspace/handle/2445/119685>).

When we started teaching online, **messaging** through *Moodle*, **its sections and utilities** became fundamental. To reach the course goals, I made sure that **all students were in**, I enhanced some of **its-ready-to-use sections** both for students who were going to prepare for exams on their own, or for others who simply wanted to have a look at what I already had posted, and had been ready since September. I definitely added **new weekly practices**, which I posted at the top of the page, and highlighted with icons, and, last, but not least, made sure that students realized that I could see at a click what **their study hours** were. I will exemplify it next:

### **1/ALL STUDENTS IN**

This was one of the first messages which I sent to make sure all students were onboard. Students were reminded of what they needed to do in case they still had some trouble with *Moodle* by then. They were to take responsibility for their enrollment and access to class messages, and even the key to my classes was included (necessarily discarded in the message next):



## SOLUCIONES A LOS ALUMNOS CON ALGÚN



### POSIBLE PROBLEMA DE ACCESO AMOODLE

Buenos tardes a todos,

si tenéis algún problema de acceso a *Moodle*, sólo hay 2 posibles casuísticas:

A/

60 alumnos de 3º de los 2 grupos ✓ están en *Moodle* y deben recibir todos los mensajes

CUANDO NO SE RECIBEN LOS MENSAJES, SUELEN ESTAR EN SPAM!?!?!?. Debéis solventarlo.

B/

Como nuestros cursos son muy numerosos, si hay algún alumno más que todavía no está inscrito en *Moodle*, debe hacerlo.

**PARA ELLO DEBEN DARSE DE ALTA EN LA PÁGINA WEB DE LA ESCUELA. TRAS PONER SU USUARIO Y CONTRASEÑA, Y UNOS DATOS COMPLEMENTARIOS, Y RECIBIR UN CORREO DE CONFIRMACIÓN DEL SISTEMA, DEBEN LOCALIZAR NUESTRA CLASE DE TERCERO EN LA LISTA. LES PEDIRÁ LA CLAVE DE INSCRIPCIÓN. ES XXX.**

Por otro lado, si alguien ha olvidado su usuario y contraseña, tiene que pedir que se la recuerden en la página de acceso. Y el sistema la enviará.

ANIMO CON TODO!

ADELANTE!

TODO SALDRÁ BIEN!

TAKE CARE

Un saludo,

Lourdes

P.S. Please send this message to your *Whatsapp* group. Thanks.

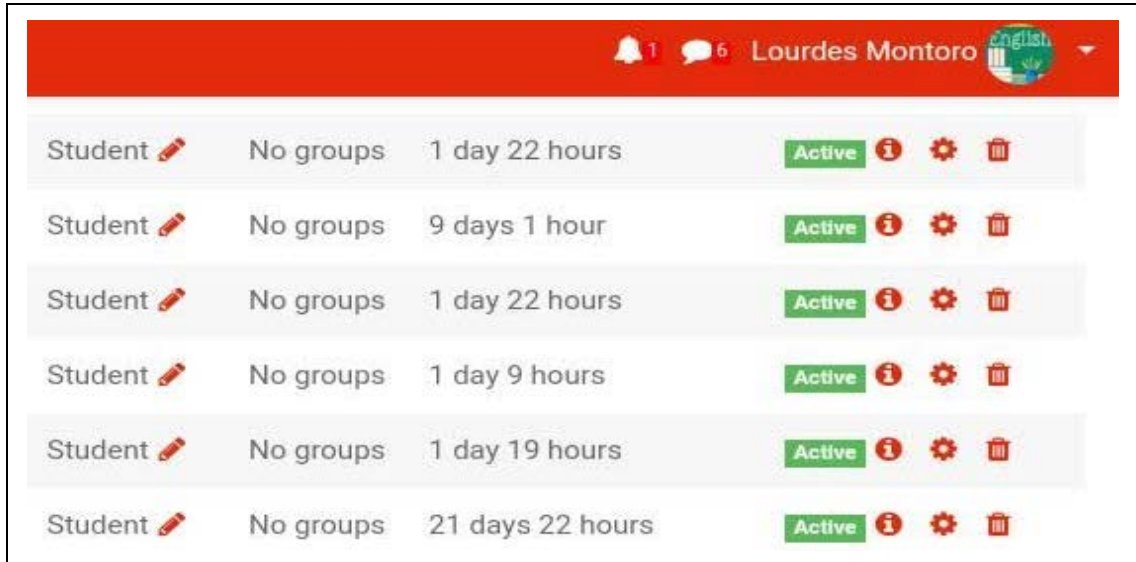
## 2/ MOODLE FOLLOW-UP

On a different day, students received a message which showed them that I was following them and their studying itineraries. I also invited them to consult any doubts of theirs live



(connecting to my virtual office in my assigned time), or to send me a message. The screenshot following was included in my message to them, and the image was worth a

thousand words. All students connected, and the messages ensured that the system was working for all.



### 3/ WEEKLY MOODLE ACTIVITIES

Next there are 2 screenshots showing some of the last activities in the 2 EFL levels which I taught: elementary, and intermediate. Students in their intermediate level were supposed to sit for official government exams which would allow them to receive their B1 certificates. A sample of the term preparation shows next. I chose to always post them at the top of the page so that they would easily find the tasks:




1ST LEVEL


**Basic documents in the next block!**

- 📁 ●●●●● ENGLISH FILE - LAST UNITS - STUDYING UNIT 10 + UNIT 11 (20 documents) ●●●●●
- 📁 ● ÚLTIMO TEST DE GRAMÁTICA - INDIVIDUAL - CON NOTA ● (Se puede hacer hasta el viernes 8 a la 1)
- 📁 ● ÚLTIMO TRABAJO DE LECTURA EN PAREJA O PEQUEÑO GRUPITO - ÚLTIMAS NOTAS ● (Se puede hacer hasta el viernes 8 a la 1)
- 📁 ● REGULAR AND IRREGULAR VERBS (Grammar, tests, questions, pronunciation...) ●
- 📁 🌱 OPTIONS FOR WORK UNTIL JUNE 10 🌈 - UNIT 12, AND ALSO ADDITIONAL GRAMMAR, READING, AND LISTENING - Sólo para alumnos que estén aprobando todas las destrezas)
- 📁 🗉 LAST PIECES OF INFORMATION ! !

Elementary English Moodle page

3RD LEVEL



**BASIC DOCUMENTS RIGHT IN THE NEXT BLOCK!!**

- 📁 🗉 LAST PIECES OF INFORMATION !
- 📁 🌱 OPTIONS FOR WORK UNTIL THURSDAY JUNE 11 🌈 (sólo para alumnos que estén aprobando todas las destrezas)
- 📁 ● APRIL 14 - MAY 3 - ENGLISH FILE: UNIT 9 + UNIT 10 (19 attachments) ●
- 📁 ● MAY 4, MONDAY, 🚩 THE ONLY DAY 🚩 TO SEND THE TEACHER 3-FINAL-EXAM COMPOSITIONS IN 1 DOC: Mediation email, story in the past, personal email ●
- 📁 ● 🚩 UNTIL MAY 10, SUNDAY 🚩, WIKIWHATS FOR GRAMMAR FINAL EXAMS 7, 8, 9 QUESTIONS ●





LAST PIECES OF INFORMATION !  
 🌟 OPTIONS FOR WORK UNTIL THURSDAY JUNE 11 🌟 (sólo para alumnos que estén aprobando todas las destrezas)  
 🚫 APRIL 14 - MAY 3 - ENGLISH FILE: UNIT 9 + UNIT 10 (19 attachments) 🚫  
 🚫 MAY 4, MONDAY, 🚩 THE ONLY DAY 🚩 TO SEND THE TEACHER 3-FINAL-EXAM COMPOSITIONS IN 1 DOC: Mediation email, story in the past, personal email 🚫  
 🚫 🚩 UNTIL MAY 10, SUNDAY 🚩, WIKIWHATS FOR GRAMMAR FINAL EXAMS 7, 8, 9 QUESTIONS 🚫  
 🚫 ORAL MEDIATION (Guidelines, scores, official EOI model, and 7 models to practise with) 🚫  
 🚫 SPEAKING -12 TOPICS TO GET FAMILIAR WITH 🚫 (You can also prepare pictures related to them)  
 🚫 SPEAKING - 8 NEW MODELS TO PRACTISE ! ! - Candidate A and Candidate B 🚫  
 🚫 REGULAR AND IRREGULAR VERBS (Grammar, tests, dialogues, pronunciation...) 🚫  
 🚫 BOOK - 8 READING PRACTICES - TO BE SCORED AS 1 EXAM - MAXIMUM 20 POINTS) 🚫  
 🚫 LAST LISTENING EVAL EXAM (7 TASKS) 🚫 (Score: 20)  
 🚫 LAST LISTENING EVAL EXAM (KEYS) 🚫

Intermediate English Moodle page

#### 4/ STUDENTS PREPARING FOR FINAL EXAMS

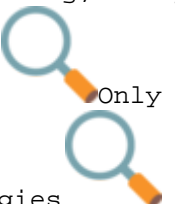
I sent my groups orientations on how to start preparing final exams, and helped them find materials within the sections which followed the top part of the *Moodle* webpage. Since I had it organized by skills, I also forwarded them screenshots in which they could see which practices I recommended and I had checked (✓). Samples related to the first level groups are included next:



### 1st LEVEL- MOODLE ORIENTATION FOR FINAL EXAM PRACTICES (WITH KEYS)

(From March 30th on)

Dear students,  
you will find enclosed screenshots of *Moodle* sections with checkmarks in green (✓) next to the recommended documents. Here are some indications:

- 1/ You can begin reviewing for the final exams after you finish your weekly work on March 30th
- 2/ You can work individually on all of them (keys are provided), except for Speaking (The Speaking section is for you to study and practise with your oral exam partner or practice classmates). Remember to use your study rooms.
- 3/ For writing, study the dossier, do your practices and self-correct them.  Only use it to study the writing techniques and strategies.

On the next days I will be sending you the calendar and the compositions that you will need to work on after the holidays. As you know, I will correct them all immediately, and, if necessary, we will have assigned tutoring sessions in my virtual office.



Thank you very much for your attention and hard work.

Best wishes,

Lourdes Montoro

Elementary English *Final exam* orientations

<p>1.</p> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>FINAL EXAM - BOOK - REVIEW (Grammar, Vocabulary, pronunciation) ✓</li> <li>FINAL EXAM - BOOK TESTS (Grammar, Listening, Reading, Speaking, Writing) ✓</li> <li>FINAL EXAM - MULTIPLE CHOICES ✓</li> <li>FINAL EXAM - Clozes ✓</li> <li>FINAL EXAM - Open clozes ✓</li> <li>FINAL EXAM - PREPOSITIONS - REVIEW ✓</li> </ul>	<p>2.</p> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>MOCK EXAM AND FINAL EXAM - PRACTICE - Pictures and models ✓</li> <li>MOCK EXAM AND FINAL EXAM - 14 PICTURES TO PRACTISE WITH ✓</li> <li>MOCK EXAM AND FINAL EXAM - Some examples of roleplays ✓</li> <li>MOCK EXAM AND FINAL EXAM - Examples of Dialogues ✓</li> <li>FINAL EXAM - BOOK REVIEW - Questions ✓</li> <li>FINAL EXAM - 1st year basic questions ✓</li> </ul>
<p>3.</p> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>LEARNING ENGLISH VIDEOS ✓</li> <li>"REAL ENGLISH" YOUTUBE CHANNEL ✓</li> <li>READING AND LISTENING ✓</li> <li>ESL CYBER LAB ✓</li> </ul>	<p>4.</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>WRITING PRACTICE - Tasks ✓</li> <li>WRITING PRACTICE - Key ✓</li> </ul>
<p>5.</p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>PROGRESSIVE READING PACK (without activities) ✓</li> <li>READING PACK (With questions + key) ✓</li> <li>3 EXTRA READING ADDRESSES ✓</li> <li>FINAL EXAM - Readings ✓</li> <li>FINAL EXAM - BOOK - 9 Reading practices ✓</li> </ul>	<ul style="list-style-type: none"> <li>REINFORCEMENT SPEAKING PACK ✓</li> <li>REINFORCEMENT WRITING PACK ✓</li> <li>REINFORCEMENT READING PACK ✓</li> <li>Announcements</li> </ul>

Elementary English *Final exam* recommendations

### C/ THE POPULAR CROSS-PLATFORM WRITTEN AND VOICE MESSAGING SERVICE, WHATSAPP

We are all familiar with *Whatsapp*, and my students have been encouraged to create *Whatsapp* groups at the start of each academic year. So when in-session classes were cancelled, students had already been using the app to help one another and support their individual and team work learning: taking pictures of the screen, the board, the laminated games, the board games, posters, and even of their notes... and sending them to their group.

That helped both students attending class to review their in-session work, and also those students who could not attend. How *Whatsapp* has been used by my students to support their EFL learning before lockdown was already explained in Montoro's "Benefits of Cell Phones and *Whatsapp* Groups in the EFL Class (<http://diposit.ub.edu/dspace/handle/2445/119685>).

When confinement started, besides regularly meeting in our virtual classes, and sending EFL guidelines and school information through *Moodle*, my students' *Whatsapp* groups became key in immediate virtual student-to-student connection, and, additionally, in teacher and



students' connection, dynamizing digital teaching: The usage of *Whatsapp* supported all of our virtual classes as well as all the *Moodle* tasks, and school indications. These are the groups which my 4 classes in A1 and B1 had already created back in September 2019, at the beginning of the school year:



I have no doubt that success in teaching and learning English in my 4 groups would not have been so high, without the help of 8 assistants in all my classes which cared both about their classmates and also about the teacher's work, which they were not going to miss, despite the unexpected and difficult circumstances in which we all were. At my request to ensure that all my pieces of information for their groups reached all their classmates in due time, they willingly got down to work.

By doing that, they turned our most direct joint work into an additional academic pleasure for us all. Since *Whatsapp* allows for text and voice message, images, videos, and documents, to be shared, the groups' assistants could instantly forward all my *Moodle* messages, and attachments, as well as any immediate message which I might have needed to pass on. A lot of accompaniment, anticipation, follow-up, and consolidation work was reinforced through this app.

During confinement students used *Whatsapp* to:

- Lean on the assistant/assistants for reference if they miss any *Moodle* message
- Keep supporting each other
- Pair themselves up for speaking practices
- Pair themselves up for oral exams
- Group themselves for study time
- Ask each other questions when in doubt
- Provide the answers
- Learn about procedures in sessions, for example, *Jitsi Meet* tutoring sessions, which I had previously sent through *Moodle*



- Forward the latest learning materials which I had earlier sent through *Moodle*
- Ensure that moral support from the teacher was also passed on regarding them, and their families
- Send my tips on the different skills which I had already posted in *Moodle*
- Share my reminder for American guests in class right before the workshop was going to take place
- Keep in mind the final school calendar and the multi-level activities which I had earlier presented to them all in *Moodle*.

Some screenshots on one of the intermediate 3<sup>rd</sup> level groups are provided next:

<p><b>CLARIFYING PROCEDURE IN TUTORING SESSIONS</b></p>  <p><b>Jitsi Meet</b> Join a WebRTC video conference powered by the Jitsi Videobridge meet.jit.si</p> <p>Bon dia,</p> <p>AQUEST ÉS EL PROCEDIMENT PER LES TUTORIES D' AVUI DIJOUS 16.</p> <p>SEGUIREM LA LLISTA.</p> <ul style="list-style-type: none"> <li>- Quan una parella o una persona acabi, avisarà immediatament per whatsapp a la següent de que ja li toca.</li> <li>- Si us plau, tots atents al whatsapp.</li> <li>- Si algú té problemes de connexió (no sap activar micro o càmera, o se li acopla l'ordinador) ja en la meua presència, ha de marxar, i solventar-ho, i dir immediatament per whatsapp, al grup, que passi la següent parella. I així, la resta l'ajudeu a solventar mentrestant - que és sempre una menudència -, i tornar a entrar després. No podem perdre temps. I sou un grup molt nombrós, com sabeu. RESUM: BÀSICAMENT, SIGUEU RESPONSABLES, ESTIGUEU PREPARATS, I AJUDEU-VÓS.</li> </ul>	<p><b>PROVIDING MEDIATION SAMPLES - A FIRST AS A SKILL IN B1 THIS YEAR</b></p>  <p>Buenas a tod@s, Lourdes acaba de colgar un nuevo ejemplo de mediación oral . Lo podéis encontrar en basic documents, en la carpeta de ORAL MEDIATION y está puesto con el número 9</p> <p>11:53 ✓✓</p>  <p>9. RENTING AN APARTMENT...</p> <p>DOC 11:57 ✓✓</p>
<p><b>SUPPORTING STUDENTS AND FAMILIES</b></p>  <p>3rd LEVEL - EASTER CARD.txt TXT 13:37 ✓✓</p> <p>3RD LEVEL - LOCKDOWN WI... TXT 13:37 ✓✓</p> <p>Us envio unes activitats que ha enviat la Lourdes pel moodle, per si no podeu entrar 13:38 ✓✓</p> <p>Son cançons, películes 13:38 ✓✓</p> <p>I una Easter card 13:43 ✓✓</p> <p>Estàs actividsses és para que nos lo pasemos bien en semana santa 13:46 ✓✓</p>	<p><b>REMINDING OF LESSONS AFTER BREAK</b></p>  <p>TERCER CURSO - CALENDARIO FINAL DE CURSO - GRUPO DE 7-9</p> <p>Buenas tardes,</p> <p>fue una alegría que nos reencontráramos la semana pasada. Gracias por vuestra asistencia. Os adjunto el calendario de final de curso.</p> <p>LIBRO DE TEXTO La fecha límite para terminar los mínimos de Gramática y Vocabulario del DOSSIER DE MARZO (Unidades 7 y 8), y de la CARPETA DE MOODLE (Unidades 9 y 10) es este jueves 23.</p> <p>Recomendación: Completad todo el resto para el jueves 30 de abril (si podéis), para pasar a centraros en el examen final</p> <p>FELICIDADES A TODOS LOS QUE EL PASADO JUEVES YA HABIAIS LLEGADO A LA UNIDAD 10! AHORA SÓLO OS QUEDA DISFRUTAR DE LA ÚLTIMA ETAPA, CONSOLIDAR LOS ÚLTIMOS CONOCIMIENTOS DE 3º, Y AYUDAR A QUE EL RESTO DE LOS COMPAÑEROS TAMBIÉN LO CONSIGAN!</p> <p>CLASES ONLINE (De 7 a 8.50)</p> <p>JUEVES - 23 DE ABRIL (+ Tutorías individuales: Última 1/2 hora)</p> <ul style="list-style-type: none"> <li>- DUDAS GRAMÁTICA: Unidades 7, 8, 9, 10</li> <li>- REPASO DE DOCUMENTO "BITS AND PIECES" (contiene los puntos gramaticales básicos de 3º, que hay que saber aplicar correctamente en Speaking y Writing, para no traducir, y así evitar faltas)</li> </ul> <p>Patricia os lo enviará tras recibir este</p>
<p><b>REMINDER FOR WRITING PRACTICE</b></p>	<p><b>ACKNOWLEDGING ADVANCES</b></p>



<p>Tu Deben seguir los modelos de examen final Esto me lo ha enviado hoy 23:59 ✓</p> <p></p> <p><b>⚠️ RECORDATORIO ⚠️</b></p> <p>Buenas tardes,</p> <p>las personas que necesitan entregar sus redacciones de práctica para Evaluación continua (o para práctica de examen final) lo pueden hacer por última vez desde las 10 de la noche de hoy, miércoles 27 de mayo, hasta las 8 de la mañana de mañana jueves, 28 de mayo.</p> <p>Deben seguir los modelos de examen final.</p> <p>Gracias.</p> <p>Lourdes</p> <p></p> <p>23:59 ✓</p>	<p></p> <p>Good morning.</p> <p>I am pleased to confirm how well you continue working. Congratulations! Scores will show.</p> <p>I also want to THANK all the assistants in both classes, who make things easier for us all.</p> <p>You will find next a recording with feedback on your doubts (Grammar Exams 7, 8, 9).</p> <p>If you need further help with any of them, please let me know after class on Thursday.</p> <p>Thanks.</p> <p>Keep up the good work!</p> <p>See you Thursday.</p> <p>Take care,</p> <p>Lourdes</p> <p></p> <p>10:45 ✓</p>
<p><b>ACKNOWLEDGING THE ASSISTANTS' WORK</b></p> <p>Dear all,</p> <p>📌 here is the Final schedule for Final Exams: 5-7 group and 7-9 group 📌.</p> <p>THANK YOU SO VERY MUCH PATRICIA 🌸 FOR MAKING SURE THAT IT ALL WORKED FOR BOTH GROUPS!!</p> <p>⚠️ Some of you need 🗣️ tutoring sessions 🗣️, and there will be some on Monday ⚠️.</p> <p>I will send a list tomorrow.</p> <p>Thanks.</p> <p>Keep up the good work!</p> <p>You are almost there!</p> <p>Have a good practice and weekend!</p> <p>Lourdes 23:58 ✓</p> <p>Lunes habrá tutorías con algunas personas mañana enviaré Lourdes lista por moodle 23:58 ✓</p> <p> 📌 3rd LEVEL - HORARIS EX... 23:59 ✓</p> <p>1 página • DOCK 23:59 ✓</p>	<p><b>FINAL CALENDAR AND MULTI-LEVEL WORK</b></p> <p>CALENDARIO DE EVALUACIÓN CONTINUA (3°)</p> <p></p> <p>📌 APROBADOS POR EVALUACIÓN CONTINUA CON NOTAS DE CURSO FINALES A FECHA DE 22 DE MAYO 📌</p> <p>📌 SALAS DE ESTUDIO TODAVÍA DISPONIBLES PARA APROBADOS, PARA PREPARARSE. SI LO DESEAN PARA 4°. A PARTIR DE LA SIGUIENTE SEMANA, CON 20 TESTS PROGRESIVOS DE GRAMÁTICA, CONTEXTUALIZADA Y TESTADA, QUE VAN DE INTERMEDIO A FIRST CERTIFICATE (CLAVE DE RESPUESTAS INCLUIDA) 📌.</p> <p>📌 3 ÚLTIMAS CLASES ONLINE Y TUTORÍAS INDIVIDUALIZADAS HASTA EL 11 DE JUNIO PARA ALUMNOS CON NOTAS INEXISTENTES O INFERIORES A LOS REQUISITOS DE 3° (A FECHA DE 22 DE MAYO) 📌</p> <p></p>

The assistants' work certainly helped in keeping a high quality control on everything that I came up with to continue leading my students in EFL learning from March 13 to June. Their right away work supported my immediate response to the emergency pedagogics situation, the virtual classes, the teacher's office, and the study rooms which I had created for them; the work which I devised for virtual teaching of the last items and units in the syllabus; and last but not least, my increase in tutoring sessions.

My adult students were facing numerous problems which needed immediate attention: work, health, technical problems... besides helping them in their EFL learning itineraries. The assistants' academic work was certainly a treat for us all. As soon as the emergency state was released and we could publicly gather while keeping masks on and social distance, I had the honor to treat my assistants to Miss Perkins Tea Room, which they already knew from in-session classes, and the same was done by their classmates to thank them for all their valuable support. Leadership and comradeship were it, and they were honored and celebrated by all.



