An analysis of the development of CALL literacy during Spanish lockdown in an English for Tourism course.

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Abstract

This paper presents the strategies that were implemented –in order to support the new students' needs– in a course of English for Specific Purposes, more specifically, *English for Tourism II,* from the Degree in Tourism of UNED, the Spanish National University of Distance Education, during the period of strict lockdown due to the crisis caused by COVID-19 pandemic (from March 14 to the beginning of June 2020). UNED has traditionally been based on blended learning, so students develop, through their studies, Computer-Assisted Language Learning (CALL) literacy (Tafazoli, 2014, 2017). Even if technology is, and has been, the most essential support tool for teaching and learning, some activities that were developed before the crisis in a face-to-face format such as mentoring sessions, the final exams had to be offered exclusively online. The acquisition

of new digital skills (Dudeney et al., 2013) was thus challenging for both mentors, teachers and students. In this paper, a comparative analysis between the academic years 2018-2019 and 2019-2020 is carried out, in order to analyze the differences between both periods, and to obtain data on how the shift to a fully online course under a lockdown context affected students' performance. In this sense, the main research question posed here is: is there a difference in students' performance and results between the two academic years? Another research question, deriving from the main one, is: how can students' computer assisted language learning and/or digital literacy skills be encouraged through motivation? Results show that students were more involved and motivated in the course in 2019-2020, and that the marks obtained were significantly higher.

Introduction

Most probably, 2020 will be historically remembered as the year of the COVID-19 crisis, the year that changed the lives of practically all inhabitants of the planet. The whole world was affected by the coronavirus pandemic, and almost all countries had to go through a period of lockdown for several months. After total lockdown, a phase of "quasi normal", full of restrictions, went on. By the end of the year, online communication was much more frequent than on-site communication at all levels. As Cao et al. (2020) point out, from December 2019 the coronavirus pandemic also caused significant changes on the economy, social life and education practices on a global scale.

By now (2021) we still do not know how the future will be as regards the economic, social and educational consequences of such a terrible crisis. However, what is certain is that

it has changed the way we relate to each other tremendously, and it has raised existential doubts about the meaning of our lives. It has also made us reflect upon the way the world functions. In this sense, regarding education, the closure of schools and universities all over the world has obviously affected education systems. However, in order to reduce the negative effects of schools' lockdown, the UNESCO[1] has announced its support to countries that need it, in order to ensure continuity the of education for all through distance learning. UNESCO has urged countries to take measures, especially regarding vulnerable and disadvantaged groups (Huang et al. 2020). Technologies in the foreign language (hereafter FL) classroom came to stay long time ago. In fact, already in the 1990s Levy (1997) defined computer assisted language learning (from now onwards CALL) as a way of using computers to teach and learn languages. Already since the last decade, digital competences have been considered part of everyday literacy, especially when it comes to language learning (Dudeney, Hockly & Pegrum 2014). However, in January 2020 no one expected that the whole world would be forced into a marathon to transform educational systems into fully digital ones within a short interval. In general, the pandemic has accelerated the use of all kinds of digital resources and activities, as well as social media technology in e-learning (Ali 2020). However, there is a difference between incorporating digital literacies in the English as a foreign language classroom, as Dudeney et al. (2014) suggest, because: (1) English is the global communication language; (2) fully functional citizens of the XXIst century need digital skills; (3) English and technologies should go together, and, especially, (4) because by integrating digital literacy into English classes, we can make them more relevant to and useful and fully transforming face-to-face classroom that makes use of digital technologies into an exclusively online course.

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[1] https://en.unesco.org/news/covid-19-learning-disruption-recovery-snapshot-unescos-work-education-2020

With respect to the area under study here, that is, English for Specific Purposes (ESP), providing effective education and training that meets the new students' needs in a motivating and engaging way has been a challenge even for institutions such as the Spanish University of Distance Education (UNED), where this study took place. UNED University was founded in 1972[2], and has been practicing blended learning since the creation of learning centers in the different regions of the country, in the 1980's. These were created with the aim of taking quality education to the populated areas that were outside the big cities, and which did not have a university. There, the mentors would act as guides and consultants for the students. After this initiative, UNED worked on an international structure: Latin America became UNED's next objective. This learning system was implemented in some countries, and its methodological model was "exported". UNED became, thus, leader of the AIESAD (*Asociación Iberoamericana de Educación Superior a Distancia*). Nowadays, UNED is the biggest university in Spain, it has learning centers all over the world, and almost 300.000 students. The educational model that has been maintained and developed ever since is blended learning.