When looking back at the teaching and learning experience, I must acknowledge that we were certainly lucky that students and I counted on a great EFL method: *English File 4<sup>th</sup> edition*, and its digital platform. Yet, I believe that the accomplishment of the teaching and learning of all the expected objectives and contents in my A1 and B1 EFL levels took place, because confinement immediately let me realize that leadership as a teacher needed to be even more obvious than ever.

My adult students would be facing lots of real and emotional problems, EFL had a place in their lives and so did I, as a teacher, and **I decided to turn our whole teaching and learning situation into a natural and common project of ours.** I have taught through projects since the eighties, and the new emergency pedagogical situation gave me the chance to help my students see that we were all onboard together, where we wanted to be: still in our class.

I wanted to continue teaching them as accurately and dynamically as I usually try to, and they wanted to continue learning English in the new situation. Students immediately saw that remote teaching could also provide them with step-by-step useful and practical learning instances, and we all had the opportunity to turn sudden adversity into a great learning and teaching opportunity for all; we already had tools to work with; we added a few more, and the whole EFL class project got started.

*Jitsi Meet, Moodle, Whatsapp*, and the assistants' work together with everybody's quality work and responsibility in the common EFL class project, would not have been so important, and so outstanding in weekly and final results, without guiding the students through the expected EFL syllabus contents, and sprinkling them with further dynamic linguistic and cultural items: they brought a smile to classes, their study, and made a difference in teaching and learning English as a foreign language from March to June.

Besides following the syllabus, students were also exposed to homophones, British and American English, false Friends, tongue-twisters, similes, idioms, and proverbs; confinement allowed continuous assessment from day one; school final exams followed; scores on all skills were high; and we could all celebrate them, along with the experience, and the excellent team work which we all stood for, and whose fruits we, as a whole group, collected. This will be detailed in the following articles.

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*Moodle*

[https://moodle.org/?lang=en\\_us](https://moodle.org/?lang=en_us)

*Whatsapp*

<https://play.google.com/store/apps/details?id=com.whatsapp&hl=es>

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# EFL in Lockdown. Part 3: Passwords through Homophones, British and American English, False Friends, Tongue-twisters, Similes, Idioms, and Proverbs

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After having organized online teaching in lockdown, made sure that *Jitsi Meet*, *Moodle* and *Whatsapp* were working for us all, and wanting to take care of authentication of online students in each session, I decided to work with **fun catchy collaborative language passwords for each session**. Although putting their names down in their profile would have sufficed, I wanted each student, and each group to find entertaining English expressions in their learning EFL paths.

As we know, passwords are basic **security mechanisms** that are based on secret passes which are created. Generally speaking, to do that, we are often asked to use combinations of alphabetic, numeric, alphanumeric and symbolic characters. However, sometimes we are also able to use one of a kind. Needless to say, my preference for pedagogics in the EFL class is always **alphabetic**. As an EFL teacher and a teacher trainer, I had already been using passwords in **in-session** classes, and always **within language contexts**.

This article will present:

1. **AN INTRODUCTION TO USING PASSWORDS IN THE EFL CLASS**
2. **THE USAGE OF PASSWORDS IN EFL ONLINE TEACHING DURING LOCKDOWN**

## 1/ AN INTRODUCTION TO USING PASSWORDS IN THE EFL CLASS

I have often promoted **passwords “to encourage” my adult students to exit the class**, which is how I always start using them. From my experience, I have observed that when students really see the need to pronounce and/or use (a) certain phonetic, lexical and/or grammatical item(s), and it is presented from an **innovative cognitive and constructivist viewpoint**, their learning takes place faster, and a sense of accomplishment stays, which, in turn, helps **further improvement in English**.

This is what I usually do when using passwords: the first time that I plan to have students use exiting ones, I **announce** them at some point during the session. From then on they know that to leave the class that day, they will need to use passwords that will be related to some item connected to class practice. That makes students particularly **alert**, because they are **intrigued** about them, as well as naturally **enthusiastic** about the new experience, which is awaiting them. As the session advances, I ask students to make **guesses** about the possible kind of password for that day. They eagerly express what they have been thinking that it could be.





At that point, I usually have not dealt with the item yet, so I end up telling them that it is coming up, and that it is going to be **either connected with vocabulary, grammar and/or pronunciation**. As we all know, ensuring both a **playful and serious atmosphere** is always a **win-win** for all involved: students feel comfortable, are happy to be in class, and, teachers are fully trusted, being at ease and perfectly guiding them to their best and most enjoyable EFL learning experiences.

So, **narrowing the field to students** is important, and some other time after during the session, I ask students if they happen to already know what the password that day is going to be. At that point, they can easily make quite a right guess. The only thing that they do not know is how I want to pedagogically exploit it. Therefore, I use that **interaction** to both **confirm** their **thoughts**, and provide **general guidelines** on how the password will need to be constructed. In all cases, passwords are always **curriculum-based**. Sometimes they may be lexical (specific words related to a certain field, phrasal verbs, idioms, proverbs, acronyms, puns on words...), grammatical (connectors, conditional sentences...) and/or phonetic (difficult words, silent letters, regular past...).

Whether the aim is learning certain vocabulary, or grammar and pronounce an item well, I always emphasize and check that they master what they need to before password time is it. After I know that students have grasped it all, then I provide **specific structural guidelines** for them to prepare their exiting practice, which is always oral. Students are practically at the very end of the class. **Phonetics is always involved** and students, by then, know that whatever they need to practise as a password needs to be **part of a sentence or two** and needs to **make sense in a context of their choice**.

They need to work **individually**, **cannot write it**, need to **abstractly generate their item and context**, keep **focused on oral expression**, and **can ask their classmates for help**. After I check that they have understood, I dismiss the class as a group, but place myself at the **threshold of the door**. I take a seat on a **stool or a student's desk**, and I **wait for students to stop by** "my exiting booth", provide a **correct password**, and say **good bye**.

By the way, when students feel that they are ready to utter the password and leave, they need to have their jackets on and bags with them. Students always get a kick of the new classroom ending layout and roles to perform, and start lining up to exit after doing their assignment. If **the password fulfills all the requirements** (if it is good), they can leave right away, and usually stay outside, and wait for their friends to come out, which is encouraging for the students who are still in.

If **the password needs more practice** due to lexical, grammatical and/or phonetic reasons (which I do not indicate, because by then the class is over, and they "have work to do with their consultants"), they immediately need to go back in, and try to sort out their linguistic problems, which, at some point or another, they do. As soon, as they all learn how to do it, and especially that I am only a receiver of their good work, but no longer their consultant, they work hard to both show that they accomplished what was expected from them, and to leave.

In the **next session**, we start by **reviewing the passwords** that they used, which easily takes them back to the lesson on the previous day, and sets the **right basis on which to continue adding up new EFL knowledge**. I recommend using in-session passwords as the occasion arises to fulfill our linguistic objectives. In my case, what I do for a second password, is wait for another lesson plan which allows me to propose my adult students access passwords to get



back into the classroom, which is usually also very satisfying for us all. Students really make an obvious effort to get in, which also brings a smile to us. After students work on **individual passwords**, I upgrade them to work on **pair work passwords**, and **small group passwords**. In those cases, their utterances need to be **a bit longer**, and, also, as indicated earlier, they cannot write them out but only produce them **orally**, which certainly gives them a great chance to review. Needless to say, they are also allowed to **consult their classmates**.

Sometimes, additionally, I also have **a list of passwords to ask during the classroom**. They are always **related to recent English EFL lessons**. I prompt them from students when, for example, a student, or a pair of students call me up for a doubt as I rotate round the classroom, or they stop by my desk to ask me for some help or advice. I especially do that when the item which they are enquiring about may be related to any **previous password work**. If so, after they succeed in their retrieving their passwords, and in their review, they write it down on the **board**, or type it out at the **computer** so that it can be projected, and their **classmates** can also benefit from it too.

From then on, students naturally know that passwords can be used at any time. Sometimes I ask them during a given class if there is **something from that specific session which they think that would make a good language password**. We often coincide, but not always. If their answer fits what I had planned for them, I just confirm their guesses. If it does not, but can still provide **a good opportunity to practise**, I adjust my teaching idea to what they mention. In all cases, after we reach **common grounds**, I review the **end-of-the session task** so that everything is ready for that when time comes, and the session continues being developed as planned out. Some examples of passwords which I have used belong to the following categories:

**1. CONJUNCTIONS AND CONNECTORS**

Before, after, if, until, yet... / In spite of, since, besides, last but not least...

**2. SAME SPELLING ENDING BUT DIFFERENT PRONUNCIATION**

Although, through, cough, hiccough...

**3. COMMON CHALLENGING WORDS**

Comfortable, parents, chaos, aunt, famous, fruit...

**4. SILENT LETTERS**

Island, aisle, debris, debt, thumb, plumber...

**5. SIMPLE PAST OF REGULAR VERBS**

/ɪd/, /t/, /d/

**6. PECULIAR WORDS**

Itty-bitty, hocus-pocus, giggle, goggles, wishy-washy, perambulator...

**7. ACRONYMS**

FYI, ASAP, AKA...

**8. HOMOPHONES**

Ate/eight, flour/flower, hole/whole, peace/piece, wait/weight...

**9. BRITISH AND AMERICAN ENGLISH**

Trainers/sneakers, chips/French fries, lorry/truck, lift/elevator...

**10. FALSE FRIENDS**

Sensitive/sensible, actually/nowadays

**11. TONGUE-TWISTERS**

She sells sea shells on the sea shore...

**12. SIMILES**

As deep as the ocean, as thin as a rake...

**13. IDIOMS**

When pigs fly, call a spade a spade...

**14. PROVERBS**

The early bird catches the worm, Like father, like son...

From my experience, I have noticed that **using specific passwords supports both the teacher and the students' work** in a detailed way. Initially, the teacher decides on the **language support level** to help students achieve what they are expected to know and produce. By using **concrete lexis, grammar and pronunciation** passwords, students can easily **build on clear structures** which give them wings to their own oral and written scaffolding. Their **understanding** becomes stronger and therefore, their **language learning input, output, and independence** gets more solid. As I see it, using precise class passwords speeds up the final aim in teaching and learning: having students become more and more **responsible about their learning process**. On the other hand, the more they know how to learn and the more they learn, the **less support they need from me, their teacher**.

And what is more, when using passwords, students take little time to realize that, after some initial guiding, they are not only **learning autonomously** but also putting **their learning into practice**. EFL tasks no longer look coated with imaginary or real potential difficulty, and they turn into just the opposite: they become **feasible** to them. This, additionally, boosts the **students' emotional being**, which also facilitates their itineraries towards mastering what they have signed up for: their class.

Due to the fact that **Section 1** is an **introduction to using passwords in the EFL class**, I will exemplify it with the first **2 categories from the previous list** within in-session classes. Following, in **Section 2**, since it aims at fully reflecting the **usage of passwords in EFL online teaching during lockdown**, I will fully present **the last 7 categories on the list**, the ones on which my students and I focused while being in shelter.

In all cases, all the categories clearly show the **direct benefit on lexis, grammar structures, and pronunciation** which students get. In general, these passwords very much help students improve both in oral expression and in written expression. Here in **Section 1**, I would like to refer to: **CONJUNCTIONS AND CONNECTORS (Category 1)**, and **SIMPLE PAST OF REGULAR VERBS (Category 5)**. **Contextual practice** of them through useful passwords leads students to drill them with **sense and pleasure**. **Logics and immediate learning** contribute to **fondness of practising English and advancing while having fun**.

To one extent or another, this is true of all the categories, but, for instance, when students practise **conjunctions and connectors**, they drill lexical elements which help upgrade them, **from numerous short simple sentences to more elaborated ones**. Learning conjunction and passwords through paragraphs helps students grasp their **total meaning**, and their **function to establish logical relations**.

Students see the relevance of **organizing their thoughts**, and acknowledge their **chance to explicitly and logically present them in order**, which, in turn, leads them, through **regular class oral and written practice** to compose **cohesive and coherent paragraphs**. **Category 5, Simple past of regular verbs (/ld/, /t/, /d/)** also provides **immediate and long-term benefits which are to stay**. Our students, as learners of English as a foreign language, have a **Latin-based L1** which, as we all know, immediately interferes with acquiring a good pronunciation of these



Tenses. **Understanding the mechanics of adding the suffix /-ed/ to the infinitive form to obtain the past tense of regular verbs is easily grasped by students.** However, their correct pronunciation is a whole new story, which they seem to become automatically oblivious to. This is so because they probably pick that up as fast as they wrongly assume that they can just pronounce the suffix /-ed/ as it would be uttered in Spanish. **Their mother tongue automatically prevents students from learning the past tense of regular verbs in their whole dimension, ignoring the order how they acquired their Language 1, and how they need to always learn their L2: listening, speaking, reading and writing.**

I use this lesson to remind students of how they learned their first language. I also help them become aware of what is happening around them when trying to learn English (L1 interference), and what they can do to **properly and fully learn the regular simple past.** By doing that **students get involved**, and they become conscious that they are in charge of learning it well. Once **students are receptive to learning the pronunciation of past tenses properly**, I start by asking them what they think that the regular simple past sounds like. They hardly ever say the sound t/ or /d; they utter the -ed suffix as if they were saying it in Spanish, and so they say /ed/. Right after that I tell them that they need to consider a few things in order to learn the regular past tenses well from the start:

<b>A</b>
<p><b>The regular simple past in English, in most cases, sounds like /t/ or /d/</b></p> <ul style="list-style-type: none"> <li>- The sounds /t/ or /d/ are very close</li> <li>- The sounds /t/ or /d/ represent dental consonants</li> <li>- They are pronounced by articulating the tongue against the upper teeth</li> <li>- If they are not pronounced as such, or simply not pronounced, there is no past, even if they perfectly know how it is written</li> </ul>
<b>B</b>
<p><b>Only if the regular simple past has a physically written “t” or “d” at the end (e.g.: want, add) or the end of the infinitive sounds like “t” or “d” (e.g. recite, decide) the suffix –ed must be pronounced as /d/</b></p>
<b>C</b>
<p><b>If Students learn B well, then they are enabled to distinguish 2 main options in regular simple past, and can learn when to pronounce A well too</b></p>
<b>D</b>
<p><b>They are enabled to pronounce “t” and “d” well because after learning B, that is, when to pronounce /d/ (the only exception),</b></p> <ol style="list-style-type: none"> <li><b>1. The other option to pronounce /t/ and /d/ is practically the same</b></li> <li><b>2. As indicated earlier, both sounds are very close</b></li> </ol>
<b>E</b>
<p><b>After distinguishing A, they can master B if they pronounce the last consonant of the infinitive well, because:</b></p> <ol style="list-style-type: none"> <li><b>1. The only natural pronunciation that can follow afterwards is the only one that corresponds (because it is physically impossible not to pronounce /t/ after “p”, and so on).</b></li> <li><b>2. There are rules which apply to voiceless last consonants (p, k, s, ch, sh, f, x, or h) and voiced last sounds (l, v, n, m, r, b, v, g, w, y, z, vowel sounds, or diphthongs). While after the former, /t/ is it, after the latter /d/ is to be applied.</b></li> </ol>

From my view and experience, I simply want my students to **master A/**, which is the key to learn that **the other option is only /t/ or /d/**, which is **the means to keep them away from the**



Spanish pronunciation of the suffix –ed as /ed/. To do that, I present part of a list, which was originally from Past-Tense Regular Verb Pronunciation, <https://www.thoughtco.com/past-tense-regular-verb-pronunciation-1210045>), but which I previously, altered, reduced and modified for class: Lists usually present 3 columns. Following my theory that **A needs to be mastered first, to help later distinguish B, I present 2 main columns: A/ and B/**. Lists usually go from /d/ to /t/ to /ld/. I present /ld/ in the first place, then /t/, which I think it is easier for students to utter, and finally /d/. Column A stands out for being prioritized as a category, and I insert the phonetic sounds in both columns:

A	B	
/ld/	/t/	/d/
<ul style="list-style-type: none"> <li>• accepted</li> <li>• arrested</li> <li>• attended</li> <li>• collected</li> <li>• contacted</li> <li>• counted</li> <li>• decided</li> <li>• defended</li> <li>• demanded</li> <li>• divided</li> <li>• ended</li> <li>• expanded</li> <li>• expected</li> <li>• graduated</li> <li>• hated</li> <li>• included</li> <li>• invented</li> <li>• invited</li> <li>• landed</li> <li>• needed</li> <li>• painted</li> <li>• planted</li> <li>• presented</li> <li>• pretended</li> <li>• printed</li> <li>• protected</li> <li>• provided</li> <li>• rented</li> <li>• repeated</li> <li>• respected</li> <li>• rested</li> <li>• shouted</li> <li>• started</li> <li>• visited</li> <li>• waited</li> <li>• wanted</li> </ul>	<ul style="list-style-type: none"> <li>• asked</li> <li>• baked</li> <li>• brushed</li> <li>• cooked</li> <li>• crashed</li> <li>• danced</li> <li>• dressed</li> <li>• escaped</li> <li>• finished</li> <li>• fixed</li> <li>• guessed</li> <li>• helped</li> <li>• hiked</li> <li>• hoped</li> <li>• joked</li> <li>• jumped</li> <li>• kissed</li> <li>• knocked</li> <li>• laughed</li> <li>• locked</li> <li>• looked</li> <li>• missed</li> <li>• mixed</li> <li>• packed</li> <li>• passed</li> <li>• pressed</li> <li>• pronounced</li> <li>• pushed</li> <li>• relaxed</li> <li>• shopped</li> <li>• stopped</li> <li>• talked</li> <li>• typed</li> <li>• walked</li> <li>• washed</li> <li>• watched</li> </ul>	<ul style="list-style-type: none"> <li>• answered</li> <li>• appeared</li> <li>• arrived</li> <li>• believed</li> <li>• called</li> <li>• carried</li> <li>• changed</li> <li>• closed</li> <li>• cried</li> <li>• died</li> <li>• earned</li> <li>• enjoyed</li> <li>• entered</li> <li>• explained</li> <li>• happened</li> <li>• imagined</li> <li>• interviewed</li> <li>• listened</li> <li>• lived</li> <li>• loved</li> <li>• moved</li> <li>• opened</li> <li>• planned</li> <li>• played</li> <li>• rained</li> <li>• remembered</li> <li>• repaired</li> <li>• saved</li> <li>• shared</li> <li>• showed</li> <li>• stayed</li> <li>• studied</li> <li>• traveled</li> <li>• tried</li> <li>• turned</li> <li>• used</li> </ul>

After presenting them, students learn that after that session, they will need to create a minimum of 2 correct sentences which will necessarily have to include 2 verbs in the past from A and B. If they feel like it, they can add another verb from the B column, with the other dental sound. Those sentences will be used as their password on that day. When they come back on



the next day, we start by reviewing all the passwords that they used in the previous session. After that, the class can be picked up at the exact point where we left it at. Students are ready.

## 2/ THE USAGE OF PASSWORDS IN EFL ONLINE TEACHING DURING LOCKDOWN

Online sessions took place through *Jitsi Meet*. To take care of **authentication of online** students in each session, first I asked students to have their **name down** written in their profile, and later, I added up **some EFL and fun spice** to that: I told students that we were going to use **passwords**. Students already knew about the usage of some passwords in the in-session classes, so the concept was easily recognized by them. They needed to find out **what categories** we were going to work on, and **how** passwords were going to be used in the digital class.

I decided to work around the last **7 categories** for the previous list (**Numbers 8-14**): **HOMOPHONES, BRITISH AND AMERICAN ENGLISH, FALSE FRIENDS, TONGUE-TWISTERS, SIMILES, IDIOMS, and PROVERBS**. And I had **students choose** what **category** they wanted to start with, and continue with. Work on a given category was planned to last **for a week**, but they could **add an extra session** on that if they felt like it. Once **we all agreed on the order of the categories**, they divided the class into **small groups**. Each group was responsible for choosing a **category to their liking** from which to **select the access passwords** to the EFL class for their corresponding sessions.

I provided students with **assigned links on the category** that they were in charge of, and after that **category** was **over**, they were **expected to send them to their groups** on *Whatsapp*. When a group knew what given password they wanted to use for the next session, they sent it to me to okey it.

Sometimes when I sent my feedback back, I told them to also **add the Spanish translation of a given password, or a comment to it**, when they had to explain the password to their classmates. This way all students **were involved in passing knowledge within context to one another** for as long as passwords lasted, and they all got the most out of it from as many angles as possible. After that, **I inserted the password**, and **they whatsapped their class** to let them know.