Chirimbu and Tafazoli (2014) talk about three main definitions of blended learning in the literature: 1. Combining instructional modalities, 2. Combining instructional methods, and 3. Combining online and face-to-face instruction. In this paper, blended learning is understood as a mixture of face-to-face and online learning, that is, as in (3). Additionally, in line with Chirimbu and Tafazoli's (2014) idea of blended learning, technology in UNED is used to make learning flexible, and to help students' learning progress towards a more autonomous one. In this sense, UNED students and actors perceive the learning platforms and the audiovisual channels as essential technological resources that have great functionality. According to Chirimbu and Tafazoli (íbidem), it is also important that teachers have positive attitudes towards a certain technology to adopt it efficiently in their

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[2] http://portal.uned.es/portal/page?_pageid=93,499271&_dad=portal&_schema=PORTAL

working activity, in order to motivate students, who are eager to use technology in any task, and can get frustrated in classes which rely only upon textbooks. CALL appears in this scenario, then, to offer a great opportunity to develop digital literacy skills as the ones proposed by Dudeney (2014), reproduced in (1) below, in combination with language learning, such as looking for possibilities to use the language in real situations and thus be better prepared for the forthcoming real experiences, as Chirimbu and Tafazoli (íbidem) suggest.

(1)

a. Critical Thinking & Problem Solving

b. Collaboration & Communication

c. Creativity & Imagination

d. Citizenship

e. Student Leadership & Personal Development

Still, as already mentioned, the COVID-19 crisis set a greater challenge: new modes of teaching and evaluation had to be developed and practiced. Now, more than ever, the roles of learners as protagonists of their own learning processes have been emphasized with new learning approaches, as suggested by Conradie (2014). Following Chang et al. (2014), in open and distance learning the responsibility of learning lies with the individual and the individual is at the centre of learning. The role of the teacher is thus transformed more into a consultant who provides information, he/she is in the centre and facilitates learning from a content expertise position.

This paper presents the strategies that were applied in a course of English for Specific Purposes, more specifically, *English for Tourism 2*. This course is taught during the second semester of the second year of the degree in Tourism of UNED, the Spanish National University of Distance Education. Therefore, in the academic year 2019-2020 it coincided almost completely with the period of lockdown that Spain had to go through due to the COVID-19 pandemic from March 14 to the beginning of June 2020. During

that semester, the course had to be transformed into a fully online one, while normally it is based on blended learning. Thus, a comparative analysis is carried out between the academic year 2019-2020 and the previous one, 2018-2019, in order to obtain data on the effects of this change.

Due to the fact that UNED University has traditionally been based on blended learning, its students clearly develop, through their studies, CALL literacy, that is, the ability to use computer applications such as social networking, typing, chatting, videoconferencing, forums, wikis, blogs, etc., both for language learning or for communication (Tafazoli, 2017). The learning platform used is called *ALF*, and it includes all the necessary resources to promote autonomous digital learning, that is: forums, self-evaluation tests, a space to upload written and/or oral assignments, calendar, chat, possibility of sharing of all kinds of documents, video conference tools, notice board, a place where all documents are stored, and so on. In this sense, contents are provided online, and self-evaluations, tasks and videoconferences are also online, but there are weekly mentoring sessions in regional centers, where students can go and assess their progress and consult on their doubts with their mentors and communicate with their peers face-to-face. Also, exams have traditionally been delivered in a face-to-face format. That is, before the COVID-19 crisis, students had to go to one of UNED's learning centers to take their final exams.

During lockdown students could not attend the face-to-face follow-up sessions. As a consequence, they had to resort to the forums to solve their doubts. Besides, probably due to the fact that they had to stay home, they made more use of the many more teaching resources that are available for them in the virtual platform. As a consequence, blogging, which is an extra activity that is offered so that they can practice their writing skills with a social component, also had more participation. Additionally, an extra oral task is offered in the course, and, as reported in section 5, more students handed it in than before.

As for the exam, UNED technological center developed an online exam tool, called *AVEX*. Thus, all students could take their exams at home at the scheduled hour appointed for them. The development of this new digital skill, related to problem solving (Dudeney, 2014) was challenging, since it involved a stressful part of this course: their final exams, which count up to 80% of the final mark. Many students showed their worry for not being able to cope with it in the key moment of taking the exam, for which they received a lot of information and extra technical support, before and during the examination process.