Next there is the selection of the categories and webpages which students were exposed to, and a sample of some of the pages which they chose passwords from:

**A/ HOMOPHONES**

**B/ BRITISH AND AMERICAN ENGLISH**

**C/ FALSE FRIENDS**

**D/ TONGUE-TWISTERS**

**E/ SIMILES**

**F/ IDIOMS**

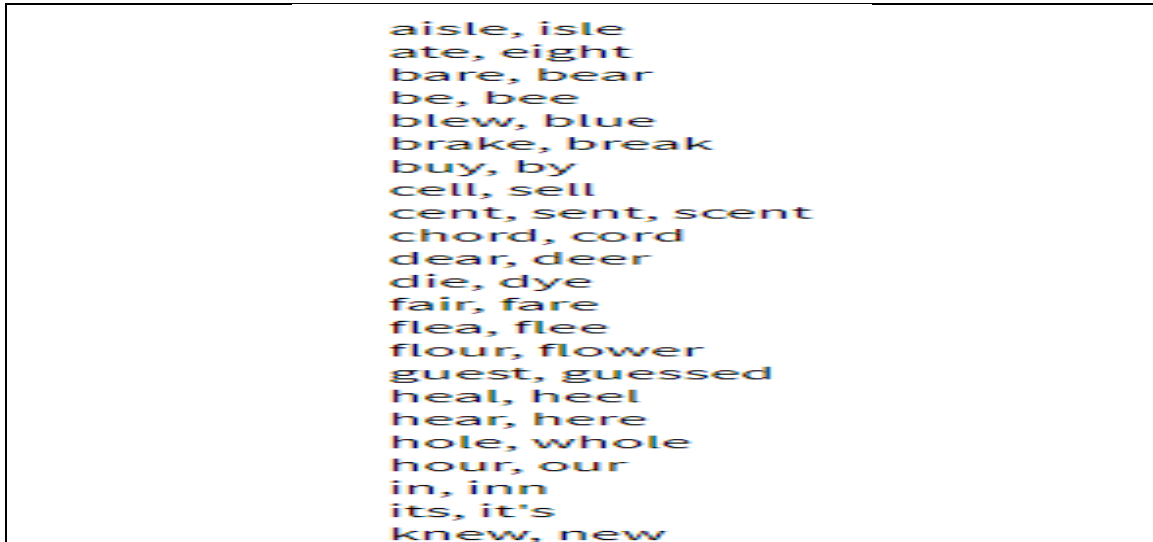
**G/ PROVERBS**

### A/ HOMOPHONES

- Ejemplos de homófonos  
<https://examples.yourdictionary.com/examples-of-homophones.html>
- Homophones. British English homophones  
<http://www.singularis.ltd.uk/bifroest/misc/homophones-list.html>



- Homophones games  
<https://www.englishclub.com/esl-games/pronunciation/matching-homophones.htm>
- Homophones  
<http://www.saberingles.com.ar/lists/homophones.html>



<http://www.saberingles.com.ar/lists/homophones.html>

## B/ BRITISH AND AMERICAN ENGLISH

- British and American English – Vocabulary – A - M  
<https://www.english-hilfen.de/en/words/be-ae.htm>
- British English versus American English  
<https://mingle-ish.com/british-english-vs-american-english>
- British English Vs American English: 24 Differences Illustrated  
[https://www.boredpanda.com/british-american-english-differences-language/?utm\\_source=google&utm\\_medium=organic&utm\\_campaign=organic](https://www.boredpanda.com/british-american-english-differences-language/?utm_source=google&utm_medium=organic&utm_campaign=organic)
- The Differences Between British And American Terms  
<https://www.lexico.com/grammar/british-and-american-terms>

British & American English <small>americanenglish.state.gov</small>		
<p><b>British</b> underground <i>/ˌʌn.dəˈgraʊnd/</i></p>		<p><b>American</b> subway <i>/'sʌb.weɪ/</i></p>
<p><b>British</b> chemist's <i>/'kem.ɪsts/</i></p>		<p><b>American</b> drugstore / pharmacy <i>/'drʌg.stoə/    /'fɑːməsi/</i></p>
<p><b>British</b> phone box <i>/'foʊn 'bɔːks/</i></p>		<p><b>American</b> phone booth <i>/'foʊn 'buːð/</i></p>
<p><b>British</b> queue <i>/'kjuː/</i></p>		<p><b>American</b> line <i>/'laɪn/</i></p>

[https://www.boredpanda.com/british-american-english-differences-language/?utm\\_source=google&utm\\_medium=organic&utm\\_campaign=organic](https://www.boredpanda.com/british-american-english-differences-language/?utm_source=google&utm_medium=organic&utm_campaign=organic)



## C/ FALSE FRIENDS

- ¿Conocías los 20 False Friends del inglés más importantes?  
<https://www.infoidiomas.com/blog/9313/false-friends-del-ingles-mas-importantes/>
- False friends  
<https://elblogdeidiomas.es/false-friends/>
- 50 false friends  
<https://translation-traduccion.com/50-false-friends>
- Lista de los principales false friends en inglés  
<https://whatsup.es/blog/lista-de-los-principales-false-friends-en-ingles>
- 50 Spanish-English False Friend Words  
<https://www.mentalfloss.com/article/57195/50-spanish-english-false-friend-words>

<p><b>Actually</b> – de hecho – Se confunde con: actualmente (en inglés <i>nowadays</i>)  <b>Carpet</b> – alfombra – Se confunde con: carpeta (en inglés <i>folder</i>)  <b>To realize</b> – darse cuenta – Se confunde con: realizar (en inglés <i>make</i>)  <b>Rope</b> – cuerda – Se confunde con: ropa (en inglés <i>clothes</i>)  <b>Sensible</b> – sensato – Se confunde con: sensible (en inglés <i>sensitive</i>)  <b>Success</b> – éxito – Se confunde con: suceso (en inglés <i>event</i>)  <b>Constipation</b> – estreñimiento – Se confunde con: constipado (en inglés <i>cold</i>)  <b>Contest</b> – concurso – Se confunde con: contestar (en inglés <i>answer</i>)  <b>Embarrassed</b> – avergonzado – Se confunde con: embarazado (en inglés <i>pregnant</i>)  <b>Deception</b> – engaño – Se confunde con: decepción (en inglés <i>disappointment</i>)  <b>Billion</b> – mil millones – Se confunde con: billón (en inglés <i>trillion</i>)  <b>Advertisement</b> – anuncio – Se confunde con: advertencia (en inglés <i>warning</i>)  <b>Attend</b> – asistir – Se confunde con: atender, ayudar (en inglés <i>assist</i>)  <b>Introduce</b> – presentar – Se confunde con: introducir (en inglés <i>insert</i>)  <b>Sane</b> – lúcido – Se confunde con: sano (en inglés <i>healthy</i>)  <b>Career</b> – carrera profesional – Se confunde con: carrera universitaria (en inglés <i>degree</i>)            universitaria  <b>Abstract</b> – resumen – Se confunde con: abstracto (en inglés <i>abstract art</i>)  <b>Argument</b> – discusión – Se confunde con: argumento (en inglés <i>reason, plot</i>)  <b>Casualty</b> – víctimas mortales – Se confunde con: casualidad (en inglés <i>by chance</i>)  <b>Compliment</b> – piropo – Se confunde con: complemento (en inglés <i>complement</i>)  <b>Date</b> – cita – Se confunde con: dato (en inglés <i>data</i>)  <b>Exit</b> – salida – Se confunde con: éxito (en inglés <i>success</i>)  <b>Library</b> – biblioteca – Se confunde con: librería (en inglés <i>book shop</i>)  <b>Fabric</b> – Tejido – Se confunde con: fábrica (en inglés <i>factory</i>)</p>
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<https://whatsup.es/blog/lista-de-los-principales-false-friends-en-ingles>

## D/ TONGUE-TWISTERS

- English tongue twisters  
<http://www.tongue-twister.net/en.htm>
- 15 English tongue twisters for EFL  
<https://www.teachdiscoverchina.com/2019/12/23/english-tongue-twisters-esl/>
- 50 tongue twisters to improve pronunciation in English  
<https://www.engvid.com/english-resource/50-tongue-twisters-improve-pronunciation/>
- 71 Best Tongue Twisters to Perfect Your English Pronunciation  
<https://www.mondly.com/blog/2019/08/23/71-best-tongue-twisters-to-perfect-your-english-pronunciation/>
- Tongue-twisters  
<https://mingle-ish.com/tongue-twisters>
- Trabalenguas en inglés  
<https://www.ef.com.es/recursos-aprender-ingles/trabalenguas-ingles/>





## 1. Short tongue twisters

Before trying the English tongue twisters for champions that talk fast, let's warm-up your speech muscles with some short and fairly easy tongue twisters for beginners.

- Eleven benevolent elephants.
- She sees cheese.
- Six sticky skeletons.
- Truly rural.
- Pad kid poured curd pulled cod.
- Which witch is which?
- Willy's real rear wheel.
- Six sleek swans swam swiftly southwards.
- Scissors sizzle, thistles sizzle.
- A happy hippo hopped and hiccupped.
- Cooks cook cupcakes quickly.
- Really leery, rarely Larry.
- Twelve twins twirled twelve twigs.
- A snake sneaks to seek a snack.
- Six Czech cricket critics.

<https://www.mondly.com/blog/2019/08/23/71-best-tongue-twisters-to-perfect-your-english-pronunciation/>

## E/SIMILES

- As...as Similes in English  
[http://sherwoodschool.ru/en/lessons1/english/asas\\_similes\\_in\\_english/](http://sherwoodschool.ru/en/lessons1/english/asas_similes_in_english/)
- Como...Como modismos  
<https://www.fluentland.com/groups/learn-english/forum/topic/as-as-idioms/>
- Examples of similes  
<https://examples.yourdictionary.com/examples-of-similes.html>
- List of As...As similes  
<https://www.englishclub.com/vocabulary/figures-similes-list.htm>
- Similes  
<https://www.flickr.com/photos/writingdoctor/2127293619>

### Similes:

as... as idioms

**Example:**

**As playful as a kitten.**

As black as coal  
As blind as a bat  
As blind as a mole  
As brave as a lion  
As bright as a button  
As busy as a bee  
As cold as ice  
As cool as a cucumber  
As deaf as a post  
As different as chalk and cheese  
As fit as a fiddle  
As flat as a pancake  
As free as a bird  
As fresh as a daisy  
As gentle as a lamb  
As good as gold  
As green as grass  
As hard as a rock  
As helpless as a baby  
As large as life  
As light as a feather

As old as the hills  
As playful as a kitten  
As poor as a church mouse  
As pretty as a picture  
As proud as a peacock  
As quiet as a mouse  
As red as a beetroot  
As regular as clockwork  
As safe as the Bank of England  
As sly as a fox  
As sober as a judge  
As strong as an ox  
As stubborn as a mule  
As sweet as pie  
As thin as a rake  
As ugly as sin  
As ugly as a toad  
As warm as toast  
As white as a ghost  
As white as a sheet  
As white as snow  
As wise as an owl



<https://www.fluentland.com/groups/learn-english/forum/topic/as-as-idioms/>



## F/ IDIOMS

- English idioms  
<https://www.ef.com/wwen/english-resources/english-idioms/>
- 15 most common English idioms and phrases  
<https://englishlive.ef.com/blog/language-lab/15-common-english-idioms-and-phrases/>
- 40 popular idioms and their meanings  
<https://www.bkacontent.com/40-popular-idioms-and-their-meanings/>
- 100+ Idiomatic expressions  
<https://www.skypeenglishclasses.com/idiomatic-expressions-2/>
- The Idioms. Largest Idioms Dictionary  
<https://www.theidioms.com/>

1. **'The best of both worlds'** – means you can enjoy two different opportunities at the same time.  
"By working part-time and looking after her kids two days a week she managed to get the best of both worlds."
2. **'Speak of the devil'** – this means that the person you're just talking about actually appears at that moment.  
"Hi Tom, speak of the devil, I was just telling Sara about your new car."
3. **'See eye to eye'** – this means agreeing with someone.  
"They finally saw eye to eye on the business deal."
4. **'Once in a blue moon'** – an event that happens infrequently.  
"I only go to the cinema once in a blue moon."
5. **'When pigs fly'** – something that will never happen.  
"When pigs fly she'll tidy up her room."

<https://englishlive.ef.com/blog/language-lab/15-common-english-idioms-and-phrases/>

## G/ PROVERBS

- A list of 680 proverbs  
<https://www.phrases.org.uk/meanings/proverbs.html>
- Alphabetical list of proverbs  
<https://mingle-ish.com/a-c-list-of-english-proverbs>
- English Proverbs and their Spanish Equivalents  
<https://studio3alicante.es/english-proverbs-and-their-spanish-equivalents/>
- 50 Common proverbs in English. ENGVID. FREE ENGLISH VIDEO SESSIONS  
<https://www.engvid.com/english-resource/50-common-proverbs-sayings/>
- 150 Common English Proverbs with Meanings and Examples  
<https://lemongrad.com/proverbs-with-meanings-and-examples/>



**1. Home is where the heart is.**

Spanish equivalent: *A dónde el corazón se inclina, el pie camina.*

As I said, the meaning is basically the same, but the word by word translation is not. This would be: *En casa es donde está el corazón.* Metaphorically the heart here is located in some part of the world, meaning there is something you love, and therefore this is your home. Obviously, the question what ‘ ‘home’ ’ defines is a much bigger discussion we can’t debate here.

**2. Two in distress makes sorrow less.**

Spanish equivalent: *Desgracia compartida, menos sentida.*

Doing something unpleasant together with somebody else makes things often easier for the most people. So this is what the proverb recommends: to share distress.

**3. You can judge a man by the company he keeps.**

Spanish equivalent: *Dime con quién andas, y te diré quién eres.*

Well, you can discuss this topic as well, but the meaning of both sayings is the same: Your friends say a lot about yourself. So we shall be careful!

**4. The early bird catches the worm.**

Spanish equivalent: *El que madruga coge la oruga.*

What an awful proverb! People who love to get up early love saying this to sleepy late risers with a grand smile in their face. It’s annoying, no matter whether you want to catch the worm or the caterpillar.

**5. No bees, no honey; no work, no money.**

Spanish equivalent: *El que no trabaje, que no coma.*

There are various proverbs that tell us that we have to work to live well, both in English and in Spanish and in any other languages. This is only one of them.

<https://studio3alicante.es/english-proverbs-and-their-spanish-equivalents/>

I must add that proverbs were also very differently presented during the third term of the 2019-2020 Covid-19 lockdown. Upon realizing that they were also accounting for our world global emergency, I started using them to throw light and help reflection while we were all approaching the new scenario that we were all going to live in. The linguistic, cultural and human experience is fully explained in the next article: “EFL in Lockdown. Part 5: Teaching Contextualized Covid-19 English and Spanish Proverbs in Context” .

To finish, I would like to say that, generally speaking, passwords, being a reality and a concept which we are exposed to, can be easily exported to the EFL class. As indicated, they can bring a lot of benefits, the main one being that students can recognize them, take responsibility in the ones that they want to learn, keep focused on the contents (which display life), and they have a say, while the syllabus is followed, and they are entertained too.

Passwords can be very creative. They can be a nice break in class, and be anything that makes sense in our classes. For instance, we all have class inside jokes and words with our groups that bring a smile to us all. For example, I came up with a fictional Spanish and English hybrid which refers to one kind of pears to help students pronounce the word “parents” /pɛərənts/ and have fun while doing that. I use “perentslimonerens”. So, if I need to correct them, I just say what they hear as /pɛərənts/, but since I prompt them to continue from there, they say “limonerens”, and we all have a laugh and know that everybody has got the correction, and is on board.

When I have a compilation of those words that give students a hard time, but which they recall with delight, I give those terms, a special value, and ask students to turn them into possible passwords too at the end of a class. Students can also suggest passwords themselves. In this respect, for example, this has been true of quotes to their liking from readers. Basically, we, teachers and students can name it, and passwords always work.



# EFL in Lockdown. Part 4: Teaching Contextualized Covid-19 English and Spanish Proverbs. Class Materials

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*The proverb is the wit of one, and the wisdom of many (Lord John Russell)*

Besides being an EFL teacher and a teacher trainer, I am also a translator and a critic reader, specialized in project work, American culture, English-speaking countries, and **paremiology**. This article leans on the blended basis of my paremiological studies as a philology researcher, my pedagogical studies as a teacher and teacher trainer, and both my EFL and teacher training practices. I have always worked with proverbs in class both **from elementary to advanced EFL levels**.

I enjoy travelling to English speaking countries and also studying some of their proverbs, which I have later taught in EFL classes, and teacher training sessions. In 2001 I had the chance to present the workshop on one of my studies: “A Study of some **Barbadian Proverbs** and the Mediating Role of English when Translating them” in the V Congr s Internacional de Traducci , at Universitat Aut noma de Barcelona.

In Montoro (November, 2019), “Mediation in Intermediate EFL Written Expression and Interaction. Part 3: Interlinguistic Mediation. 3 Email Proposals, Samples, and Conclusions”, I presented the second part of a project called *The Voluntary 7-Composition Intralinguistic and Interlinguistic Mediation Project*. It included paremiological teaching practice work with regards to **interlinguistic mediation**. Based on a written expression email, which I had previously created and tested in B1, it involved **Spanish and English proverbs**. That email was the continuation of previous school work on 12 commonplace proverbs that same year.

The prompts in the email included these proverbs, which ensured that students could brainstorm on previous paremiological knowledge, easily reconnect with them, and perform the challenging interlinguistic mediating task that I had designed (*English Is It!* (ELT Training Series) Vol. 12: p. 60-71. Barcelona: ICE. Universitat de Barcelona. ([http://diposit.ub.edu/dspace/bitstream/2445/145051/4/VOLUME\\_12\\_Novembre\\_2019\\_def.pdf](http://diposit.ub.edu/dspace/bitstream/2445/145051/4/VOLUME_12_Novembre_2019_def.pdf)).

This was the task that students had been asked to do: “*Your friend John has a son, Tim, in high school who is studying Spanish. Tim has to choose 4/5 popular proverbs and explain them in class. These are proverbs which Tim found. Tim is not sure if they are really common and what they mean. Could you write to John, and lend Tim a hand?*” (Below the text an attractive list with the 12 proverbs and their source webpages were included).

In the previous article (“EFL in Lockdown. Part 3: Passwords through Homophones, British and American English, False Friends, Tongue-twisters, Similes, Idioms, and Proverbs”), I already referred to proverbs: while in lockdown, I had students and groups get acquainted with proverbs in a different way: as virtual collaborative passwords of their choice and mine, having also previously worked with proverbs as passwords in in-session classes.



In this article, the usage of passwords is framed within the Covid-19 historical context in which we were all: while we understood that we had to stay in shelter, we did not know much about what was happening, and/or where we were going; yet, as time passed, we all kept necessarily learning and adjusting.

As we know, in general, proverbs are built in simple-looking and catchy sentence-like structures which concentrate information and advice, which have been kept, collected, used, and studied until today. It is said that **proverbs are the children of experience**, and they certainly depict numerous areas of human interest and concern.

**Proverbs can also be used in many ways, and studied from many angles.** When the Covid-19 lockdown started, online teaching began, and we all kept reflecting on what was happening. Right then I immediately realized that **proverbs were already explaining our day-to-day global emergency situation.**

So I began using them in class because I believed that they could help light the way to the unknown scenario to where we were all going. Since proverbs are relics of the past, from our ancestors, I figured that they would necessarily wisely describe our human circumstances to some extent or another.

As days and weeks passed, I confirmed that there were certainly **proverbs for every Covid-19 context, which mediated very well, explaining things** by only **using a few words**, which also sufficed to understand what we were all going through. So I **continued teaching proverbs in the virtual class.**

They all became part of the list of English and Spanish proverbs which I presented my students with during the third term of 2019-2020. The list, which will be included on the next pages has the paremiological materials which I arranged, prepared, and taught in the virtual classes during the lockdown. Proverbs will be presented in chronological order and, through the topics which they covered.

The proverbs which I taught during confinement acted as a historic chronicle of what our lockdown was meaning to us all. Their EFL, human and cultural values kept my students and me supported, united and advancing from March to June. This was possible because of the multi-topic nature of proverbs, and their didactic nature.

Proverbs gave students the chance to learn new vocabulary, drill basic sentence structures, confirm their written comprehension skills, increased their linguistic and cultural knowledge, and got them familiar with English paremiology, and the bulk of riches which all proverbs have.

For the teaching of Covid-19 related proverbs, I divided their contextual teaching, learning and use **between my 4 groups in my A1 and B1 classes**, kept in mind my students' EFL background, and did not always use the same proverbs with each group, which allowed for the creation of the extended paremiological source bank, which will be included further on.

That ensured that all students were exposed to some proverbs and that the ones that I chose for each group were to suit the various teaching and learning EFL sequences and sessions. These are just some examples of how I used the contextualized Covid-19 English and Spanish proverbs:



- I projected a given proverb as students joined in for the virtual session, and make them guess what it meant, and why I had it there
- I also typed one out in some assignments
- I prepared short-matching exercises which included words such as prevention, opportunity, will power... to relate language to meaning
- I invented guessing games to fill out a contextualized proverb with a certain word...

After presenting the **contextualized Covid-19 English and Spanish proverb bank (March to June 2020)**, at the end of this article I will describe the last practice with my students and I had on all the English proverbs that we had worked on.

After finishing all our work on proverbs, in the B1 groups, I rounded up our work by asking them to have both a general viewpoint, and a specific one. I will present the concrete grammar, lexical, and cultural conclusions which my EFL intermediate students reached after being prompted on.

The proverbs, which were part of this **historical contextualized Covid-19 English, Spanish and world** paremiological bank which I created, covered 7 areas out of the 13 which are enclosed in **Matti Kuusi's typology** (<https://www.mattikuusiproverbtypology.fi/proverb-types/>). They deal with fundamental topics in human life.

I will list them next, and also include the subdivisions within them which proverbs specifically corresponded to:

<p><b>THE BASIC OBSERVATIONS AND SOCIO-LOGIC</b> (Signals and their meaning /Interpretation)</p> <p>(3)</p>
<p><b>THE WORLD AND HUMAN LIFE</b> (Dynamics of needs)</p> <p>(4)</p>
<p><b>SOCIAL INTERACTION</b> (Group Solidarity and Near: Far/At home: In unfamiliar conditions)</p> <p>(8)</p>
<p><b>COMMUNICATION</b></p> <p>(9)</p>



<p><b>SOCIAL POSITION</b>  <b>(Power, ruler: subject /Superior: Inferior)</b></p> <p><b>(10)</b></p>
<p><b>COPING AND LEARNING</b>  <b>(Precaution: Incautioness; Mobility, Travel; Wisdom /Intelligence:</b>  <b>Stupidity; Courage: Cowardice, Compliance; Skill /Tools /Material;</b>  <b>Own initiative/Enterprise/Responsibility; Work, Labour, diligence: Success,</b>  <b>inactivity/Laziness: Shortage; Experience /Practice: Learning)</b></p> <p><b>(12)</b></p>
<p><b>TIME AND SENSE OF TIME</b>  <b>(Timing/right moment, bad moment/use of time; attitudes towards change/modernity;</b>  <b>Attitudes towards the present/future, adjustments; Starting: Finishing, Beginning: End</b></p> <p><b>(13)</b></p>

Next I will present the **list of Contextualized Covid-19 lockdown EFL proverbs**, which I used in remote EFL A1 and B1 adult teaching during that period. Elias Dominguez in *The function of proverbs in discourse* (2010) explains that adults, unlike children, are the ones who include them in conversation, mostly because they have had the time to learn more proverbs than children, they master the metaphorical expression which proverbs include, and, last but not least, they have learnt how to use them, which happens over the years.

Domínguez also adds that adults use proverbs because they are indirect, letting a given speaker express disagreement, or give advice in a form, which he titles as less offensive. I did not teach proverbs with a view to pursuing any discussion (students were not in the right EFL level for that), or to prove that the proverbs which I selected were used in conversation (which would need further studies).

I ensured that I had chosen well-known proverbs, which are easily found in most common dictionaries, because I wanted my students to be familiar with them, and build their own English repository as they advanced as EFL learners. To facilitate their learning, I also chose proverbs which my students could easily relate to their mother tongue. Being adults, I also counted on the fact that they would easily decode proverbs, both literally and figuratively, which would speed up their learning.

Finally, as I started using them in the contextualized Covid-19 situation, I could see how students instantly related them to the global emergency situation in which we were all submerged. Proverbs united us as we associated proverbs with our daily living, teaching and learning which we, along with our families and friends, had to face, without having been trained for. All my objectives were met. The proverbs listed below are presented in **English and in Spanish**, along with its **context** and the teaching/learning pro-active **interpretation**:



**CONTEXTUALIZED  
COVID-19  
ENGLISH AND SPANISH PROVERB BANK  
(March to June 2020)**

ENGLISH	SPANISH	CONTEXT	INTERPRETATION
<i>When your neighbor's house is on fire, beware of your own</i>	<i>Cuando las barbas de tu vecino veas cortar, pon las tuyas a remojar</i>	In early March, next door Italy started its lockdown.	Spain should start preparing for a nation lockdown. I told my students that we could be next, and should academically prepare.
<i>When in Rome, do as the Romans</i>	Donde fueres, haz lo que vieres	We were not in Rome, but were geographically next door.	(same as above)
<i>Prevention is better than cure</i>	Más vale prevenir que curar	We had the chance to apply common sense, and anticipate.	In my classes, we did: students left for lockdown with ready-to-do multi-skill work, keys included.
<i>Where one door shuts, another opens</i>	Cuando una puerta se cierra, otra se abre	There is always a need to believe in hope, and in new opportunities.	We took ours and tried to get the most out of it.
<i>You can't teach an old dog new tricks</i>	<i>Más sabe el diablo por viejo que por malo</i>	The world was starting being on the alert. Some practical action as a veteran teacher could be initiated.	I started preparing a home self-access EFL dossier containing oral and written expression, and the next immediate unit basics.
<i>There is no time like the present</i>	<i>No dejes para mañana lo que puedas hacer hoy</i>	I had been applying this since the very start of the school year. My students knew me by then.	I reminded them of it. Keeping in track was the engine that took us all to happy online sessions and effective results.