This paper is organized as follows: After describing the theoretical underpinnings which are the basis for this work (section 2), section 3 outlines the purpose of this study. Section 4 focuses on methodological aspects of this work. After this, section 5 provides a comparative analysis of the data obtained for the two academic years under study, 2019 and 2020, and finally, in section 6 the conclusions obtained are presented.

Theoretical Framework: CALL (literacy)

The term *CALL* dates back to the previous century, when Levy (1997: 1) defined Computer-Assisted Language Learning (CALL) as "the search for and study of applications of the computer in language teaching and learning". As mentioned in Talaván, Ibáñez Moreno & Bárcena-Madera (2017), CALL (Computer Assisted Language Learning) is an umbrella term for all technology-based 'learning objects' for second languages, which range from dedicated software to elements coming from seemingly distant domains. In line with this idea, Tafazoli (2015: 255), points out at the use of the word *computer* as umbrella one, as it also describes several other terms that have been coined to talk about the use of technologies in the language classroom:

> Although the name includes computers, the term CALL embraces any application of Information and Communication Technology (ICT) to teaching and learning foreign languages. Two different terms such as CALI (Computer-Assisted

Language Instruction) and CAI (Computer-Assisted Instruction) were used before CALL in the early 1980s (Davies & Higgins, 1982). Around the early 1990s, alternative terms such as TELL (Technology-Enhanced Language Learning) also emerged.

We are in the phase of the so-called Integrative CALL, according to Warschauer (2000). This phase is described by Tafazoli (2015: 257-258) as follows:

The aim of the last phase of CALL was to overcome the obstacles of language learning and teaching, and therefore to optimize the opportunities for integrating new technologies in language classrooms. […] . Therefore, task-based approaches came into vogue which attempted to integrate leaners in more authentic environments. Fortunately, developments and advances in technology provided these opportunities. In the mid-1990s, multimedia computers and the World Wide Web (WWW) were the basis of integrative CALL. Nowadays, it is very easy for all of the learners to click a mouse to access a plethora of multimedia resources on the Internet.

Many authors have pointed out the advantages of CALL, such as use of multimodal and authentic material, use of the internet and its connection to higher motivation, collaborative works, development of digital skills (Warschauer, 2000, Cabrini Simões, 2007, etc). In this sense, there are some studies on the relationship between teachers' attitude and acceptance of technology. For example, Bordbar (2010) carried out a study that revealed that teachers strongly agreed with the positive impact of CALL programs; computers save time and effort, motivate students and enhance their learning and etc. In Chirimbu & Tafazoli (2014) a study was carried out that confirmed the need for positive attitudes of teachers in order to motivate students in blended language learning courses to make use of the technologies available. As Tafazoli, Gómez Parra & Huertas Abril (2020: 1841) report:

A number of studies investigated the students' attitudes towards CALL (Heflin, Shewmaker, & Nguyen, 2017; Lin, Warschauer, & Blake, 2016; Lintunen, Mutta, & Pelttari, 2017; Pinto-Llorente, Sánchez-Gómez, García-Peñalvo, & Casillas-Martín, 2016; Wright, 2017).

In fact, according to many studies, the use of the information and communication technologies in the teaching and learning of languages causes more student interaction, and more collaborative work and teamwork (Kukulska-Hulme, 2005; Lin & Reigeluth, 2016; Maina, Oboko & Waiganjo, 2017), and provide students with very beneficial experiences.

With respect to CALL literacy, the change from text-based interactions to a multi-modal environment has changed the traditional concept of literacy, and now it is not only the ability to write and read, but it is also a variety of multimodal abilities called in different ways: it is called *multiliteracies* by Gee (1992), *digital literacy* by Dudeney, Hockly & Pegrum (2013), *computer literacy* by Tafazoli, Gómez Parra & Huertas Abril (2017), etc. Focusing on language learning, As defined by Tafazoli (2017), CALL literacy is "the ability to use technology at an adequate level for learning a language." This author suggests that all actors present in language learning (scholars, teachers, and decision makers) should improve students' CALL literacy. In addition, previous research tackled the issue of the way in which teachers are implementing CALL tools in their classrooms (Jin, 2018; Schulze & Scholz, 2018; Yang, 2018).