<b><i>Make hay while the sun shines</i></b>	<i>Mientras dura, vida y dulzura</i>	It is important to turn a good situation to our advantage, and get the most out of it.	I had to put pen to paper, and drew up a joint virtual teaching and learning plan. I let my students know. We did it together.
<b><i>A bird in hand is worth two in the bush</i></b>	<i>Más vale pájaro en mano que ciento volando</i>	Opportunities can not be ignored.	My students had a teacher who was getting ready to help them online too. Students immediately got on online board too.
<b><i>A journey of a thousand miles begins with a single step</i></b>	<i>Por algo se empieza</i>	Things need to get started and to be continued.	After leaving with the home March dossier, we were going to continue, taking one thing at a time, and moving forward.
<b><i>Half a loaf is better than none</i></b>	<i>A falta de pan, buenas son tortas</i>	(same as above)	(same as above)
<b><i>The end justifies the means</i></b>	<i>El fin justifica los medios</i>	The objective was clear.	We kept going forward, onward and upward. That was it.
<b><i>If the mountain won't come to muhammad, muhammad must go to the mountain</i></b>	<i>Si la montaña no va a Mahoma, Mahoma va a la montaña</i>	When the objective is clear, the means need to be found.	Lateral thinking always works. We were ready to continue teaching and learning English despite the necessary changes that we all had to do.
<b><i>Necessity is the mother of invention</i></b>	<i>La necesidad agudiza el ingenio</i>	Creativity is always a great ally.	As a teacher, I had a plan. I told my students. It became our plan, and we all pursued it as a group
<b><i>Slow and steady wins the race</i></b>	<i>Lento pero seguro</i>	We were all in uncertain times, but we knew that little by little things get accomplished.	We would keep going and going at our class pace until the end of our school year.
<b><i>Preach with the example</i></b>	<i>Hay que predicar con el ejemplo</i>	Demanding serious remote EFL learning work demands the same quality in teaching.	Students knew how I worked since September. I just continued in the same line. They did too.



<b><i>Desperate situations call for desperate measures</i></b>	<i>A grandes males, grandes remedios</i>	Lockdown was extreme. We had to fight it with the right attitude, intelligence and work.	We did: we learnt to work online, as we continued advancing as a team, and improving in EFL and digital abilities.
<b><i>It's better to be safe than sorry</i></b>	<i>Hombre prevenido vale por dos</i>	Students knew I had been anticipating circumstances since September.	My students knew that they had to be intelligent and practical. They certainly did not miss any chances during remote teaching and learning.
<b><i>Knowledge is power</i></b>	<i>Saber es poder</i>	It was clear that students had to acquire the necessary level to pass continuous assessment and/or exams, and be promoted to the next level.	I did my job as a teacher, in this case, online and full time. Students kept focused in their learning process towards achieving the best results in the finish line.
<b><i>The pen is mightier than the sword</i></b>	<i>La pluma es más poderosa que la espada</i>	Learning is always the best. Words, arts, knowledge can delight us and take us very far.	I reminded students of their great chance to enjoy being the best sheltered EFL learners in online teaching.
<b><i>A watched pot never boils</i></b>	<i>El que espera, desespera</i>	There is always a need for moderation between action and non-action.	I tried to keep students relaxed, despite the enormous bulk of new digital work. I trusted for good results, and we got them.
<b><i>Don't put all your eggs in one basket</i></b>	<i>No te lo juegues todo a una carta</i>	There is always a need for common sense	Helping students balance out their work on all the skills, as well as morally supporting them was it.
<b><i>Where there's a will, there's a way</i></b>	<i>La voluntad mueve montañas</i>	There is always a need for will power.	Students knew it since we met in September, and put their will to fully work when confinement started.
<b><i>Don't count your chickens before they hatch</i></b>	<i>No vendas la piel del oso antes de cazarlo</i>	There is always a need to be realistic.	Digital teaching did not mean automatically passing the subject without further learning. That was made clear. Students did what they had to.
<b><i>Don't put off until</i></b>	<i>No dejes para mañana</i>	There is a need	Diligence and not being



<b>tomorrow what you can do today</b>	<i>lo que puedas hacer hoy</i>	for diligence at all times.	lazy were encouraged. They added up to all the necessary qualities that were enhanced while in lockdown.
<b>Honesty is the best policy</b>	<i>La sinceridad está por encima de todo</i>	Honesty is always a basic premise.	The lockdown helped to even get to know students better. Some of my adult students were affected by Covid-19: illness, losing jobs... I needed to know what they were going through to adjust learning itineraries to their cases. Tutoring sessions were key.
<b>No man is an island</b>	<i>Nadie es una isla</i>	There is always the need for team work.	Team work had been promoted since September, and reached its peak from March to June 2020. It was a pleasure to see.
<b>Birds of a feather flock together</b>	<i>Cada oveja con su pareja</i>	We usually pair up with the people who we like the most.	I encouraged continuation of work in pairs (usually students who they already were working with), and work in small groups stemming from their pairs. It all worked.
<b>Two in distress makes sorrow less</b>	<i>Mal de muchos, consuelo de tontos</i>	Worldwide we were all experiencing the same situation: confinement.	After assuming that, I made students realize that teaching and learning in a different way was new to us all, and that we had to keep doing our best.
<b>Two heads are better than one</b>	<i>Cuatro ojos ven más que dos</i>	Good team work always yields good fruits.	I encouraged the students to work with their class assistants, and with one another, as they reviewed all the new digital teaching materials that they were being presented through <i>Jitsi Meet</i> , <i>Moodle</i> , and <i>Whatsapp</i> .



<b><i>As you sow, so you shall reap</i></b>	<i>Quien siembra viento, recoge tempestades</i>	One is responsible for one's actions.	My students knew it since September, and they very much applied themselves.
<b><i>Don't cross a bridge until you come to it</i></b>	<i>No adelantemos acontecimientos</i>	Taking one thing at a time is important.	My students had been learning that since September. They trusted that all the digital work would follow the necessary steps to reach their next practices and level.
<b><i>Practice makes perfect</i></b>	<i>La práctica hace al maestro</i>	There is a need for persistent work. We learn as we do, and we need to continue doing.	Students knew it, and kept practising even if their grades were higher and higher as time passed. Another pleasure to see.
<b><i>Better late than never</i></b>	<i>Mejor tarde que nunca</i>	The school calendar got officially extended.	I saw another opportunity for helping students with multi-source learning difficulties, as they had more weeks for practice. These students got the most out of this extra time.
<b><i>It is good fishing in troubled waters</i></b>	<i>A río revuelto, ganancia de pescadores</i>	The proverb was precautionary, and we related this meaning to the role of politicians, companies...	No students took advantage of the confusing situation. As adults, students had a lot of things to deal with, and they did.
<b><i>Actions speak louder than words</i></b>	<i>Obras son amores que no buenas razones</i>	As days, weeks and months passed, things got clarified, and sorted out, and high-quality work kept being produced.	Clear goals were always kept, a good attitude was also encouraged, and good pieces of work were produced by students and enjoyed by them and myself.



<b><i>The proof of the pudding is in the eating</i></b>	<i>Al freir de los huevos lo verá</i>	Constant results proved the work that was being done.	In-progress results showed the EFL advance, leading to excellent final ones. As they turned into a reality, students took pride in them, and they all took them to passing the courses with flying colors.
<b><i>Good things come to those who wait</i></b>	<i>Lo bueno se hace esperar</i>	Good results are the logical consequence of patience.	Students learnt as much as they could, and they obtained the expected good results. I enjoyed looking back at the term, and certifying them.
<b><i>All good things must come to an end</i></b>	<i>Todo lo bueno llega a su fin</i>	The school year got to its end.	We all had good memories to cherish.
<b><i>Laughter is the best medicine</i></b>	<i>La risa es el mayor remedio</i>	We all know.	We certainly smiled and laughed at some of the term's learning and teaching occasions. That is now a memory.
<b><i>A picture is worth a thousand words</i></b>	<i>Una imagen vale más que 1000 palabras</i>	The proverb literally says it by itself.	We ironically used its meaning, because students had to describe pictures for their oral EFL exams.
<b><i>An Englishman's home is his castle</i></b>	<i>Cada uno en su casa es rey</i>	We may believe that we have the right to do what we want at home.	And it may be true, but during the Covid-19 teaching and learning lockdown we did at home what we had to do: adjust, and online teaching and learning.
<b><i>Absence makes the heart grow fonder</i></b>	<i>Nadie sabe lo que tiene hasta que lo pierde</i>	All teachers and students worldwide learnt it the hard way, when we had to stop going to school because it was not allowed.	We learnt what it meant from March to June. It was a tough experience for us all because besides being students and teachers, we also had our own lives to take care of.



<i>All's well that ends well</i>	<i>Bien está lo que bien acaba</i>	It all worked.	It all worked for us all. My students reached all the objectives that they needed to. As a teacher, I learnt a lot as a professional in full digital teaching, becoming more capable to start the 2020-2021 school year, and face its challenges.
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Since early March, my students and I hoped for the best, and prepared for the unexpected. We were EFL teaching and learning preventively upon seeing Italy. We started using proverbs in our virtual classes while we were all kept in shelter, teaching, learning, working, and living. Upon specifically asking my B1 students about their perception on English proverbs, and prompting them on several aspects related to proverbs, they concluded that:

- Proverbs helped them improve their English vocabulary because they had a good balance: they had words that they already knew, and new ones, which they could easily learn
- Proverbs helped them consolidate simple sentence structures, which had the basic English syntax structure that they needed to master
- Proverbs had metaphors (“A watched pot never boils”)
- Proverbs taught them about the cultural background behind the English language (pudding, castle...)
- Proverbs reflected world knowledge (Muhammad), religion (“Preach with the example”), agricultural professions (making hay, sowing...), animals (dogs, birds...), and history (The Romans)
- Proverbs transmitted some kind of advice or truth which tried to help
- Some proverbs were very similar or identical to Spanish ones (“Better late than never”)
- Proverbs were updated because, to their surprise, students could relate them to their/our present situation

While brand-new proverbs can be created, and old ones can undergo plays on their words, for instance, in newspaper headlines, book titles, or publicity slogans, proverbs, in general, are valuable remnants of the past, of the languages in which they exist, and their culture behind: they came into circulation back in time, and have been kept until now, having been spread out by the Bible, and Medieval Latin in Europe.



Among the numerous scholars that study proverbs, when referring to English and Spanish proverbs, Wolfgang Mieder (University of Vermont, United States), and Julia Sevilla (Universidad Complutense de Madrid, Spain) must be gratefully acknowledged, because their passion for proverbs, their studies and knowledge, their methodology, their findings, their teaching, and publications have opened and still open new paths for others to follow.

Further references including some of their works are listed below. They are next to other paremiological works, such as proverb banks, dictionaries, and a methodological approach. Additionally, I include some website addresses which my students consulted, and which can help in starting working with proverbs in the EFL class. They can help both in virtual teaching, as they did with regards to the proverbs included in this article, or in person-to-person teaching, which I had earlier implemented in in-sessions classes, and I exported to EFL remote teaching ones from March to June 2020.

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# EFL in Lockdown. Part 5: Confinement, Assessment, and Results

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This article is the 5th part of a collection of 6 articles on how the teaching and learning changes in the 3<sup>rd</sup> term of the 2019-2020 affected EFL assessment. In the previous articles, I have already referred to the organization which I decided to arrange in mandatory online teaching, the pedagogical project and framework which I created through *Jitsi Meet*, *Moodle* and *Whatsapp*, and the work done around homophones, British and American English, false friends, tongue-twisters, similes, idioms and proverbs, while the curriculum was being followed.

In “**Documents per a l’organització i la gestió dels centres. Organització del centre. Curs 2019-2020**”. Generalitat de Catalunya. Departament d’Educació. **27.4.2020** (p. 23), with regards to evaluation in Official Schools of Languages, we were oriented in a **quantitative** form, and were told that **students’ attendance** had to be checked daily, and that those students **missing over 35% of the teaching** sessions could not be longer evaluated through continuous assessment.

### 3.2.1 Informació complementària per a les escoles oficials d’idiomes

En les EOI, ateses les característiques dels ensenyaments impartits, el sistema de seguiment i control d’assistència dels alumnes ha de preveure:

- El control diari de l’assistència dels alumnes a classe per part del professor o professora corresponent i la comunicació del professor o professora al director o directora del centre de les faltes d’assistència.
- La pèrdua del dret a l’avaluació contínua per part dels alumnes que tinguin absències superiors al 35% del temps lectiu, que només podran presentar-se a una prova de final de curs.

Els dos punts anteriors s’entenen sens perjudici del que puguin disposar les normes d’organització i funcionament del centre en aplicació de l’article 37.4 de la Llei d’educació i dels articles 23, 24 i 25 del [Decret 102/2010](#), d’autonomia dels centres educatius.

([https://documents.espai.educacio.gencat.cat/documents\\_publics/instruccions/instruccions19\\_20/ORG\\_19\\_20.pdf](https://documents.espai.educacio.gencat.cat/documents_publics/instruccions/instruccions19_20/ORG_19_20.pdf))

When we all went into lockdown, in my school, and in the levels which I taught: A1, and B1, we were not literally applying continuous assessment, and therefore, at the start of the academic year, students had been informed about having to take a final exam. However, with regards to these levels, since it was March, and **classes had started at the end of September**, **all teachers had grades with regards to class and readers’ written expression, and readers’ reading comprehension**.

In my case, I also had **additional class scores on oral expression** for both levels. And what is more, **mock exams had taken place in late January and February** and we all had written down **scores on exam format written expression, oral expression, reading comprehension, oral comprehension, grammar (in A1), oral mediation (in B1), and written mediation (in B1)**. Furthermore, I had already had **tutoring sessions** with all my students on their **academic performances** and their learning itineraries until reaching the final exam dates in May. All the scores, notes, and interviews came in very handy when having to start **teaching online**, and



deciding how to do what we had to do, and teach and assess students in **remote learning and teaching**. In “Documents per a l’organització i la gestió dels centres. Currículum dels Ensenyaments d’Idiomes”. Generalitat de Catalunya. Departament d’Educació. 21.7.2020 (pp. 39-40), there is a whole thorough **qualitative** section on **students’assessment**, which reminds us of what the **evaluation of the students’ learning processes** needs to be like, and has to be fully implemented in the new academic year, 2020-2021. **The students’ assessment of their learning processes must be continuous, systematic, global, integrative, and personalized**, so that progress can be assessed and results can be contrasted with the objectives which need to be achieved:

## 2 Avaluació de l'alumnat

### 2.1 Avaluacions de curs

L'avaluació del procés d'aprenentatge de l'alumnat oficial de la modalitat presencial i semipresencial ha de ser contínua i sistemàtica, globalitzada i integradora i personalitzada, a fi de valorar-ne el progrés i contrastar els objectius establerts amb els resultats obtinguts.

Aquesta avaluació, que pot tenir tres fases diferenciades (inicial, formativa i sumatòria) ha de permetre, al professor o professora, orientar i ajudar els i les alumnes en el seu aprenentatge i en l'autoavaluació, i també orientar i adequar la seva docència.

A l'inici del curs escolar, el centre, des dels àmbits que consideri pertinents, i també el professor o professora de cada grup, han d'informar els alumnes sobre els objectius que han d'haver assolit al final de curs i sobre els criteris i els instruments que s'utilitzaran per a l'avaluació. Al llarg del curs l'alumnat ha de tenir informació del seu

progrés i el professorat ha d'afavorir i facilitar aquesta comunicació.

L'escola pot elaborar proves finals per fer en convocatòria única al final del curs. Els resultats d'aquestes proves finals, conjuntament amb els resultats obtinguts en el procés d'avaluació contínua, serveixen per determinar la qualificació final del curs.

Tots els documents oficials de l'avaluació s'han de conservar en el centre, a disposició de la Inspecció d'Educació per a possibles comprovacions. També, amb aquesta finalitat, fins a la següent convocatòria de les mateixes característiques, cal conservar al centre el material que ha contribuït decisivament a atorgar una qualificació.

L'escola ha d'establir els procediments adients per assegurar que els seus àmbits diversos (departaments, o altres que escaigui, i claustre) tinguin coneixement dels resultats acadèmics de l'alumnat, s'estudiïn aquests resultats i es prenguin, quan escaigui, decisions pertinents per revisar programacions, metodologies, aspectes organitzatius i altres aspectes docents amb l'objectiu de millorar els aprenentatges.

([https://documents.espai.educacio.gencat.cat/IPCNormativa/DOIGC/CUR\\_Idiomes.pdf](https://documents.espai.educacio.gencat.cat/IPCNormativa/DOIGC/CUR_Idiomes.pdf))

**This article will account for how all the work from early March (just before confinement), and the long-distance teaching and learning work which followed, got already lined up for the above-mentioned multi-angled continuous assessment since the very start of the school year. I have no doubt that seniority in teaching did its part, and as soon as we started mandatory lockdown and online teaching,**

I naturally put **the spotlight on weekly and biweekly continuous evaluation**, since days were being added to weeks, and weeks to months, and both my students’ work (their own learning itineraries), and my work had to be given their place in the new online scenario. After all, **I just needed to continue teaching my students, helping them in tutoring sessions, encouraging**



their individual, pair work and team work, daily and weekly making sure that they were all advancing, as expected, and collecting data on that all. As the state of emergency got extended, and just before the Easter break classes, I presented my students our class **EFL continuous assessment itinerary**. A month after, on the **30<sup>th</sup> of April**, we were officially told that in Official Language Schools students would have a series of **common official continuous assessment tasks**. By then students had been remotely taught for more weeks than the weeks that were left in the remaining official calendar indicated.

Pel que fa a l'avaluació del curs 2019-2020:

1. **L'alumnat oficial de A1 (1r), A2 (2n), B2.1 (4t) i C2.1 (anglès) serà avaluat d'acord amb l'avaluació contínua**, tal com estava previst. L'alumnat que no pugui ser qualificat per l'avaluació contínua s'haurà de posar en contacte amb el seu professor o professora per informar-se de com i quan serà avaluat/da.

2. **En el cas dels cursos de certificat B1 (3r), B2 (5è), C1 i C2 (català)** es preveuen dos escenaris possibles:

**A) Que l'alumnat pugui ser avaluat per avaluació contínua**, sempre que s'hi pugui acollir (cada professor informará el seu alumnat de quins alumnes podran ser avaluats per avaluació contínua). Abans de ser avaluat caldrà manifestar mitjançant un correu electrònic adreçat al seu professor o professora:

- Si desitja ser avaluat per avaluació contínua

o bé

- Si desitja ser avaluat mitjançant les proves de certificació, en cas que el Departament d'Educació les mantingui, o (si aquestes no es poden realitzar) per les tasques avaluatives que el departament determini.

Cal tenir en compte que una opció exclou l'altra. En tots dos casos l'avaluació positiva condueix a l'obtenció del certificat oficial.

**B) Que l'alumnat NO pugui ser avaluat per avaluació contínua** (cada professor informará el seu alumnat de quins alumnes NO podran ser avaluats per avaluació contínua):

- L'alumnat serà avaluat amb les proves de certificació sempre que el Departament d'Educació pugui mantenir-ne la convocatòria d'acord amb el calendari que s'estableixi. En cas que no es pugui mantenir, l'alumnat serà avaluat segons determini cada departament, entre el 12 i el 19 de juny. El professorat comunicarà a l'alumnat la resolució final del Departament d'Educació tan bon punt es produeixi.

**Students in B1**, a level which leads to an official intermediate certificate of English, **needed to express in individual official notes that they wanted to officially follow continuous assessment or discard it, and, if so, opt for only final exams**. To keep focused on the teaching, learning, and evaluating processes, and continue having my students focused on their itineraries, on the 30<sup>th</sup> of April itself I contacted all my students, and got their preferences in writing. So the school official requirement had been fulfilled. **Although that was not required for the A1 levels, I also applied the same procedure to them.**

Just on one day, all students in B1 and A1 confirmed in writing what they were already doing in my classes and officially wanted to do in the school system until mid June: Continuous assessment. Very few students chose final exams. **Giving value to what they had already been**



doing, and being responsible for their choices spurred them in the last weeks towards completion of the academic year. Additionally, we learnt that the school calendar got extended, which, in practice, meant that my students' assessment tasks were to be followed by the school official assessment ones:

#### A1 - CALENDARI DARRERES TASQUES EVALUATIVES FINS EL 10 DE JUNY

##### Calendari de tasques avaluatives previstes

Informem a l'alumnat de les tasques avaluatives amb nota que es duran a terme durant les properes setmanes:

- Setmana de l'18 al 24 de maig: reading + listening
- Setmana del 25 al 31 de maig: writing +oral
- Setmana de l'1 al 7 de juny: grammar + oral

#### B1 - CALENDARI DARRERES TASQUES EVALUATIVES FINS L' 11 DE JUNY

##### Calendari de tasques avaluatives previstes

Informem a l'alumnat de les tasques avaluatives amb nota que es duran a terme durant les properes setmanes:

- Setmana del 18 al 24 de maig: proves orals + mediació oral
- Setmana del 25 al 31 de maig: proves orals + mediació oral + expressió i interacció escrita + mediació escrita
- Setmana de l'1 al 5 de juny: comprensió lectora + comprensió oral

Fortunately most of my students had passed all the tasks in the five skills which I had prepared for them for March and April; so only a few of them had to keep taking the official assessment exams, which turned out to be very useful for those students who had difficulties in learning English or simply needed more time. **The extra weeks gave all students the chance to practise English longer to continue sitting for continuous evaluation tests, and also extended the study time of those students who had signed up for final exams.**

The addition of what I had planned for continuous evaluation in my classes for March and April, together with the implementation of the continuous evaluation school calendar for May and June, and the extension of the calendar led to the best results because **not only practically all students passed their level, but they showed performance in each skill separately.**

As far as **work on skills** is concerned, I decided to help students see how important focusing on each was after we were all sent home for confinement. I instantly added up that objective in my teaching agenda and my students' learning agenda. Despite everything being so uncertain, what was sure was that if my adult students managed to pass their course which they had voluntarily enrolled in, I needed to certify through their passes that **they were as knowledgeable and capable as possible: that they could enter their next level in the best academic conditions, whose teaching scenario in the 2020-21 academic year we could not even anticipate.**

**Helping my students keep focused on learning and improving in each skill was key to certify their advances as days, weeks, and months passed, to sum them up, and certify them at the**



end of the school year. My teaching mission got reflected in their learning mission too, and results said it all. Most of them passed with flying colors, which the data next will show.

As indicated earlier, the A1 and B1 adult EFL classes, which I was teaching, began in late September. **92 out of 120 students attended.** After the online third term, **82 students passed each skill (separately) in EFL through continuous evaluation in Reading, Listening, Speaking, Writing and Mediation; in the 1st level, instead of mediation, grammar was still being tested (above-referred too).** The final exams for the remaining 10 students who chose to take **final exams were scheduled from June 12th to June 16th. Among those 10 students (4 in A1, and 6 in B1), 7 passed.** The only 3 that did not pass had some learning difficulties and/or did not devote enough time to studying. Score wise, this is the general picture of the 4 groups which I taught online during **the 3<sup>rd</sup> term of 2019-2020:**

<b>A1 STUDENTS (46). PASSES: 44. FAILS: 2</b>
<b>B1 STUDENTS (46). PASSES: 45. FAILS: 1</b>

**The passing percentage was 97%.** In the previous academic year, it had also been high: 80%, but, needless to say, that all the online teaching sessions together with the numerous tutoring sessions in confinement turned out to be very effective, because they adjusted to practically all students' needs, which were high, because being adults, they were facing a large number of problems which lockdown brought to us all. In the previous academic year, 2018-2019, 80 students attended the same level courses, and took the final exams, which, by the way, was the only means to move onto a higher level, and in the case of B1, the only way to obtain the B1 certificate. A sample follows on a study which I did on results in B1:

<b>(B1 Level)</b>	
<b>STUDENTS TAKING EXAMS</b>	<b>39</b>
<b>STUDENTS PASSING</b>	<b>32</b>
<b>STUDENTS NOT PASSING</b>	<b>7</b>
<b>PASSING PERCENTAGE</b>	<b>80%</b>
<b>GENERAL REASONS ACCOUNTING FOR NOT PASSING EXAMS</b>	<ul style="list-style-type: none"> <li>- <b>REGULAR ATTENDANCE</b></li> <li>- <b>REGULAR ASSIGNMENT</b></li> <li>- <b>EFL LEARNING DIFFICULTIES</b></li> <li>- <b>L1 INTERFERENCE</b></li> </ul>
<b>SPECIFIC REASONS APPLIED TO EACH CASE</b>	<ul style="list-style-type: none"> <li>- <b>2 COULD ONLY ATTEND 10% CLASSES. WHEN THEY CAME, ONE ALWAYS DID THE ASSIGNMENT. THE OTHER ONE DID NOT.</b></li> <li>- <b>2 ATTENDED 50% CLASSES. THEY DID NOT DO THE ASSIGNMENT REGULARLY.</b></li> <li>- <b>3 ATTENDED REGULARLY YET HAD EFL DIFFICULTIES AND L1 INTERFERENCE. THEY DID ASSIGNMENT TO THE EXTENT THAT THEY COULD.</b></li> </ul>
<b>WRITTEN EXPRESSION AND INTERACTION RESULTS</b>	<b>35 STUDENTS PASS IT</b>
<b>ORAL EXPRESSION AND INTERACTION RESULTS</b>	<b>33 STUDENTS PASS IT</b>
<b>USE OF THE LANGUAGE RESULTS</b>	<b>25 STUDENTS PASS IT</b>
<b>WRITTEN COMPREHENSION</b>	<b>15 STUDENTS PASS IT</b>
<b>ORAL COMPREHENSION</b>	<b>11 STUDENTS PASS IT</b>

Montoro, L. "Mediation in Intermediate EFL Written Expression and Interaction. Part 3: Interlinguistic Mediation. 3 Email Proposals, Samples, and Conclusions". *English Is It!* (ELT Training Series). Volume 12: pp. 60-71. Barcelona: ICE. Universitat de Barcelona. [http://diposit.ub.edu/dspace/bitstream/2445/145051/4/VOLUME\\_12\\_Novembre\\_2019\\_def.pdf](http://diposit.ub.edu/dspace/bitstream/2445/145051/4/VOLUME_12_Novembre_2019_def.pdf)



In the 2018-2019 results fulfilled the objectives which I had aimed at during that school year: excelling in oral expression and written expression. Yet, not all students passed the rest of the skills. As stated earlier, **in the recent 2019-2020 course practically all students passed all the skills separately**, the reasons being:

- **Oral Expression and Written Expression had already been reinforced from the end of September until February, and continued until June**
- **A large number of students had already passed these 2 skills separately in the February mock exams**
- **From February until June the focus was also placed on the other skills: Oral comprehension, Reading comprehension, Grammar (in A1), Oral mediation (in B1), and Written mediation (in B1)**
- **Students were continuously assessed in each skill (through the teacher's tests, and the school's)**
- **They became conscious about their learning advances, and responsible for them**
- **They enjoyed their improvements**
- **Extra tutoring sessions were added by the teacher**
- **Individual cases and problems (linguistic and else) were located and taken care of**
- **Individual itineraries were created for those students**
- **The group members supported one another, and watched out for one another as they each advanced**
- **2 class assistants per class (4 groups: 8 assistants) chosen by the teacher made sure through their own *Whatsapp* groups that all the work that was being led by the teacher through *Moodle* and *Jitsi Meet* was digitally being followed by all**
- **The term ended 3 weeks later than expected which gave all students more time to fully master what they all needed to**
- **Prevention was it from early March, and led the way since then**

Early in the year, as we followed the news, we could see how the world was being infected with the Covid-19 virus. The information was putting us on the alert, especially since the end of January, and in February. In early March, next door Italy was also going on lockdown a few days before Spain was to. That did call my attention, and was certainly the eye-opener which I needed to start EFL preventive work, and turn on a preventive mode, which lasted from then until the end of the school year.



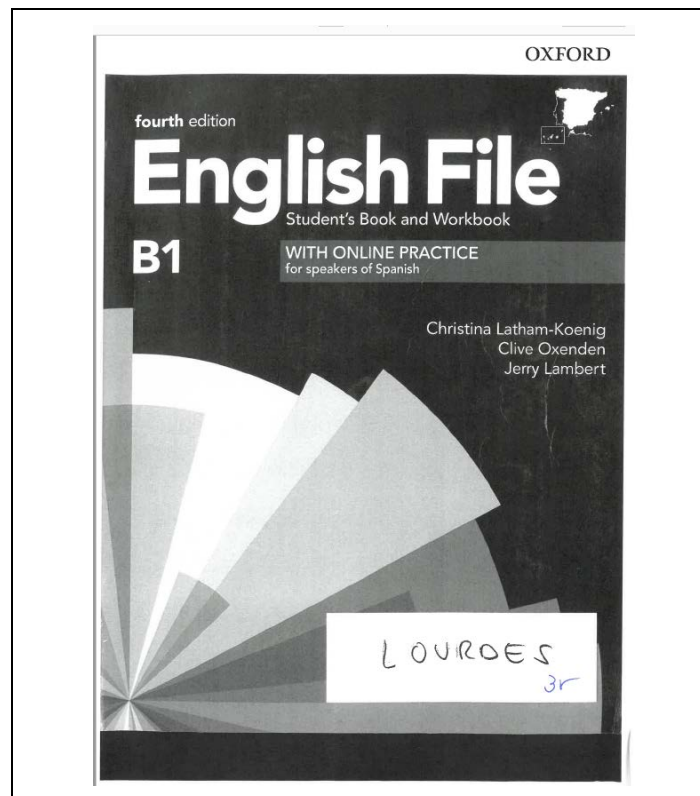
I will explain next how both my preventive work, the Official Language School work, my students', and mine, added up to the excellent results that could already be regularly seen both during the daily, weekly and monthly sessions, and in the final exams. I will refer to the following items, and the essential role that they played in online teaching and learning from March 13<sup>th</sup> until June:

- 1/ PREVENTIVE WORK ON THE FIVE SKILLS BEFORE LOCKDOWN
- 2/ TUTORING SESSIONS UNTIL THE END
- 3/ NOTIFYING GRADES TO STUDENTS IMMEDIATELY AFTER DOING EFL WORK
- 4/ KEEPING STUDENTS PERSONALLY POSTED ON CONTINUOUS ASSESSMENT AND FINAL EXAM DATES
- 5/ PROVIDING FURTHER EFL OPTIONS FOR STUDENTSPASSING CONTINUOUS EVALUATION

### 1. PREVENTIVE WORK ON THE FIVE SKILLS BEFORE LOCKDOWN

As soon as March started, I daily prepared a dossier for my A1 and B1 students. It was based on both the book and additional work, which I kept posting in *Moodle*. It involved all the skills, and answer keys were provided as well. I used the first two weeks to make sure that students were aware of the next immediate lessons to come.

I daily either passed them copies, referred to *Moodle*, and made sure that all my explanations got posted daily in the class platform. On March 12, Thursday, when were told that we had to go home, I made sure that all the immediate self-access work which I had scanned for them, all the *Moodle* references and explanations were fully scanned, contained the keys, and all the necessary orientations to proceed. All students received the March preparatory dossier on that day. This way both students attending classes, and those who had to miss them were evenly informed and had access to all the wok which I had planned for them:




(Sample of the B1 dossier preventive initial March lockdown dossier)



## 2. TUTORING SESSIONS UNTIL THE END

Tutoring sessions were deliberately increased as soon as lockdown and remote teaching started. Since I was teaching adults from all walks of life, I had no doubt that they would have a lot of problems to face ranging from professional difficulties to learning ones, digital competence, and what is worse, illness in their lives, whether direct or indirect, and, maybe, even death. I will never forget how necessary those tutoring sessions became.

Among my students I will never forget the doctors and nurses which I had either. Besides having tremendous difficulties to do their jobs in their best working conditions, they did not only do what they professionally had to, but also made sure that all of their classmates, and me included, were following all the safety measures that we were being told in the media. All their classmates and I did our best to help them continue learning, and advancing. Teamwork was it, and tutoring sessions lasted until the very first week right before exams.

 **INFORMACIÓN DE JEFATURA DE ESTUDIOS ⇒ SÓLO PARA LOS ALUMNOS CONVOCADOS A EXAMEN FINAL ⇐: LOS EXÁMENES SERAN TELEMÁTICOS**  
 (⚠️ Debéis consultar el documento adjunto ⚠️)  
 by Lourdes Montoro - Friday, 29 May 2020, 10:32 AM

Buenos días,

como sabéis el jueves 11 me entrevistaré con cada uno de vosotros.

🔴 Tras la entrevista, los alumnos que estáis convocados a examen final debéis reunir os conmigo para recibir las últimas pautas, y poder despejar últimas dudas.

🔴 Los exámenes finales serán telemáticos y se realizarán en otra ubicación.


Se informará oportunamente.

🔴 Por favor leer os el documento adjunto.

Gracias.

Un saludo,

Lourdes

 EXÁMENES FINALES EN FORMATO TELEMÁTICO 🔴.txt

(Sample of last tutoring sessions for students taking exams)

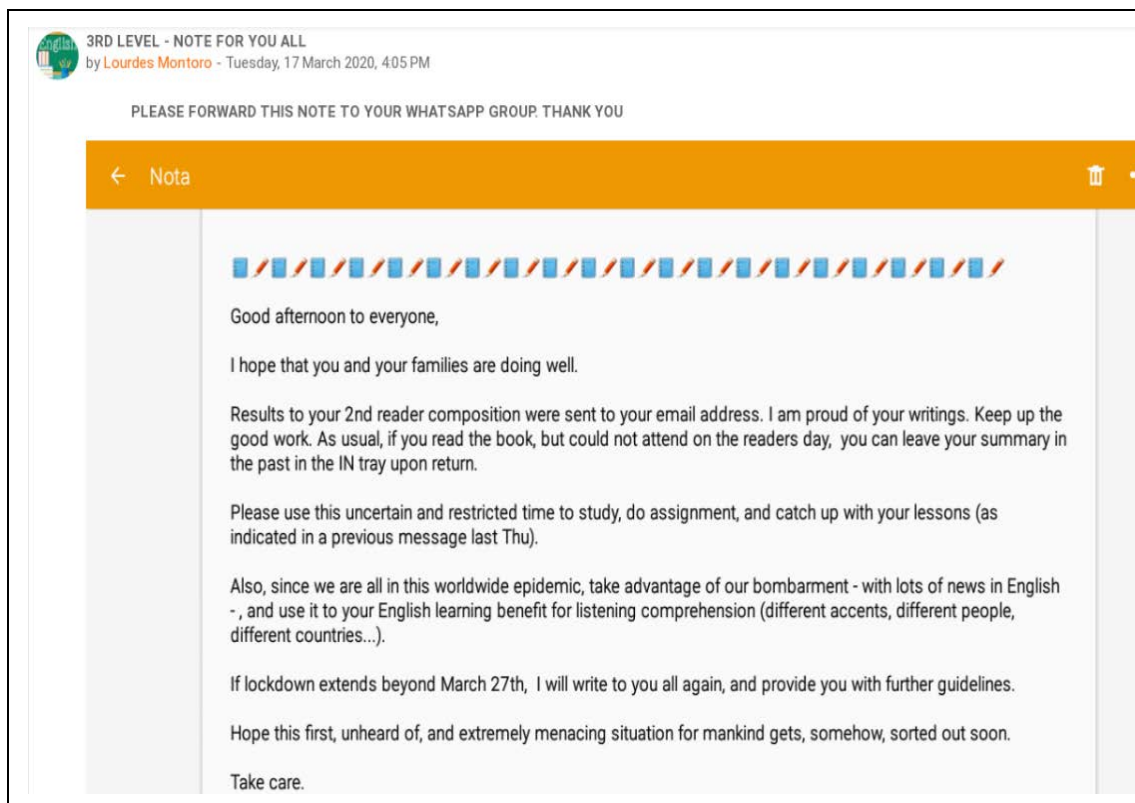




### 3. NOTIFYING GRADES TO STUDENTS IMMEDIATELY AFTER DOING EFL WORK

From my experience, letting students know how they do in exams as soon as possible after having done them, is a must in class dynamics. This is why I continued along the same testing and finding of results pattern which had been so effective earlier. Next there is a note which I sent to my students after having emailed each of them which results on a composition which they had just done before confinement.

I also took the chance to remind them of their continuous assignment, their chance to watch all news on the pandemic in English, since there was so much to choose on, and wished them the best. Global notes which included both quantitative scoring data and qualitative work (on work and their lives too), were key during the lockdown.



### 4. KEEPING STUDENTS PERSONALLY POSTED ON CONTINUOUS ASSESSMENT AND FINAL EXAM DATES

Besides immediately uploading all the official information that I was receiving to inform my students about continuous assessment and final exams, I also included personalized reminders. The official information on final exams had been sent on May 22<sup>nd</sup>, and included all school levels. Sending students personalized and contextualized reminders on their final exams, adding up the timing (which they had followed in the mock exams, but of course, could not remember), and letting them technically know about the videos which they would listen to helped them feel guided, and be accompanied as they prepared for the next tasks. The sample next corresponds to the B1 level classes:







 CURSO 2019-2020 - 3º INGLÉS - EXÀMENS FINALES: Días, temporización, sistema videos y orales ! 

  
 by Lourdes Montoro - Thursday, 4 June 2020, 10:14 PM

**EXÀMENS FINALS 3R**




 CURS 2019-2020 - EXÀMENS FINALS 3R 

  
 (Inclou ordre temporització, sistema videos, i orals)

---

⇒ PART ESCRITA


 DIMARTS 16 DE JUNY - 18.00h

EXPRESSIÓ ESCRITA i MEDIACIÓ ESCRITA - 75'


 DIMECRES 17 DE JUNY - 18.00h

COMPRENSIÓ ESCRITA - 50' i COMPRENSIÓ ORAL (wmv videos) - 35'

⇒ PART ORAL


 DIMECRES 17 DE JUNY

(B1 – personalized reminder of final exams)

## 5. PROVIDING FURTHER EFL OPTIONS FOR STUDENTS PASSING CONTINUOUS EVALUATION

Since the school year extended, I also planned further work for those students who had already been doing well on the different skills. They could choose any area which they liked, and report to me on that in the last tutoring sessions in June. The A1 levels were offered the chance to further work with Grammar, Reading and Listening:

⇒ GRAMMAR

*Essential Grammar in Use* (with key) R. Murphy. Cambridge

⇒ READING

SI VAIS A ESTA DIRECCIÓN, VERÉIS LA BIBLIOTECA DE LECTURA QUE SE HA HECHO EN A2. OS DARÁ UNA IDEA DE POSIBLES LIBROS DE LECTURA DEL SIGUIENTE NIVEL

<https://eoibcnvh.cat/llibres-text-angles>

⇒ LISTENING

A1 - 3º

<https://www.youtube.com/watch?v=Y5aYTR7dK2k>

A1 - 4º

<https://www.youtube.com/watch?v=8pLaHXh4HpU>

ENGLISH 101

<https://www.youtube.com/watch?v=bEB8-SWMyhI>



B1 levels were sent a *Moodle* sheet which included 24 links related to International English, Vocabulary, Films and TV series, Games, Reading, Listening, Grammar, and Writing, and, being such independent EFL learners, they were also encouraged to create their own learning itineraries. All my students in the EFL A1 and B1 levels who had been passing English through continuous assessment were required to have an individual interview with me right before the final exams week. They reported about their own itineraries, which is summarized next:

A1	B1
<p><b>Unit 12 in English File 4<sup>th</sup> edition</b> This was not required in A1, but they opted to do it to get ready for the next level.</p> <p><b>Oxford University Press platform (English File 4<sup>th</sup> edition online)</b> Students fully completed all the sections.</p> <p><b>Oral dialogues</b> They continued their practices, and added more language and communicative scenes to them.</p> <p><b>Reviewing lessons</b> They started reviewing them to prepare notes for A1.</p> <p><b>Duolingo app</b> They downloaded the free app to continue learning.</p> <p><b>New websites by units</b> They fully explored the websites that I had sent for each unit during the school year.</p> <p><b>Grammar book</b> They opted for starting reviewing A1 grammar through one of the manuals that the school recommends.</p> <p><b>Reading other books in the level</b> (From previous library donations, and gifts)</p> <p><b>Reading aloud</b></p>	<p><b>Oxford University Press platform (English File 4<sup>th</sup> edition online)</b> Students fully completed all the sections.</p> <p><b>Practising written comprehension through readers:</b> <i>Boy, The Sugar Glider, Deadly harvest, Snow Fall on Cedars, Berlin Express, The Woman in White, Cry Freedom, To Kill a Mockingbird, and War against the Weak</i></p> <p><b>Reading on topics of their interest (biographies, medicine...)</b></p> <p><b>Watching Netflix, films and series with subtitles in English</b></p> <p><b>Watching documentaries, CBS news...</b></p> <p><b>Watching cultural and language videos in Anglophonia</b> <a href="https://www.velvetschool.com/anglophonia-ingles-cultura-britanica-humor/">https://www.velvetschool.com/anglophonia-ingles-cultura-britanica-humor/</a></p> <p><b>Attending professional meetings in English</b></p> <p><b>Learning idioms and slang for fun</b> E.g.: “A hard nut to crack”, or “Elvis has left the building”</p> <p><b>Interacting with grammar</b> <a href="https://www.grammar-quizzes.com/">https://www.grammar-quizzes.com/</a></p> <p><b>New websites by units</b></p>



Working on mastering the suffix –ed in regular verbs (simple past)	They fully explored the websites that I had sent for each unit during the school year.
Helping classmates master all the skills before taking the final exams	Listening to songs, watching musical videos, and exploiting the teacher’s list on musical resources
Watching <i>Netflix</i>	Conversing with friends from other countries

My students did face a lot of difficulties, and practically overcame them all as scores indicated before lockdown, during confinement, both in the teaching and learning process, and in the last tests, whether they were based in continuous assessment or were final. Students faced illness, family losses, job losses, college entrance exams, and endeavored to overcome them all, along with obtaining knowledge profit from the EFL class.

I have no doubt that it all worked since March 13<sup>th</sup> because we certainly tried to keep positive as a human group which happened to be in the same teaching and learning boat since September 2019, and was not going to throw the towel in. Humor was also part of it, whenever possible, and sometimes my students, without their knowing drew a smile at me. In my long-teaching career I had read and/or been told by students all kinds of excuses, but of course, I had never seen the one that follows, whose text, without any more data is reprinted:

***Buenas tardes, Lourdes! Este ultimo mes no tuvimos internet, a causa que nuestra coneja ha comido el cable, otra vez, y el técnico no podía venir. Me puede decir, donde tengo que autorizarme para asistir el examen. Gracias.***

What entertained me the most was that I had no idea that any given she-rabbit had eaten any cable before, which the student took for granted. Anyway, this was the most fun message of the term, and apparently, it was true. Of course, I had to forward it to the Head of Studies for authorization because I was just following my school calendar, and the student needed help. I am sure that worldwide teachers lent more than a hand to their students, to make it all work for all.

After the intensive digital teaching and learning experience that we all had, I am certain that the lessons that we got are helping us prepare the 2020-2021 academic course, so that all teachers can ensure that initial, formative and summative assessment are implemented from the start. This way (despite our being all in oblivion of what can happen next) initially clarifying objectives, and closely orienting students in learning and self-assessment will facilitate our work. Whether we continue teaching in session, or progressively move onto full digital teaching, we will be ready for the necessary teaching adjustments that we always need to make.

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Montoro, L. (March 2019) “Mediation in Intermediate EFL Written Expression and Interaction. Part 3: Interlinguistic Mediation. 3 Email Proposals, Samples, and Conclusions”. *English Is it!* (ELT Training Series. Volume 12: pp. 60-71. Barcelona: ICE. Universitat de Barcelona.

[http://diposit.ub.edu/dspace/bitstream/2445/145051/4/VOLUME\\_12\\_Novembre\\_2019\\_def.pdf](http://diposit.ub.edu/dspace/bitstream/2445/145051/4/VOLUME_12_Novembre_2019_def.pdf)



# New Normality: Celebrating Great Scores and EFL Learning and Teaching Experiences in New Post Confinement

Lourdes Montoro

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Besides the necessity of teaching online during the 3<sup>rd</sup> term of 2019-2020, and having to focus on continuous assessment, I must say that I had always enjoyed this method when it had been an option in EFL classes, and in EFL teacher training. This is explained in a series of 5 articles in Montoro, November 2018, "Didactic Virtual Assessment for EFL Teachers..." *English Is It!* (ELT Training Series). Volume 11: pp. 47-102, <http://diposit.ub.edu/dspace/handle/2445/128188>.

My experience this year proved once more that continuous assessment is certainly based on learning itself for all levels within a given class, while it also helps to closely evaluate the students' progress from the start. Additionally, it gives a lot of value to class work, study, practice, guidance, as well as provides numerous chances to improve throughout the sessions and the course.

As a teacher I was very satisfied both with the process and the results. All in all, it had been a hard year for all involved. We were very proud of the results and comradeship. There was a lot to celebrate. At the end of the school year, my students were also about to discover that the academic course of 2019-2020 was my last full academic year before retirement in December 2020. I let them know through a happy email in our last virtual session. I used 2 videos for that:



And as soon as exams finished, and results were in I wanted:

A/

To treat the 8 students who directly worked with me to make sure that all the *Moodle* work that was sent during the lockdown months was received by all their classmates. We chose breakfast at Miss Perkins Tea Room, which they knew from previous EFL work there (Montoro, 2017, "A Second Term Project for Elementary EFL Students: Tea Time at Miss Perkins Tea Room", *English Is It!* (ELT Training Series). Volume 8: 138-150, <http://diposit.ub.edu/dspace/handle/2445/112923>; and Montoro, November 2019,



“Intermediate EFL Literature Field Trip, Questionnaires and Tea Time at Miss Perkins’ Tea Room”. *English Is It!* (ELT Training Series). Volume 12: pp. 132-144, <http://diposit.ub.edu/dspace/handle/2445/145051>)

B/

To treat the rest of my students to ice-cream. To do that, open-air beach-theme school year parties were announced through *Whatsapp*, and they were safely organized. These 4 special last groups of mine were not only going to represent themselves but also the many more groups and students that had preceded them in the many years.

We all waited for new normality in new post-confinement, 2 evenings were appointed (one for the 1st level courses, and the other one for the 3rd level ones), we chose a park in the northern part of the city which provided a very open area with lots of separated benches, trees, grass, a pond, physical exercise machines, a fountain, and nearby public bathrooms.

**And last but not least, we counted on the approval of 2 of my students who are medical doctors, and without whom I would have not supported any get-together idea.** They okeyed that because I designed a protocol which was complemented by them with any necessary comments which had to be a must then, and all adult students involved accepted it. We were going to properly act, and also, prior to that, we could feel that we were going to be on the safe side. I will describe both experiences:

A/

The 8 outstanding representatives are: N. Cerrada and M. Forero (1st level, 5-7), M. Privat and M. Laínez (1st level, 7-9), T. Castillo and M. Andrés (3rd level, 5-7), and P. López, and B. Pérez (3rd level, 7-9). They had only worked in their pairs so they did not know the rest of the assistants in the other classes and levels, who I had been so fortunate to count on. My objective was to help them know each other. As they were reaching the tea room, I passed them name tags, which I had designed for each of them, as well as an Excavenger Hunt sheet to start getting to know one another upon the festive occasion:

---

## LOURDES’ ASSISTANTS’ EXCAVEMBER HUNT AT MISS PERKINS TEA ROOM





## ...Find someone who...

- Could not come back to Spain when the country was locked down
- Has a loud bird at home
- Knows a lot about cookies
- Despite being very tired, she was ready to help, and continue studying to improve
- Whose son turned 2 last weekend
- Was in New York this year!
- Was the official teacher's assistant in 2 classes
- Helped a nurse who had been sick with Covid-19 pass continuous evaluation in English
- Wrote and designed the most artistic compositions in class

---

## Thank you so very much!

---

As soon as they finished, we all went in, and they found a blackboard decorated with a *Thank you* poster and balloons, and individual *Thank you* notes on their tables. They sat down in pairs but not the usual ones so that they could get to know the other assistants better. I had booked the tea room for all of us for a period of time.



When breakfast at Miss Perkins finished, we left our tables, so that the owner could clean them up for the next customers, and we moved to the back of the premises, and sat at the required distance to review the Covid-free protocol, before the beach-theme school year parties were going to take place. To be on the safe side, and not to have any student miss anything in it, it had been written in Spanish.





## PROTOCOLO DE SEGURIDAD COVID-FREE

AGRADECEMOS A la DRA. ANDREA MARTÍN (POLICLÍNICA DE BARCELONA) - Alumna de 1º (5-7) - y A LA DRA. SOFÍA MELGAR (HOSPITAL VALL D'HEBRON) - Alumna de 1º (7-9) LA REVISIÓN DE TODAS LAS CONSIGNAS:

1/

### **POR EL BIEN DE TODOS:**

- ES IMPORTANTE QUE LA PERSONA QUE ESTÉ PRESENTANDO SÍNTOMAS, POR MUY LEVES QUE SEAN, QUE NO ACUDA
- QUIEN HAYA ESTADO EN CONTACTO EN LOS ÚLTIMOS DÍAS CON PERSONAS POSITIVAS PARA COVID-19 NO PUEDE ASISTIR

2/

### **LA CLAVE ESTÁ SIEMPRE EN:**

- ➔ Correcto lavado de manos, luego colocarse gel  
LA HIGIENE DE MANOS SIEMPRE SERÁ NECESARIA .  
JUSTO EN LA ZONA ELEGIDA DEL PARQUE HAY UNA FUENTE.  
HAY LAVABOS EN LOCALES CERCANOS.
- ➔ Mascarilla en todo momento (hay que asistir con una de repuesto)  
LA FFP2 PUEDE SER INCÓMODA PARA QUIEN NO ESTA ACOSTUMBRADO A LLEVARLA, PERO NO ESTÁ DE MÁS. SÍ ES OBLIGATORIA, POR LO MENOS, LA MASCARILLA QUIRÚRGICA (AZUL)
- ➔ Las mascarillas sólo se quitaran para comer y beber!
- ➔ Distancia social: 2m  
HAY MUCHO ESPACIO EN EL ESPACIO AL AIRE LIBRE Y TODOS LOS ASISTENTES SON RESPONSABLES DE RESPETAR LA DISTANCIA POR ELLOS Y POR SUS COMPAÑEROS

3/

### **DISPENSADORES DE GEL Y ROCIADOR DESINFECTANTE**

- Cada persona deberá tener su dispensador de gel
- Habrá un dispensador de gel por grupo
- Todos los juegos, y las canciones se realizaran con mascarilla  
CUANDO TOQUEMOS OBJETOS (BANCOS, PALAS, FRISBEE, ALTAVOZ...), DEBEMOS USAR GANTES o APLICAR ROCIADOR CON DESINFECTANTE CADA VEZ

4/

### **COMIDA Y BEBIDA**

#### **TODO LO DESECHABLE E INDIVIDUAL ES LO CORRECTO**

- No se permite la comida casera para compartir
- Las galletas, patatas fritas, helados etc. deberán ser en paquetes individuales.
- Las bebidas tendrán que ser en latas o botellas individuales. Deberán lavarse previamente.
- No se puede compartir comida o bebida en abierto.
- Cada persona puede coger un vaso desechable al que pondrá su nombre.

HAY 8 AYUDANTES OFICIALES DE LOURDES (NOELIA, MARBEYA, 1º 5-7), (MUN TSA, MARGARITA, 1º 7-9), (TRINI, MARIA 3º 5-7), Y (PATRICIA, BELLA, 3º 7-9), TODAS ELLAS JUNTO CON LOURDES VELARÁN TAMBIÉN PARA QUE TODO SE VAYA CUMPLIENDO.



**TODOS DEBEMOS SER RESPONSABLES Y PRECAVIDOS AL COMPARTIR UN ESPACIO PÚBLICO PARA DISFRUTAR DE EXCELENTES FIESTAS.**

**MUCHAS GRACIAS A TODOS POR LA COLABORACIÓN.**



## B/

And the Beach party days arrived. Students were already familiar with the protocol. They knew that neither the assistants nor I were going to go by anything else but the protocol. Everything had already been taken care of: doctors' approval, public acknowledgement, hands, mask, slight symptoms, positive covid-19 related people on the last days, reminder of key: hands hygiene, fountain on premises, masks to only be removed when eating or drinking, and 2-meter social distance. Dispenser with gel per group and disinfectant spray for paddles, frisbees...

About food: no homemade food was allowed, everything from cookies to fries to ice-cream had to be in individual packaging, drinks had to be canned or individually bottled, and needed to be washed before, no open food could be shared; if using paper cups, they had to put their names on them. The assistants were mentioned, and a great reminder on everyone's responsibility and cooperation was called for.



(Jardins de Manuel J. Arnalot, Avdad'enJordà 29)

A beach thematically oriented worksheet was given to students. It included: a crossword puzzle, a word search, tongue twisters, an idiom exercise, and 4 popular songs:

**B E A C H P A R T Y – June 2020**



# 1/

## SUMMER

— crossword puzzle —

**ANSWER:** 1. Ball 2. Lemonade 3. Seashell 4. Sandcastle 5. Sunglasses 6. Sun 7. Flippers

<https://image.shutterstock.com/z/stock-vector-vector-summer-crossword-puzzle-for-kids-simple-quiz-with-beach-objects-for-children-educational-1721262943.jpg>

# 2/

## BEACH WORD SEARCH

D	R	N	E	A	M	E	S	M	L	S	B	T	B	E
R	R	T	A	H	B	A	E	L	S	U	I	U	E	N
S	S	A	C	C	I	U	E	R	E	R	K	I	S	B
N	E	X	A	C	H	E	E	L	S	F	B	I	S	B
L	B	S	B	G	S	L	T	S	A	O	I	N	G	S
B	A	O	S	A	E	F	N	P	J	A	R	C	H	I
M	T	J	S	I	C	L	D	I	W	G	R	Z	K	Y
L	N	W	D	P	A	L	G	V	L	P	R	A	V	N
X	L	N	T	L	O	W	N	P	V	Q	D	P	A	W
G	A	L	S	X	I	R	W	U	H	V	X	B	D	T
S	K	L	G	F	M	L	T	X	S	H	V	R	M	N
N	O	I	T	A	C	E	B	V	W	A	V	E	S	A
P	C	D	N	S	E	B	T	P	Y	X	W	S	O	J
Q	B	D	C	G	R	S	Z	W	L	B	D	R	B	L

Bathing Suit  
Bikini  
Boardwalk  
Lifeguard

Pelican  
Sailboat  
Sandals  
Sand Castle

Scuba  
Seagull  
Seashell  
Sunglasses

Surfboard  
Tropical  
Vacation  
Waves

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<https://www.wojr.com/summer-word-searches-and-summer-word-puzzles/beach-word-search/>



# 3/

<i>“She sells sea-shells on the sea shore”</i>	<i>The swan is swimming over the sea. Swim ,swam, swum!”</i>
<i>“How can a clam cram in a clean cream can?”</i>	<i>“I scream, you scream, we all scream for ice-cream”</i>

<p><b>One wise whistling whale</b></p> <p><b>Two tooting toothless turtles</b></p> <p><b>Three twirling tricky terns</b></p> <p><b>Four flighty frisky flamingos</b></p> <p><b>Five freezing fleeing flatworms</b></p> <p><b>Six sharp sleepy sharks</b></p> <p><b>Seven small stripped seashells</b></p> <p><b>Eight eager able eagles</b></p> <p><b>Nine itching inching iguanas</b></p> <p><b>Ten tough tiny timid tunas</b></p>	<p><b>VOCABULARY</b></p> <p><u>Shell</u>: concha / <u>Shore</u>: costa</p> <p><u>Swan</u>: cisne / <u>Scream</u>: chillar</p> <p><u>Whistling</u>: que silba / <u>Whale</u>: ballena</p> <p><u>Tooting</u>: que suena / <u>Toothless</u>: sin dientes / <u>Tern</u>: Charrán o esternido (ave de mar)</p> <p>/ <u>Twirling</u>: Que gira / <u>Fleeing</u>: Que huye / <u>Flatworm</u>: gusano plano / <u>Sharp</u>: agudo, listo / <u>Striped</u>: a rayas / <u>Eager</u>: deseoso / <u>Able</u>: capaz / <u>Itching</u>: que pican / <u>Inching</u>: Que avanza despacio / <u>Tough</u>: duro / <u>Tiny</u>: diminuto</p>
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# 4/

## VOCABULARY EXERCISE

by Lourdes Montoro

The following expressions are related to the sea, either in the English version, the Spanish rendering or in both. Match them:

<ol style="list-style-type: none"> <li>1. To be at sea</li> <li>2. To cry a sea of tears</li> <li>3. To be between the devil and the deep blue sea</li> <li>4. To cast a sprat to catch a mackerel</li> <li>5. To rain buckets</li> <li>6. To feel great</li> <li>7. To get bored to death</li> <li>8. To land a husband</li> <li>9. To be like a fish in water</li> <li>10. Not to have a clue</li> <li>11. To be old salt</li> <li>12. To be a nasty customer</li> <li>13. To be a big shot</li> <li>14. No man is an island</li> <li>15. There is something fishy here</li> <li>16. Cast your bread upon the waters</li> <li>17. Nothing ventured, nothing gained</li> <li>18. Tell it to the marines</li> <li>19. Curiosity killed the cat</li> <li>20. And all of the rest of the crew</li> </ol>	<ol style="list-style-type: none"> <li>A. Aburrirse como una ostra</li> <li>B. Pescar un marido</li> <li>C. Estar entre la espada y la pared</li> <li>D. Estar en un mar de dudas</li> <li>E. Aplicar la ley del mínimo esfuerzo</li> <li>F. Estar pez</li> <li>G. Estar la mar de bien</li> <li>H. Llover a mares</li> <li>I. Estar hecho un mar de lágrimas</li> <li>J. Estar como pez en el agua</li> <li>K. Ser un pez de cuidado</li> <li>L. Ser un pez gordo</li> <li>M. Ser un lobo de mar</li> <li>N. No vengas con historias</li> <li>O. Algo huele a chamusquina</li> <li>P. Nadie puede vivir aislado</li> <li>Q. Quien no se arriesga, no pasa la mar</li> <li>R. Haz bien y no mires a quien</li> <li>S. Por la boca muere el pez</li> <li>T. Y toda la pesca</li> </ol>
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**KEY: 1D, 2I, 3C, 4E, 5H, 6G, 7A, 8B, 9J, 10F, 11M, 12K, 13L, 14P, 15O, 16R, 17Q, 18N, 19S, 20T**

(already published in Montoro, L. (November 2019) "The Senses in EFL. 3. Taste: Language Work, Cooking Contests, and Recipe Books". *English Is It!* (ELT Training Series). Volume 13: pp. 60-71. Barcelona: ICE. Universitat de Barcelona. <http://diposit.ub.edu/dspace/handle/2445/147058>)



5/

## LIVIN' IN JAM

<https://youtu.be/iRkkjpPGY64>

(Estrella Damm advertisement)

You'll learn that sharing songs, sex and sun  
Will make your life a lot more fun,  
You'll learn that sharing songs, sex and sun  
your life seems so easy when YOU ARE livingin Jam

You'll learn that sharing songs, sex and sun  
Will make your life a lot more fun,

You'll learn that sharing songs,  
sex and sun  
Will make your life a lot more fun  
when living in Jam

I am a-driving a Jamaican highway  
I am a-learning to live with not a worry in the world  
I am a-swinging through this winding road  
I am a-starting to think I'm coming back no more.  
I've seen the sundown sat atRick's Café  
I've been jamming with Ziggy in the Reggae Sunfest  
I've been climbing Dunn's River till I got to the top  
Now I'm back at Round Hillto smoke

Under the red stripe everything's fun  
A little ganja and no problem man  
Making friends with the rastas  
Singing songs with the sun  
The life seems so easy when you're  
living in Jam

You'll learn that sharing songs,  
sex and sun  
Will make your life a lot more fun  
You'll learn that sharing songs,  
sex and sun  
Will make your life a lot more fun

I am a-smiling while  
I'm walking the street,  
I am a saying "Hi, man"to all the people I meet,  
I am a-whistling throughthe roaring storm,  
under this pouring rain  
I'm feeling safe and warm.

You can follow my footprints by the beach of Negril,  
now I'll never be back to the big city wheels,  
with a sip of Blue Mountain anda piece of jerk pork,  
who wants to lose life..at work.

Under the red stripe everything's fun,  
a little ganja and no problem man,  
making friends with the rastas,  
singing songs whit the sun,  
the life seems so easy  
when you're living in Jam.

You'll learn that sharing  
songs, sex and sun,  
will make your life a lot more fun,  
you'll learn that sharing

## AMIGOS PARA SIEMPRE

[https://youtu.be/U\\_VcW5XAedE](https://youtu.be/U_VcW5XAedE)

(Los Manolos)

(Fun Barcelona background)

Yo, no necesito conversar  
porque adivino que ya sabes como soy  
tu me has conocido siempre.  
Tu, cuando me miras puedes ver  
dentro de mi lo que ni yo puedo entender  
yo te he conocido siempre.  
Amigos para siempre  
Means you'll always be my friend  
Amics per sempre  
Means a love that will never end  
Friends for life  
Not just a summer or a spring  
Amigos para siempre

I feel you near me  
Even when we are apart  
Just knowing you are in this world  
Can warm my heart  
Friends for life  
Not just a summer or a spring  
Amigos para siempre  
Ven, nos queda tanto por vivir,  
buenos momentos que podemos compartir  
ya solo sé vivir contigo.  
Sé que como un día partirás  
pero también sé que jamás olvidarás  
la amistad que nos ha unido.

Amigos para siempre  
Means you'll always be my friend  
Amics per sempre  
Means a love that will never end  
Friends for life  
Not just a summer or a spring  
Amigos para siempre  
I feel you near me  
Even when we are apart  
Just knowing you are in this world  
Can warm my heart  
Friends for life  
Not just a summer or a spring

Amigos para siempre  
Ven, nos queda tanto por vivir,  
buenos momentos que podemos compartir  
ya solo sé vivir contigo.  
Sé que como un día partirás  
pero también sé que jamás olvidarás  
la amistad que nos ha unido.  
Amigos para siempre  
Means you'll always be my friend  
Amics per sempre  
Means a love that will never end  
Friends for life  
Not just a summer or a spring  
Amigos para siempre



<p>songs, sex and sun, will make your life a lot more fun.</p> <p>You'll learn that sharing songs, sex and sun, will make your life a lot more fun, you'll learn that sharing songs, sex and sun, your life seems so easy when you're living in Jam.</p>	<p>I feel you near me Even when we are apart Just knowing you are in thisworld Can warm my heart Friends for life Not just a summer or a spring Amigos para siempre Amigos para siempre Yo, no necesito conversar Amigos para siempre Porque ya sabes como soy Amigos para siempre Yo solo sé vivir contigo Amigos para siempre</p>
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**MY WAY**

<https://www.youtube.com/watch?v=6E2hYDIFDIU>

IU  
(Frank Sinatra)  
(with lyrics in English)

And now the end is near  
And so I face the final curtain  
My friend, I'll say it clear  
I'll state my case of which I'm certain

I've lived a life that's full  
I've travelled each and every highway  
And more, much more than this  
I did it my way

Regrets, I've had a few  
But then again, too few to mention  
I did what I had to do  
And saw it through without exemption

I planned each chartered course  
Each careful step along the by-way  
And more, much more than this  
I did it my way

Yes, there were times, I'm sure you knew  
When I bit off more than I could chew  
But through it all when there was doubt  
I ate it up and spit it out

I faced it all and I stood tall  
And did it my way

I've loved, I've laughed, and cried  
I've had my fill, my share of losing  
And now, as tears subside  
I find it all so amusing

To think I did all that  
And may I say, not in a shy way  
Oh no, oh no, not me  
I did it my way

For what is a man, what has he got?  
If not himself then he has naught  
To say the things he truly feels  
And not the words of one who kneels  
The record shows I took the blows  
And did it my way. Yes, it was my way

**WE ARE THE CHAMPIONS**

<https://www.youtube.com/watch?v=A-xcJwOGKpQ>

(Queen)  
(with subtitles in Spanish)

I've paid my dues  
Time after time  
I've done my sentence  
But committed no crime

And bad mistakes  
I've made a few  
I've had my share of sand kicked in my face  
But I've come through

We are the champions, my friends  
And we'll keep on fighting 'til the end  
We are the champions  
We are the champions  
No time for losers  
'Cause we are the champions of the world

I've taken my bows  
And my curtain calls  
You brought me fame and fortune and  
everything that goes with it  
I thank you all

But it's been no bed of roses  
No pleasure cruise  
I consider it a challenge before the whole  
human race  
And I ain't gonna lose

We are the champions, my friends  
And we'll keep on fighting 'til the end  
We are the champions  
We are the champions  
No time for losers  
'Cause we are the champions of the world

We are the champions, my friends  
And we'll keep on fighting 'til the end  
We are the champions  
We are the champions  
No time for losers  
'Cause we are the champions of the world



# THANKS FOR EVERYTHING! HAVE A GREAT SUMMER!

Lourdes



As I look back at the work that my students and I so intensively did from March on, the Latin phrase *ad astra per aspera* comes to my mind. My Master's Thesis was called *Critical Assessment of Three Spanish Translations of Harper Lee's To Kill a Mockingbird*. Meaning "Through hardships to the stars", in the novel, the phrase was quoted by the author just before its start, and was also uttered during a school play, as the motto of Maycomb, a fictional town in Alabama.

At the very end of the novel, we read: "*Neighbors bring food with death and flowers with sickness and little things in between. Boo was our neighbor. He gave us two soap dolls, a broken watch and chain, a pair of good-luck pennies, and our lives. But neighbors give in return. We never put back into the tree what we took out of it: we had given him nothing, and it made me sad*". I have no doubt that unlike Scout feels in the novel, my students and I lived the term to the most and appreciated what we had and did for us all. It was our pleasure.

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Beach Word Search with Hidden Message

<https://www.woojr.com/summer-word-searches-and-summer-word-puzzles/beach-word-search/>

Livin' in Jam. Estrella Damm advertisement.

<https://youtu.be/iRkkjpPGY64>

Miss Perkins tea room

<https://www.facebook.com/MissPerkinsTea/>

My way. Frank Sinatra (with lyrics in English)

<https://www.youtube.com/watch?v=6E2hYDIFDIU>

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Summer crossword puzzle

<https://image.shutterstock.com/z/stock-vector-vector-summer-crossword-puzzle-for-kids-simple-quiz-with-beach-objects-for-children-educational-1721262943.jpg>

We are the champions. Queen (with subtitles in Spanish).

<https://www.youtube.com/watch?v=A-xcJwOGKpQ>





# *ADDENDA*



# Two American Guest Speakers in Confined EFL A1: Globalization, Information Exchange, and Time Capsule

**Audrey Gregg**  
[arg1401@aol.com](mailto:arg1401@aol.com)  
**Audrey Pellingier**  
[apellingier@gmail.com](mailto:apellingier@gmail.com)

We have known professor Lourdes Montoro, since we met through an American camp in the United States. That was in the early 1990s. At that time she volunteered at the summer camp office from 6 to midnight. We knew that she had also been a counselor there and a village chief in the eighties. We have been in touch since then. We soon learned that Lourdes lived in Spain, where she was a teacher of English as a foreign language, and a teacher trainer.

She loved English, enjoyed learning, had fun picking up the last slang words, loved culture and meeting people from different countries, did not miss on travelling, did research, and always created imaginative curriculum-based projects to get the most of her students' learning performances.

She devised her last project to be carried out online, while her country and the whole world was in lockdown. She called it "IF WE CANNOT GO OUT TO THE WORLD, THE WORLD CAN STILL GET INTO OUR CLASSROOMS".

Both of us were asked to participate in it as guest speakers connecting with her two A1 adult groups in her virtual *Jitsi Meet* classes. We had been in Spain before, and already had the chance to be guests speakers in her in-session classes. So, we already knew that the experience was going to be rewarding. The opportunity would allow us to meet Barcelonian citizens, learn about them, and exchange our cultural backgrounds.

We are both connected to the school system in the United States. We are also both a mother (a drug and guidance counselor: Audrey Gregg) and a daughter (a school social worker: Audrey Pellingier), and we soon happily accepted Lourdes' challenge to see how the downside of globalization - as this Covid-19 has affected us all -, was turned through a virtual workshop ("Two American Guest Speakers in Confined EFL A1: Globalization, Information Exchange, and Time Capsule") into an opportunity for all of us as well: the students, the teacher, and both of us.

**The proposal consisted in introducing one another, referring to the global emergency situation both in Spain and the United States, asking students questions and being asked by them as well. Lourdes provided us with a worksheet on classic A1 questions which students needed to master, and we offered to also present a Time Capsule worksheet, which was being used at school in our country. Once we agreed on the contents and the procedure, we rehearsed entering her *Jitsi Meet* classrooms, which allowed us to become familiar with the platform and online teaching. Then we found an online meeting day and timing:**



## APRIL 28TH

### GUEST SPEAKERS

**AUDREY GREGG (Pompano Beach, Florida)**  
**AUDREY PELLINGER (Fort Lauderdale, Florida)**

### WORKSHOP

*Globalization, Information Exchange, and Time Capsule*

**A1 EFL ENGLISH GROUPS (in Barcelona)**

**5-6 pm (5-7 group)**

**7-8 pm (7-9 group)**

April 28th, Wednesday, came. The project had been carefully planned, students had been previously informed, they had also watched videos on our hometowns beforehand, and they had had time to prepare questions for us. When the workshop day came, students were ready and so were we. We met about 45 students in the 2 classes, approximately 20 of whom were originally from Central and South America: Argentina, Bolivia, Colombia, Ecuador, El Salvador, Peru, and Venezuela. From our in-person experiences in Lourdes' classes, we knew to expect a situation where we and the students were not only prepared, but that she would facilitate our interaction seamlessly. So we knew that we were going to be taken care too. We were comfortable. On April 28<sup>th</sup> everything ran smoothly and we very much enjoyed both our contribution, and our conversation with the students. All in all, it was a great language and cultural exchange. This is one of the feedback notes that we sent Lourdes:

*Hola Lourdes,*

*What a wonderful experience!*

*Such beautiful people, physically, and inside too. They really seem like nice groups, both of them. And I really enjoyed them.*

*I would wanna find out from you how we did*

*I know you said to ask them specific questions. But I didn't want to put them on the spot, not knowing how much English they knew, and I wasn't sure if it was ok with you, but if we were to do that again, it would be good to know how today went.*

*But thank you for allowing us to come in.*

*They are learning so much, compared to what I learnt in Spanish.. Anyway, they did great*

*You are a wonderful teacher. I can see that. Still, I always knew that, but it was nice to see you in action as teacher Lourdes.*

*Take it easy.*

*Talk to you soon.*

*Bye.*

*Audrey P.*

Next we will present how the workshop developed. We will refer to 5 stages that made it all possible. They are listed in chronological order:

1. **ST. JORDI'S SURPRISE**
2. **PRESENTATION OF AUDREY GREGG AND AUDREY PELLINGER'S HOMETOWNS**
3. **THE GUESTS' PRESENTATION TO STUDENTS**



#### 4. STUDENTS' PRESENTATIONS AND QUESTIONS EXCHANGE

#### 5. THE COVID-19 U.S. SCHOOL TIME CAPSULE PROJECT

## 1/ ST. JORDI SURPRISE

*"Sant Jordi, or St. George, is the patron saint of Catalonia and the Diada de Sant Jordi, St. George's Day, is a festive occasion that, over the years, has become a celebration of Catalan culture. This is why many balconies in the city are decorated with the senyera, the Catalan flag, as they are on other key national dates. In fact, it is a celebration of culture and love, represented by books and roses. The main meeting point in Barcelona is the Rambla, which is packed from end to end with book and flower stalls"*  
<https://www.barcelona.cat/culturapopular/en/festivals-and-traditions/sant-jordi>

Sant Jordi is on the 23rd of April. Because of confinement, in Spring 2020 no Sant Jordi celebrations took place. Yet, Lourdes Montoro still planned to celebrate culture and understanding by inviting us as American guest speakers to her EFL classes. To engage students and get the project started, she prepared the following document to announce our intervention, and present us, while she also congratulated her students for the holiday. Everything was getting ready for the week after:



### ST. JORDI SURPRISE FOR LOURDES' 1st LEVEL STUDENTS

#### Project:

**"IF WE CANNOT GO OUT TO THE WORLD,  
THE WORLD CAN STILL GET INTO OUR CLASSROOMS"**

- ➔As we all know, today is Sant Jordi, and despite the fact that we are not allowed to be up and about in the streets with our roses and books, I realized that the world can still be welcomed into our classrooms, and surprise us for good:
- ➔Next week ... there is ... a ... surprise ... awaiting ... you...  
Are you in for it? To enjoy it... you cannot miss your online class on April 28th.
- ➔Each group (5-7) and (7-9) is kindly invited to an...



**INTERNATIONAL WORKSHOP**





- ➔The workshop will be carried out by Ms. Audrey Gregg, a school drug and guidance counselor, and Ms. Audrey Pellingier, a school social worker.
- ➔In a week, they will connect online with our class from Florida, where they live.
- ➔They will introduce themselves. Please be also ready to introduce yourselves too. You will also be welcomed to ask any questions to them. They will be asking you some questions too. You will also previously receive some links on videos about their hometowns.

Thanks very much for your participation!

**HAPPY SANT JORDI**  !

See you in class,

Lourdes



## 2/ PRESENTATION OF AUDREY GREGG AND AUDREY PELLINGER'S HOMETOWNS

We had both been in Barcelona before, met Lourdes Montoro's family, and got together with some of her students. Lourdes also wanted her students to be familiar with our hometowns in Florida before April 28<sup>th</sup>. Therefore we sent 2 links, on Pompano Beach and Fort Lauderdale, for them to enjoy. This helped create an atmosphere on our global exchange which was soon going to take place.



**GUEST SPEAKERS: AUDREY GREGG**

(Pompano Beach, Florida)

**AUDREY PELLINGER**

(Fort Lauderdale, Florida)



**WORKSHOP: *Globalization, Information Exchange, and Time Capsule***

**DATE: April 28<sup>th</sup>**

**TIMING: 5-6 pm (5-7 group), and  
7-8 pm (7-9 group)**

Dear all,

Audrey Gregg and Audrey Pellingier have been to Barcelona before, and know the city.

They would also like you to get to know a little about the towns where they live: Pompano and Fort Lauderdale, in Florida. These are the links that they sent me:

City of Pompano:

<https://youtu.be/5yxFwFIFUmU>

Fort Lauderdale:

<https://youtu.be/WQ4fq289YUg>

Enjoy!

Lourdes



### 3/ THE GUESTS' PRESENTATION TO STUDENTS

In *National Geographic* (the Resource Library. Encyclopedic entry) globalization is described as “a term used to describe the increasing connectedness and interdependence of world cultures and economies”. Globalization is also said to capture “in its scope the economic and social changes that have come about as a result. It may be pictured as the threads of an immense spider web formed over millennia, with the number and reach of these threads increasing over time. People, money, material goods, ideas, and even disease and devastation have traveled



*these silken strands, and have done so in greater numbers and with greater speed than ever in the present age* (<https://www.nationalgeographic.org/encyclopedia/globalization/>).

Pearson, a world's learning company with more than 22,500 employees in 70 countries stated in "Continuing education during uncertainty" what follows: *"More than 300 million students worldwide are having their education disrupted by the spread of Coronavirus. Schools and universities haven't faced this level of disruption in generations, but unlike any time in the past, we have the ability to continue education even when schools close"* (<https://www.pearson.com/news-and-research/working-learning-online-during-pandemic.html>).

There is no doubt that teachers were managing to continue teaching online. However, the toll may have been high, and may be on the route to increasing. Nora Fleming in "Curbing Teacher Burnout During the Pandemic" affirms that: *as weeks turned to months, remote learning brought new stressors for teachers. Used to working on their feet, educators got a crash course in working at a computer all day, and also struggled with setting up a schedule working from home and managing parent communications. Those challenges have been exacerbated by the atmosphere of uncertainty and the news that most, if not all, schools will remain closed this school year* (<https://www.edutopia.org/article/curbing-teacher-burnout-during-pandemic>).

There is no doubt that teachers have been facing tough professional times and adjusting to a lot of new challenges during the 3rd term in the 2019-2020 school year. We were especially happy to see how Lourdes, besides doing what all teachers had to, was also creative, was re-creating herself, and helping her students also do so during that period.

We, as guests speakers connecting live from the US with Spanish students, were the proof of the pudding. This reminded us of some of Goethe's quotes in which the real sense of life is described:

- *One ought, every day at least, to hear a little song, read a good poem, see a fine picture, and, if it were possible, to speak a few reasonable words*
- *In the realm of ideas everything depends on enthusiasm... in the real world all rests on perseverance.*
- *To think is easy. To act is hard. But the hardest thing in the world is to act in accordance with your thinking.*

(Goalcast, <https://www.goalcast.com/2019/04/02/johann-wolfgang-von-goethe-quotes/>)

In the April 28<sup>th</sup> A1 workshop, we had the pleasure to start by introducing ourselves, refer to how globalization had taken us all to the whole world lockdown, and how upsides could still be found in it, like the workshop which was starting was going to be for us all.

## 4/ STUDENTS' PRESENTATIONS AND QUESTIONS EXCHANGE



To get acquainted with the level Lourdes Montoro sent us 2 pieces of information which range from general to specific:

- Screenshots of the index of contents of the textbook which she was using in class: Christina Latham-Koenig and Clive Oxenden's *English File 4<sup>th</sup> Edition A1/A2*
- The first activity in a complementary book which focused on EFL beginners' conversation: Paul Seligson's *Helping Students to Speak*

The first one helped us get the whole picture of the class sessions, and the general teaching and learning context at the end of April. The second one provided specific question models which we followed to ensure the right language and cultural interaction:





# 1 First year oral syllabus

<p><b>PERSONAL</b></p> <p>What/name?                      What/phone number?          How/spell it?                    Where/study?          Where/from?                    Where/live?</p>	<p><b>DESCRIBE A FRIEND</b></p> <p>What/his or her name?        /tall/thin/good-looking?          Where/live?                      What colour hair (eyes)          How old/?                         /got?          /study English?                What/like doing?</p>
<p><b>IN YOUR FREE TIME</b></p> <p>What sports/play?              How often/go to the          What magazines or              cinema?            comics/read?                    What/like doing after          What kind of music/like?      school?          How often/go                      What/like doing at            swimming?                      weekends?</p>	<p><b>WHAT DO YOU THINK OF...? WHY ?</b></p> <p>(a singer or group)              (a school subject)          (a teacher)                        (a computer game)          (a sports team)                  (a TV programme)</p>
<p><b>DESCRIBE YOUR HOME</b></p> <p>/live in a flat or a                your bedroom?            house?                              /there any posters or          How many bedrooms/            photos in your            there?                              bedroom?          /there a TV or a                    /there any toy shops or            cassette player in                parks near you?</p>	<p><b>TIME</b></p> <p>What/the time?                    Which/your          What day/it today?                favourite month?          What/the date today?            Which/your          When/your birthday?            favourite season?</p>
<p><b>EVERY DAY</b></p> <p>What time/usually get          How many hours a            up?                                  day/watch TV?          What/usually have for          What time/go to bed?            breakfast?                        How many hours a          /do a lot of sport?                night/sleep?</p>	<p><b>THE PAST (BE)</b></p> <p>When/born?                        /at home yesterday          Where/born?                        evening?          Where/last Saturday?            /late for school          Where/last Sunday?              last week?</p>
<p><b>WHAT HAVE YOU GOT?</b></p> <p>a bike/skateboard?              any skates?          a computer/walkman?            any brothers/sisters?          any videos/CDs?                any pets?          any computer games?          any new clothes?</p>	<p><b>PAST SIMPLE</b></p> <p>/use a computer                    morning?            yesterday?                        /have breakfast this          What/do last night?              morning?          /see a film last                    What/do last weekend?            weekend?                        Where/go for your last          What time/get up this            holiday?</p>
<p><b>WHAT CAN YOU DO?</b></p> <p>/play the guitar or                /ski or swim?            another instrument?            /touch your nose with          /sing or dance well?            your tongue?          /ride a horse or bike?            /whistle?          /skate?</p>	<p><b>NOW</b></p> <p>How/feeling?                      What/your brother/          What/wearing today?            sister/aunt/uncle          What/the teacher                doing now?            wearing?                        What/your parents/          What book/reading at          grandparents doing            the moment?                    now?          What/doing now?</p>
<p><b>WHICH DO YOU PREFER? WHY?</b></p> <p>/chocolate or strawberry      /travelling by train or            ice cream?                        bus?          /milk or fruit juice?            /basketball or football?          /the summer or the                /short or long hair?            winter?                              /Saturday or Sunday?</p>	<p><b>WHAT ARE YOU GOING TO DO?</b></p> <p>What/do after class?              /go away this weekend?          /watch TV tonight?                /visit your grandparents          What/have for dinner            this weekend?            tonight?                        Where/go for your next          What/do tomorrow?              holiday?</p>


Seligson, P. (1997) *Helping Students to Speak*



## 5/THE COVID-19 U.S. SCHOOL TIME CAPSULE PROJECT



The COVID-19 Time Capsule was created by Natalie Long. As she explains at <https://letsembark.ca/time-capsule>, she wanted to do something from the beginning of the lockdown to remember this period when looking back on it. Besides saving newspapers and art work done by her children, she also designed a "Time Capsule" worksheet for them and herself to fill out. This worksheet was made available in different versions for kids, and was also adapted for adults. Furthermore, she added bonus pages for different occasions as confinement continued: Birthdays, Current Events, Father's Day, Mother's Day, New Parents, Being kind, Students, Grads, and Last school day. They can still be all downloaded in the above-mentioned page.

The Time Capsule included a front cover, and a series of other sheets which tackled the awareness of the historic moment, favorite things (including best friends, and what kids wanted to be when growing older), how they were feeling (and what they wanted to do when this is over), their community (where they are living, and how they are connecting with others), safety at home (and keeping busy), family handprints, special occasions, letter to oneself, interviewing the household (homeschooling, and other things done at home), and a letter from their household to them. Next there is the invitation to the COVID-19 Time Capsule that we sent to A1 students, as well as the Time Capsule worksheet itself:



 **AMERICAN GUESTS - ONLINE CLASS** 

**WEDNESDAY, APRIL 29TH -TIME CAPSULE**

Dear all,


we wanted to send you something that was given to us. It is designed for kids, but has also been adapted for adults (<https://letsembark.ca/time-capsule>)

We thought you might appreciate it. So we just wanted to share it with you all before we meet tomorrow. It is a COVID-19 Time Capsule activity. We'll attach it here, but don't feel obligated.

Thanks for your attention.

Take care and see you in class tomorrow!

Audrey G. (Drug and guidance counselor in the school system)  
Audrey E. (Social worker in the school system)





# MY 2020 COVID-19 TIME CAPSULE

BY: \_\_\_\_\_

**YOU ARE LIVING THROUGH HISTORY RIGHT NOW**

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

<input type="checkbox"/> SOME PHOTOS FROM THIS TIME	<input type="checkbox"/> ANY ART WORK YOU CREATED
<input type="checkbox"/> A JOURNAL OF YOUR DAYS	<input type="checkbox"/> FAMILY / PET PICTURES
<input type="checkbox"/> LOCAL NEWSPAPER PAGES OR CLIPPING	<input type="checkbox"/> SPECIAL MEMORIES

DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

## ♡♡ ALL ABOUT ME ♡♡

I AM \_\_\_\_\_  
YEARS OLD

I STAND \_\_\_\_\_  
INCHES TALL

I WEIGH \_\_\_\_\_  
POUNDS

SHOE SIZE \_\_\_\_\_

### MY FAVORITES

TOY: \_\_\_\_\_

COLOR: \_\_\_\_\_

ANIMAL: \_\_\_\_\_

FOOD: \_\_\_\_\_

SHOW: \_\_\_\_\_

MOVIE: \_\_\_\_\_

BOOK: \_\_\_\_\_

ACTIVITY: \_\_\_\_\_

PLACE: \_\_\_\_\_

SONG: \_\_\_\_\_

MY BEST FRIEND/S: \_\_\_\_\_

WHEN I GROW UP I WANT TO BE: \_\_\_\_\_

DATE: \_\_\_\_\_

## HOW I'M FEELING

WORDS TO DESCRIBE HOW I FEEL:

WHAT I HAVE LEARNED MOST FROM THIS EXPERIENCE:

HOW MY FACE LOOKS

😊 😐 😞 😡 😢

I AM MOST THANKFUL FOR

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1 _____	2 _____	3 _____
_____	_____	_____

## MY COMMUNITY

COLOR THIS HOUSE TO LOOK LIKE YOURS

WHERE I AM LIVING DURING THIS TIME: \_\_\_\_\_

WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

HOW ARE YOU CONNECTING WITH OTHERS? \_\_\_\_\_

## YOU ARE NOT STUCK AT HOME. YOU ARE SAFE AT HOME!

WHAT I AM DOING TO KEEP BUSY:

---

## OUR HANDPRINTS

PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME (IN DIFFERENT COLORS) AND PLACE YOUR HANDS HERE



## OUR HANDPRINTS

PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME  
(IN DIFFERENT COLORS) AND PLACE YOUR HANDS HERE

|

MADE BY LONG CREATIONS

## SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?  
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE  
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED

MADE BY LONG CREATIONS

## LETTER TO MYSELF

DEAR, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

LOVE, \_\_\_\_\_

MADE BY LONG CREATIONS

## INTERVIEW YOUR HOUSEHOLD

WHAT HAS BEEN THE BIGGEST CHANGE?

\_\_\_\_\_

HOW ARE YOU FINDING HOMESCHOOLING?

\_\_\_\_\_

DAYS SPENT INSIDE

\_\_\_\_\_

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

\_\_\_\_\_

WHAT ARE YOU MOST THANKFUL FOR?

\_\_\_\_\_

WHAT TV SHOW YOU WATCHED : \_\_\_\_\_

YOUR NEW FOUND FAVORITE INSIDE HOUSEHOLD ACTIVITY: \_\_\_\_\_

GOAL/S FOR AFTER THIS: \_\_\_\_\_

FAVORITE FOOD TO BAKE: \_\_\_\_\_

FAVORITE TIME OF DAY: \_\_\_\_\_

\_\_\_\_\_

MADE BY LONG CREATIONS

## LETTER FROM YOUR HOUSEHOLD

DEAR, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

LOVE, \_\_\_\_\_

MADE BY LONG CREATIONS

COVID -19 US VERSION TIME CAPSULE US VERSION

FREE DOWNLOAD CAPSULE

<https://letsembark.ca/time-capsule>



This difficult time has brought along new resources to use, like the one explained here. Lourdes Montoro's project "IF WE CANNOT GO OUT TO THE WORLD, THE WORLD CAN STILL GET INTO OUR CLASSROOMS" went beyond A1 EFL classes: It let us bring Florida closer to Barcelona and the other way round in English. We hope that the experience can inspire other teachers to have international speakers in their classrooms whether we need to be back in confinement again, or else.

For further reference, a list of resources, sampling part of what Covid-19 generated in the education field, follows. It ranges from globalization to cultural insights, social and emotional learning, EFL resources, the challenge of online teaching, tips, and the across-the nation time capsule.

## References

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Activity days. Feast day: 23<sup>rd</sup> April

<https://www.barcelona.cat/culturapopular/en/festivals-and-traditions/sant-jordi>

Continuing education during uncertainty. Pearson

<https://www.pearson.com/news-and-research/working-learning-online-during-pandemic.html>

Covid 19 resources. AEP partners resources for serving the arts education field in the time of COVID-19

<https://www.aep-arts.org/covid-19-resources-old/>

COVID-19 Time Capsule. Free download

<https://letsembark.ca/time-capsule>

Explore distance learning resources for schools affected by COVID-19. For educators and IT administrators preparing for potential school closures — or currently facing them — here are a

A few ways to engage students in distance learning

[https://edu.google.com/latest-news/covid-19-support-resources/?modal\\_active=none&topic=view-all](https://edu.google.com/latest-news/covid-19-support-resources/?modal_active=none&topic=view-all)

Free Resources for parents and educators to teach kids about social justice and racial equality. English tools, edtech tools and top pick lists

[https://www.common sense.org/education/search?contentType=reviews&page=1&limit=25&includeFacets=true&pricing\\_structure=19597&subjects=38246](https://www.common sense.org/education/search?contentType=reviews&page=1&limit=25&includeFacets=true&pricing_structure=19597&subjects=38246)

Globalization. National Geographic. The Resource Library. Encyclopedic Entry

<https://www.nationalgeographic.org/encyclopedia/globalization/>

Goalcast

<https://www.goalcast.com/2019/04/02/johann-wolfgang-von-goethe-quotes/>

Google education – tips. Challenge and tips



[https://docs.google.com/presentation/d/1tY7IUlg7XFmTOnFQrPnpr9mEys2eqS\\_0tbQvDAe04U/edit#slide=id.g7c7faa4725\\_1\\_38](https://docs.google.com/presentation/d/1tY7IUlg7XFmTOnFQrPnpr9mEys2eqS_0tbQvDAe04U/edit#slide=id.g7c7faa4725_1_38)

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Resources for immigrants, parents and educators during Covi-19 crisis  
<https://www.ilctr.org/covid-help/#english>

Schaffhauser, D. Coronavirus and Remote Learning. Updated: Free Social and Emotional Learning (SEL) Resources for Schools During the COVID-19 Outbreak  
<https://thejournal.com/articles/2020/04/28/updated-free-sel-resources-for-schools-during-the-covid-19-outbreak.aspx>

Seligson, P. (1997) *Helping Students to Speak*. Richmond Handbooks for Teachers. Madrid: SantillanaEducación.

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

Tutorials from the journal  
<https://thejournal.com/articles/list/tutorials.aspx>

UNESCO Institute for Information Technologies in Education. Combat COVID-19: Keep learning. Together we are on the move!  
<https://iite.unesco.org/combating-covid-19-together-we-are-on-the-move/>

Updated: Free Resources for Schools During COVID-19 Outbreak  
<https://thejournal.com/articles/2020/03/13/free-resources-ed-tech-companies-step-up-during-coronavirus-outbreak.aspx>

Working and learning online during a pandemic  
<https://www.pearson.com/news-and-research/working-learning-online-during-pandemic.html>



# An American Guest Speaker in Confined EFL B1: Videos, News, Critical Thinking and Further Resources

Terri Malachek

[ctmalachek@lakedalelink.net](mailto:ctmalachek@lakedalelink.net)

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I have known professor Lourdes Montoro, since we met as students in college in the United States. That was in the mid-eighties. At that time she was also a teaching assistant in my Spanish class at the university. Since then, I have had the pleasure of seeing her always transform her continuous learning, passion for language and culture, imagination, and hard work into numerous creative projects, both in the distance, because I live in Minnesota in the United States, and in Barcelona, when I have visited with her and her family.

I was very honored to participate in a very recent project, which being in high peak Covid-19 confinement, was devised by her as virtual. It was going to be online, and I was asked if I wanted to be a guest speaker connecting with her two B1 adult groups in her virtual *Jitsi Meet* classes. Her project was called "IF WE CANNOT GO OUT TO THE WORLD, THE WORLD CAN STILL GET INTO OUR CLASSROOMS".

I know that Lourdes Montoro has had a long tradition of guest speakers in EFL sessions, and I, myself, had participated in some, which had been very interesting for me to get to know the locals, learn about them, while I shared my cultural background. So she was preparing some virtual online classes with guests and I was not going to miss them. Without needing to give it much of a thought, I accepted her detailed proposal around my being a geographer who is very acquainted with the latest news from all angles.

**The proposal consisted in talking about the global emergency situation both in Spain and the United States, working around a video of my choice, exchanging data from the video, adding data from a reading comprehension worksheet, asking and answering questions, and providing students with further references.**

As I am very familiar with all the materials which Lourdes Montoro wanted to expose her students to, I looked for those which I found appropriate for EFL B1, the intermediate level of English, and I passed them to her, which was key in quality control. Once she proofread all my materials, we simulated the basics of her 2 sessions in her *Jitsi Meet* virtual office, so that I got familiar with the system, its technicalities, the whole lesson plan, and we agreed on the day and the timing:

<b>MAY 1<sup>st</sup></b>
---------------------------



**GUEST SPEAKER**  
**TERRI MALACHEK (from Maple lake, Minnesota)**

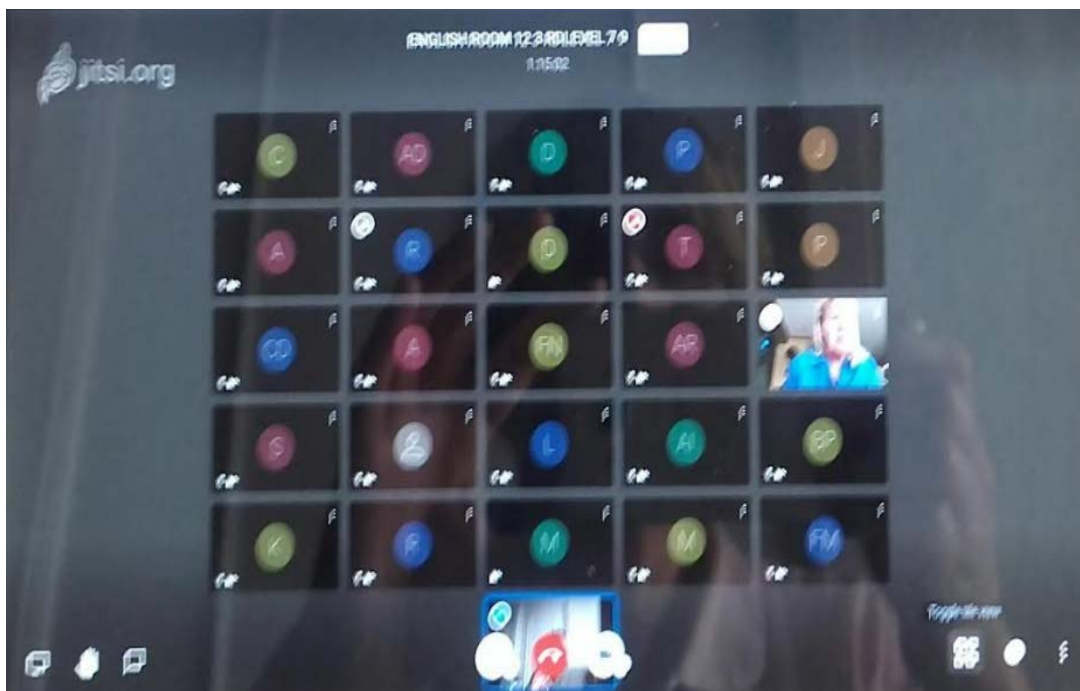
**WORKSHOP**  
***Videos, News, Critical Thinking and Further Resources***

**B1 EFL ENGLISH GROUPS (in Barcelona)**

**5-6 pm (5-7 group)**

**7-8 pm (7-9 group)**

May 1<sup>st</sup>, Friday, was the only day when I could connect, so although it was a holiday in Spain (Labor Day), Lourdes Montoro explained that to students, who, despite being on Labor weekend, they were also (like everybody else in the country) locked down at home. Therefore, that was not a problem, just the opposite: students were very relaxed and were ready to welcome me in class, enjoy my contribution, and get the most out of it to keep improving in EFL learning. I very much enjoyed seeing so many students attend. This screenshot corresponds to the late evening class.



I will present next how everything got naturally into place. From my view, it was a perfect model, in which, each part made sense and was given its place in due time. It took into account: organization, prevention, publicizing, presentation, leadership, students' involvement,

and accompaniment. I will refer to 7 documents which were sent at different times, and helped round up a practical workshop and presentation on videos and news, which






encouraged critical thinking, and opened up doors for students to find further resources, which they were going to receive from me after the session. They are listed in chronological order:

1. ST. JORDI'S SURPRISE
2. PRESENTATION OF TERRI MALACHEK'S HOMETOWN
3. TERRI MALACHEK'S PRIOR PRESENTATION TO STUDENTS
4. WORKSHEET 1: MAIN BLOCKS IN WORKSHOP
5. WORKSHEET 2.: MAIN VOCABULAY AND STRUCTURES
6. WORKSHEET 3: MEDICAL DATA
7. FURTHER RESOURCES: GENERAL, PRECIOUS METALS, CRYPTOCURRENCY AND MISCELLANY

## 1. ST. JORDI SURPRISE

Some years ago I learnt that Sant Jordi (23<sup>rd</sup> of April) is the patron saint of Catalonia, a very important day for the region of Catalonia. On Sant Jordi, Catalan people exchange roses and books. It is somehow their equivalent to Valentine's Day. Practically everybody follows this tradition, it is not just for couples. Schools and families are very much involved. Although it is usually a working day, the streets are a festival with stores and stalls filled with roses, and books. For further reference you can read about Sant Jordi, and the day of the book and rose at: <https://www.barcelona.de/en/barcelona-sant-jordi.html>. This year, with everybody being in shelter, the Sant Jordi celebrations were cancelled.

Despite this, Lourdes Montoro wanted to use the chance to still present something different for the holiday. Through the document next you will see how she managed to keep the spirit, and engage the students with a surprise gift: my presentation was going to be the following week. She announced the dates, referred to the guest speaker, presented my professional profile, listed the topics that I would talk about, and congratulated her students for Sant Jordi. That all set the right atmosphere for my workshop to come:



**ST. JORDI SURPRISE FOR LOURDES´**

---

**3RD LEVEL STUDENTS**

**Project:**

**“IF WE CANNOT GO OUT TO THE WORLD,  
THE WORLD CAN STILL GET INTO OUR CLASSROOMS”**



- ➔As we all know, today is Sant Jordi, and despite the fact that we are not allowed to be up and about in the streets with our roses and books, I realized that the world can still be welcomed into our classrooms, and surprise us for good:
- ➔Next week ... there is ... a... surprise ... awaiting ... you... Are you in for it? To enjoy it, your online class will need to be on FRIDAY FOR BOTH GROUPS, same time as usual.
- ➔Each group (5-7) and (7-9) is kindly invited to an...



**INTERNATIONAL WORKSHOP**



- ➔The workshop will be carried out by an American geographer: Ms. Terri Malachek. She is an expert on politics, fake news, role of eugenics since early history until the present situation, population control, corporations, cryptocurrency, and vaccinations versus the boosting of the immune system.
- ➔May 1st is the only day when she can connect with our online class, and she will do so from Minnesota, where she lives.
- ➔She will talk about the above-mentioned topics, and will ask you a few questions. Please be also ready to introduce yourselves too. You will also be welcomed to ask any questions. She will also send me some videos for you to watch just before her presentation; and after the workshop she will share a further resource list with you.

Thanks very much for your participation!

**HAPPY SANT JORDI**   !

See you in class,

Lourdes





## 2. PRESENTATION OF TERRI MALACHEK'S HOMETOWN

I have been in Barcelona twice, and I have learnt a lot about the Catalan and the Spanish culture from Lourdes Montoro while visiting with her and her family, meeting her friends, and also when joining her students in her classes. For the online workshop, this teacher wanted her students not to miss a minute on it, and start feeling comfortable by becoming familiar with my hometown, Maple Lake, in Minnesota. This way they could start appreciating all the work that was getting prepared. It made total sense to me, and I suggested forwarding them the link included below. I had no doubt that students would enjoy viewing part of the 10-thousand lake state area, telling the difference between the diverse places we would all be connecting from, and valuing the workshop that both their teacher and I were organizing for them.



**GUEST SPEAKER: TERRI MALACHEK**

(Maple lake, Minnesota)

**WORKSHOP: *Videos, News, Critical Thinking  
and Further Resources***

**DATE: May 1st**

**TIMING: 5-6 pm (5-7 group), and 7-8 pm  
(7-9 group)**

Dear all,

Terri Malachek has been to Barcelona before, and knows the city.

She would also like you to get to know a little about the town where she lives: Maple lake, in Minnesota. This is the link she sent me for you:

<https://youtu.be/YB27B-WXTwA>


Enjoy!

Lourdes



### 3. TERRI MALACHEK'S PRIOR PRESENTATION TO STUDENTS

To also cater to any potential students' curiosity prior to my workshop, and make sure that on May 1<sup>st</sup>, they would certainly focus on videos, news, and critical thinking, I was asked to prepare a presentation about me. Once more, it did not surprise me, and I was delighted to do so. Through the presentation students could see how honored I was for having the chance of being in their virtual class, how I had met their teacher, and where my interest in geography and the other topics which I would be talking about come from: love and passion for learning about other cultures, for hosting international students, for travelling, for being health conscious, and for research. This was sent to students on a different day.



**PRESENTATION BY TERRI MALACHEK**  
**(online American guest speaker on May 1<sup>st</sup>)**

*Greetings from Maple Lake, Minnesota!*

*Thank you so much for this opportunity to be with you all in your virtual classroom. What an honor it is for me to participate in the conversation we will have about your thoughts and experiences with Covid-19.*

*Lourdes and I have been friends since 1984 when we met at the University of Wisconsin-LaCrosse. I was a student there and she was a teacher in the Spanish department. Lourdes and her family and I have remained in close contact over all these years.*

*I majored in geography and have a love and passion for learning about other cultures. I lived for two and a half*



years in Istanbul, Turkey. My husband and I hosted eleven exchange students over the years. We also love to travel the world and have been fortunate to visit a number of our exchange students and their families in our travels.

My husband and I are also very health conscious, which started twenty-five years when I developed a health issue that the medical health system had no answer for. I was prescribed medication; this was the doctor's solution to my problem. However, I knew that these medications only addressed the symptoms I was experiencing and was not getting to the root of the problem. This started our journey into the alternative health field to try to find answers, which we did find. We have continued to educate ourselves over the years about alternative health modalities which we implement and use every day.

My personality is one who usually goes the opposite direction of the main stream and am extremely self-reliant. So, this has caused me to become one who loves to research. I never accept the information that I am receiving from a mainstream source (for example mainstream news, mainstream medical system, mainstream education system, etc., instead I question it, realizing that there is an agenda behind it. I then begin to research to see if there is another side to a story. Thankfully, we have a wonderful tool, the internet, which makes it possible to literally teach oneself about any topic that may be of concern or interest. It is also a way to expose oneself to different ideas/exchange ideas.

Lourdes has asked me to share with you some news about Covid-19 that I have discovered that is very different from what we are being told in the mainstream news. In this line, I would like you to please watch the following 6'04-minute YouTube video titled, "The Truth behind Bill Gates' Depopulation Agenda", before the session on May 1<sup>st</sup>(it has got subtitles):

[https://www.youtube.com/watch?v=7PYI1H\\_jHHc&feature=youtu.be](https://www.youtube.com/watch?v=7PYI1H_jHHc&feature=youtu.be)

We will discuss and exchange ideas about this video during our classroom time, as well as, share how we have been impacted by Covid-19, and other possible alternatives to boost our immune systems, so our bodies are able to fight off the virus.

During the session, I will refer to some data about COVID-19. It will be sent to you in a separate document.

From my view, we are all neighbors on the same planet. My purpose in life is to love my neighbors and to help them in any way I can. Because if my neighbors succeed, then I succeed; then we all succeed. We are in this together. I see my neighbors as friends, even though we may disagree on issues.

I look forward to our time together!



*Terri Malachek*



## 4. WORKSHEET 1: MAIN BLOCKS IN WORKSHOP

To help students fully understand the video “The Truth behind Bill Gates’ Depopulation Agenda” ([https://www.youtube.com/watch?v=7PYIIH\\_jHHc&feature=youtu.be](https://www.youtube.com/watch?v=7PYIIH_jHHc&feature=youtu.be)), I made sure that students could watch it, and go from general to specific. To ensure that students could do that, Lourdes Montoro suggested that I could refer to main blocks in the video. Those blocks were the main body in it, and they all turned into **Worksheet 1** in the project. Space was deliberately left in between for students to write down their notes and questions. They also received it before the workshop took place.

# W O R K S H E E T 1



## MAIN BLOCKS IN TERRI MALACHEKS' S PRESENTATION

HISTORY OF EUGENICS

EUGENICS AS A SCIENCE

FOUNDATIONS PRINT

ROLE OF BILL GATES' FOUNDATION



PRESIDENT TRUMP' CORONAVIRUS RESPONSE TEAM

CUTTING OFF FUNDING FOR W.H.O. (WORLD HEALTH ORGANIZATION)

1986 LAW ON VACCINATIONS

OTHER VACCINATION ISSUES

DECENTRALIZATION

DEEP STATE

BLOCK CHAIN

FURTHER OPTIONS: BOOSTING THE IMMUNE SYSTEM WITH NON-TOXIC  
ALTERNATIVES: OWN FERMENTED FOOD, SPROUTS..., AND FURTHER HOME  
OPTIONS: TRAMPOLINE, OZONE MACHINE...

Further vocabulary used in the presentation: 1986 US new vaccination law, shysters, nefarious intentions, the frog-in-the-pot metaphor, lab rats, decentralization, deep state, and Block chain...

## 5. WORKSHEET 2: MAIN VOCABULARY AND STRUCTURES

After having the EFL B1 students note some of the main general ideas in the different blocks of the video in Worksheet 1, they were also helped to get the most detailed nuances through their oral comprehension skills. To do that, **Worksheet 2** was devised. This worksheet chronologically presents the main grammar structures and lexis in the video from Plato's time until our days. This worksheet was presented and reviewed on the workshop day, which helped both ensure full understanding of the language and the topic, and led to debate.



# W O R K S H E E T 2

## MAIN SENTENCES and VOCABULARY IN TERRI MALACHEK'S MAIN VIDEO AND PRESENTATION

Plato discussed the importance of population control.

Aristotle advocated abortion and infanticide.

in 1798, Thomas R. Malthus published *An Essay on the Principle on Population*. He outlined the idea of Positive checks: diseases, Wars, Disasters, famines, and Genocides

Malthus believed that:

- These things should be utilized to increase the Death rate
- Human misery was an absolute necessary consequence

In 1859, Charles Darwin published *On the Origin of Species*. He only hinted at the implications of human population.

His cousin, Sir Francis Galton published *Increase into Human Faculty and its Development*. He wanted to touch on various topics related to the cultivation of race, or eugenics (the Greek origin of the word is eugenēs = of noble birth).

In the early 20th century, eugenics became an academic discipline in universities.

Organizations were formed and funded to win public support.

The Kaiser Wilhelm Institute and the Cold Springs Harbor institute rejected the idea that all humans are born equal, and started selling the idea of cultivating a new master race of noble blood lines.

Planned parenthood was formed in America by racial eugenics advocate Margaret Sanger.





Thomas G. Watson, president of IBM, established a special subsidiary in Poland called the Watson Business Machines to assist in the nazi invasion of Poland. Business continued throughout the war, and IBM managed the entire operation from their headquarters in New York.

During the Nuremberg trials the nazis claimed that their eugenics program was being run from the U S. The nazis were admonished for war crimes.

Thomas Watson created the IBM TRADE WORLD CORPORATION, and passed IBM onto his son.

Thomas Watson's granddaughter married Margaret Sanger' s grandson.

Bill Gates' father worked on the board for planned parenthood, and his mother worked on the corporate board for IBM who Bill partnered with to create Microsoft.

With no medical background, Bill Gates became the world' s foremost pusher of vaccines and population control.

The Bill and Melinda Gates' Foundation funds the WHO (World Health Organization), NIH (National Institute of Health), CDC (Center for Disease Control), and the UN (United Nations).

He is saying that without mass vaccinations, we might never be able to gather in groups.

The President' s coronavirus response team are pushing the Bill Gates' vaccination agenda.

Dr. Fauci is on the leadership Council for the Bill and Melinda Gates' Foundation.

In January 2017 Dr. Fauci said in Georgetown university that there would be a surprise outbreak.

Deborah Burks is a board member for the Global Fund to fight aids, tuberculosis, and malaria, which was founded by the Gates' Foundation and known by millions of dollars of fraudulent misuse of funds.

In October 2019, Bill Gates sponsored EVENT 201, a simulation



that estimated 65 million people killed by coronavirus

In November 2019, the Pirbright Institute, founded by Bill Gates, was granted a European patent number for a coronavirus vaccine, maybe used to treat humans.

Dr. Fauci says that the virus will keep coming back, and that the ultimate game changer will be a new vaccine.

In Australia the Prime Minister is telling people to shut down the last months, that it is "the new normal", and that the only way out of your homes is to accept the vaccine.

There is no proof that vaccines are the answer.

## 6. WORKSHEET 3: MEDICAL DATA

A *YouTube* video was posted on April 22, 2020: "Dr. Erickson and Dr. ArtinMassishi, ER physicians, co-owners of Accelerated Urgent Care in Kern County, CA". The statistics quoted by the ER doctors on Covid-19 were taken from the CDC data posted on April 21, 2020. The initial data posted on March 18, 2020 by Dr. Fauci stated that 81% of the American population would be infected, causing 2.2 million deaths. This *YouTube* video was removed by *YouTube*. However, it was posted on *Central Oregon Daily news* and can be seen in its entirety by clicking on the following link: "Doctors' viral video rebuked by health officials; YouTube removes it" (<https://centraloregondaily.com/doctors-viral-video-rebuked-by-health-officials-youtube-removes-it/>).

I wrote down the statistics from the *YouTube* video given by the two ER doctors to share with the students. The data became **Worksheet 3**, and it was projected during the workshop. It was divided into 3 sections: **A/KERN COUNTY IN CALIFORNIA, CALIFORNIA ITSELF, NEW YORK STATE, THE UNITED STATES, AND U.S. CDC (Centers for Disease Control) for flu virus**; **B/ SPAIN**; and **C/SWEDEN VERSUS NORWAY**. This worksheet aimed at having the students compare the different countries, to finally focus on the numbers on Norway compared with Sweden, to reason if they depicted the need to shut down a country.

# W O R K S H E E T 3

MEDICAL DATA NOTED DOWN BY TERRI MALACHEK

(based on a *YouTube* video posted on April 22, 2020: Dr. Erickson and Dr. Artin Massishi, ER physicians, co-owners of Accelerated Urgent Care in Kern County, CA)

**A/****KERN COUNTY, CA**

**Tested: 5,213 / Positive cases: 340 / Extrapolates to: 6.5% of Kern County have Covid-19 / Indicates there is a wide spread viral infection, similar to the flu**

**CALIFORNIA**

**Tested: 280,000 / Positive cases: 33,865 / Extrapolates to: 12% of the population have Covid-19,  $x 12\% = 4.7$  million cases of Covid-19 / Population of California: 39.5 million / deaths: 1,227 deaths / 0.03% chance of dying from Covid-19 / 96% of people in CA that get Covid-19 recover with no continuing medical problems**

**NEW YORK STATE**

**Tested: 649,325 / Positive cases: 256,272 / Extrapolates to: 39% of New Yorkers have Covid-19, widespread viral infection / Population: 19 million / Deaths: 19,410 deaths / 0.1% chance of dying from Covid-19 / 92% of people in NY, this is the recovery rate**

**UNITED STATES**

**Tested: over 4 million / Positive cases: 802,590 / Extrapolates to: 19.6% of the population have Covid-19 / Population: 328 million,  $x 19.6\% = 64$  million have Covid-19, similar to the flu / Deaths: 43,545 deaths, similar to the flu (37,000-60,000 deaths due to flu every year) / 0.02% chance of dying from Covid-19**

**U.S. CDC(CENTERS FOR DISEASE CONTROL)****DATA ON U.S. FLU VIRUS**

**Deaths each year: 24,000-62,000 / In 2017 there were 45 million cases, 62,000 deaths / 0.13% chance of dying from the flu in US / 0.02% chance of dying from Covid-19 in US**

**B/****SPAIN**

**Tested: 900,030 / Positive cases: 204,178 / Extrapolates to: 22% of the population have Covid-19 / Population: 47 million,  $x 22\% = 10.34$  million have Covid-19 / Deaths: 21,282 deaths / 0.05% chance of dying from Covid-19 / 90% chance of recovering without needing medical attention**

**C/****SWEDEN (no lockdown)**

**Tested: 74,600 / Positive cases: 15,322 / Extrapolates to: 21% of the population have Covid-19 / Population: 10.4 million,  $x 21\% = 2.18$  million have Covid-19 / Deaths: 1,765**

**NORWAY (lockdown)**

**Tested: 145,279 / Positive cases: 7,191 / Extrapolates to: 4.9% of the population have Covid-19 / Population: 5.4 million / Deaths: 182 / 97% of recovery**



## 7. FURTHER RESOURCES: GENERAL, PRECIOUS METALS, CRYPTOCURRENCY AND MISCELLANY

After finishing the workshops in both classes, I asked students if they wanted to watch and/or read more about the subject on alternative news. Students expressed their interest in doing so; therefore I sent the following list to Lourdes Montoro so that she could forward it to her 2 B1 groups. The list includes general alternative news references, as well as specific ones on precious metals and cryptocurrencies, and miscellaneous topics at the end.

### RESOURCE LINKS/WEBSITES FOR ALTERNATIVE NEWS by Terri Malacheck

#### GENERAL

X22report.com / YouTube channel (X22 report and X22 report spotlight)  
 Coreysdigs.com / YouTube channel (Coreys Digs)  
 Sarahwestall.com / YouTube channel (Sarah Westall)  
 UncoverDC.com / YouTube channel (Tracy Beanz)  
 Davejanda.com / YouTube channel (Operation Freedom)  
 Thegoldfishreport.com / YouTube channel (Goldfish Report)  
 Jamesfetzter.org / YouTube channel (appearson Goldfish Reporton Monday's)  
 Harley.larouchepac.com / Harley Schlanger  
 Roguenews.com / YouTube channel (Rogue News)  
 Lightonconspiracies.com / Ole Dammegard / also has a *Facebook* page  
 Sgtreport.com / YouTube channel (sgtreport)  
 Jamesperloff.com / YouTube channel (James Perloff)  
 Amazingpolly.net / YouTube channel (AmazingPolly)  
 Conspiracydailyupdate.com / YouTube channel (George Webb)  
 You Are Free TV, no website / YouTube channel (you are free tv)  
 Bongino.com / YouTube channel (Dan Bongino)  
 Lizcrokin.com / YouTube channel (Liz Crokin)  
 Quite Frankly no website / YouTube channel (Quite Frankly)  
 Forbiddenknowledgetv.net  
 Thecrowhouse.com / YouTube channel (The Crow House), Max Igan

#### PRECIOUS METALS / CRYPTOCURRENCIES

RoadtoRoota.com/ YouTube channel (BixWeir)  
 Golden-jackass.com/ JimWillie  
 Dollarvigilante.com / YouTube channel (TheDollar Vigilante), JeffBerwick



Roguenews.com / YouTube channel (Rogue News)  
Bitcoinben.io / YouTube channel (Bitcoin Ben)  
Ivanontech.com / YouTube channel (IvanonTech)  
YouTube Channel (Crypt0), Omar Bham  
Watchcrypto.media/chico- crypto / YouTube Channel (Crypto Chico), TylerSwope  
YouTube channel (Maneco64)  
YouTube Channel (The Modern Investor)  
Cryptoviewing.com / YouTube channel (CryptoViewing)  
Goldsilver.com / YouTube channel (GoldSilver w/ Mike Maloney), makesure to watchhis 10 part series called Money versus Currency

### **MISCELLANY**

Darkjournalist.com / YouTube channel (darkjournalist)  
Leakproject.com / YouTube channel (leakproject)  
YouTube channel (R Wayne Stieger)  
Gematriaeffect.blogspot.com / YouTube channel (Zachary K. Hubbard)  
Crrow777Radio.com / YouTube channel (Crrow777 Radio)  
Whatearthishappening.com / YouTube channel (Mark Passio)  
Freemantv.com / YouTube channel (FreemanFly)

I am very grateful that I could participate in Lourdes Montoro's Covid 19 EFL B1 virtual project "IF WE CANNOT GO OUT TO THE WORLD, THE WORLD CAN STILL GET INTO OUR CLASSROOMS". I enjoyed learning while preparing my workshop, while in session, and after the session because, to my surprise, some students even contacted me with further questions on how to continue learning about the topics, and practicing English.

### **References**

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Doctors' viral video rebuked by health officials; YouTube removes it (4/29/2020)  
<https://centraloregondaily.com/doctors-viral-video-rebuked-by-health-officials-youtube-removes-it/>

Jitsi Meet  
<https://jitsi.org/jitsi-meet/>

Maple Lake  
<https://youtu.be/YB27B-WXTwA>

Sant Jordi- Day of the Book and the Rose  
<https://www.barcelona.de/en/barcelona-sant-jordi.html>

The truth behind Bill Gates: Depopulation agenda  
[https://youtu.be/7PYIIH\\_jHHc](https://youtu.be/7PYIIH_jHHc)