Research Objectives

The main purpose of the present work is to analyze the effect of changing a blended course into a fully online learning one and to identify the key successful elements of this transformation, as regards motivation and digital skills and CALL literacy. In order to achieve it, a comparison is carried out between the academic year 2019-2020, when the

coronavirus pandemic took place, and the previous one (2018-2019). More specifically, a comparative analysis has been carried out by taking into account the following variables: student participation in the forums, student participation and performance in the continuous evaluation distance tasks, student participation in the voluntary blogging project, number of exams taken and rate of success, and mentors and students' rating of the courses.

Methodology

Research Design

As mentioned above, the research aim of this work is to see how the change of a course from a blended into a fully online one, due to the lockdown period in 2020, affected students' performance in an ESP course: *English 2 for Tourism*. The research question underlying this aim is, thus: *How did the lockdown context and didactic measures affect the CALL literacy of students in the course English 2 for Tourism of the Degree in Tourism of UNED?* That is, the aim is to see whether there was a correlation between online learning (instead of blended learning) and student performance. This relational research question was approached through a mixed methods research design. In the first place, a quasi-experimental design was carried out, given that two (not random) samples are compared, and the variables are: the online learning methodology under lockdown circumstances (independent variable), and learner results (dependent variable). The sample is described below, in section 4.2. Also, the design is mainly observational, given the fact that the data for analysis was obtained through (online) observation, although two satisfaction post questionnaires (one qualitative and one quantitative), described in section 4.3., were also used.

Sample

The sample is composed of a total of students 607: 318 in 2019, and 289 in 2020. The sampling process was very simple, since all the students have been taken into consideration. Thus, the sample equals the population, that is, all the students in the two courses compared. It is composed of two groups: the control group, which are the students from the 2018-2019 academic year, who followed the course from March until June 2019, and the experimental group, that is, the students of the 2019-2020 academic year, who followed the course during the second semester of 2020, which coincided in time with the lockdown in Spain (March-June).

As regards the subjects of analysis, they are all adult Spanish students of *English 2 for Tourism*, in which level B2 is reached. Thus, at the beginning of the course they all possessed a B1 level of English, according to the CEFRL (2001, 2018). This means that they have enough skills to participate in a blogging project and to record an oral task. UNED students in their second year of their studies should already have some CALL literacy skills, such as capacity to find information, to use the different computer applications available, to adapt their rhythm to the contents, and so on (Tafazoli, 2017).

Data Collection Instruments

With respect to the data gathering tools, they are teacher observation, two post questionnaires and a final test (i.e., the final exam). The observation was covered, given that the students did not know they were being observed for research purposes, although full anonymity is kept of all the subjects that are part of the sample. It was carried out in the field itself, that is, the learning platform, *ALF*. The data obtained are numerical, so it is quantitative observation.

As for the questionnaires, they are always delivered in order to obtain further data on the general satisfaction with the course, and on any issues that can be improved. One

questionnaire is delivered among the mentors, who are asked, by the end of the year, to respond to two open format questions. The questions are given below:

(2)

a. General summary of the work carried out

b. Specification of each task carried out and the place in the virtual course where the work and the qualification (if applicable) of the students are recorded.

This is an optional practice, so the rate of participation is low, as we see in section 5. This questionnaire is very useful for the teaching team to know what worked and what did not, and to make the necessary improvement for the following years. Besides this questionnaire, students are also asked to voluntarily fill in a closed questions survey by the end of the year, to obtain information on their degree of satisfaction with the course development and with the teaching team. These questions are reproduced in figure 1 below:

≡ VALORACIÓN DE LA ASIGNATURA

☑ .- Valore los siguientes aspectos de la asignatura

	0	1	2	3	4	5	6	7	8	9	10	NS/NC
Su nivel de conocimientos previos sobre los contenidos de la asignatura	○	○	○	○	○	○	○	○	○	○	○	○
La utilidad de la información contenida en la guía de estudio de la asignatura	○	○	○	○	○	○	○	○	○	○	○	○
La utilidad del plan de trabajo para la buena preparación de la asignatura	○	○	○	○	○	○	○	○	○	○	○	○
La adecuación del material didáctico básico para el estudio de esta asignatura	○	○	○	○	○	○	○	○	○	○	○	○
La adecuación del material didáctico complementario para el estudio de esta asignatura	○	○	○	○	○	○	○	○	○	○	○	○
La estructura y organización del curso virtual	○	○	○	○	○	○	○	○	○	○	○	○
La utilidad del curso virtual para la preparación de la asignatura	○	○	○	○	○	○	○	○	○	○	○	○
La atención que el equipo docente presta a los foros	○	○	○	○	○	○	○	○	○	○	○	○
La utilidad de las "Preguntas más Frecuentes" (FAQ) para la preparación de la asignatura	○	○	○	○	○	○	○	○	○	○	○	○
La utilidad de las actividades de autoevaluación	○	○	○	○	○	○	○	○	○	○	○	○
La utilidad de la información y ejemplos de exámenes proporcionados por el equipo docente	○	○	○	○	○	○	○	○	○	○	○	○
La utilidad de la información proporcionada sobre los criterios de evaluación	○	○	○	○	○	○	○	○	○	○	○	○
La adecuación del sistema de evaluación para valorar el aprendizaje de los contenidos de la asignatura	○	○	○	○	○	○	○	○	○	○	○	○
La adecuación entre la carga de trabajo y los créditos de la asignatura	○	○	○	○	○	○	○	○	○	○	○	○
La dificultad que ha tenido la asignatura (0: ninguna dificultad; 10: máxima dificultad)	○	○	○	○	○	○	○	○	○	○	○	○
El interés que ha suscitado en usted la asignatura (0: sin interés; 10: máximo interés)	○	○	○	○	○	○	○	○	○	○	○	○
Los conocimientos adquiridos en esta asignatura (0: ningun conocimiento; 10: conocimiento pleno)	○	○	○	○	○	○	○	○	○	○	○	○
Satisfacción global con el Equipo Docente (0: nula; 10: máxima)	○	○	○	○	○	○	○	○	○	○	○	○
Satisfacción global con los recursos materiales (guías, unidades didácticas, curso virtual, etc.) (0: nula; 10: máxima)	○	○	○	○	○	○	○	○	○	○	○	○

Figure 1: Student satisfaction survey

This questionnaire also has some open questions, such as improvement suggestions of the course or of the materials, but, due to the limitations of this piece of research, the focus here is on the numerical data obtained from the above questions.

Finally, the final exam, which is the last data collection instrument, is a 32 multiple choice test which included all kinds of questions regarding the grammatical and lexical contents of the course.

Study

Participation in the Forums

Given that the course under study is taught in the second year of the degree, we assume that the participants in this study already possess a digital background that will presumably enable them to quickly adapt to new digital learning environments. As already mentioned, during the course 2019-2020 students could not attend the face-to-face weekly mentoring lessons that are part of the blended methodology of UNED. Another important face-to-face element is the final exams.

This would explain why, on the other hand, the participation in the forums raised, as shown in table 1 below, where a general account of the number of messages can be seen:

	General doubts forum	Student forum (not moderated by the teaching team)	*Forum units 1-5*	*Forum units 6-11*	TOTAL
2019	168	1	12	14	195
2020	438	5	9	8	460

Table 1: Student participation in the forums: number of messages posted

The forums are an asynchronous tool. What these data suggest is that students made use of the flexibility an online course offers, and they organized their time autonomously

in the best way for them. It is also remarkable that most of the messages belong to the general forum, where doubts about the functioning of the course are posted. Below, figure 2 shows the different conversations that were present in 2020:

Figure 2: Conversations in the General Forum in 2020.

As can be observed, most messages had to do with questions related to three elements, which were of paramount importance in this course: (1) the blog of the course, (2) the distance evaluation tasks (PECs in Spanish, *Pruebas de Evaluación Continua*), and (3) the final exams. This may be a sign of autonomous learning: problem solving attitudes. In the next sections each of these elements of the course is analyzed.

The Course Blog

As for the blog, blogging has already been proved to effectively motivate ESP students and to help them promote their writing skills (Montaner-Villalba, 2019, 2020). We make use, therefore, of blogging[3] to help students practice their written skills in a motivating

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[3] http://gramaticainglesaturismo.blogspot.com/

and natural context. The blog exists since 2012, but in 2017 we started a blogging project: students are invited to participate in it, by sending a post (with pictures) in the forum. As for the course in 2020, the announcement, made in April 3, is reproduced below, and it established a period of two weeks to write posts:
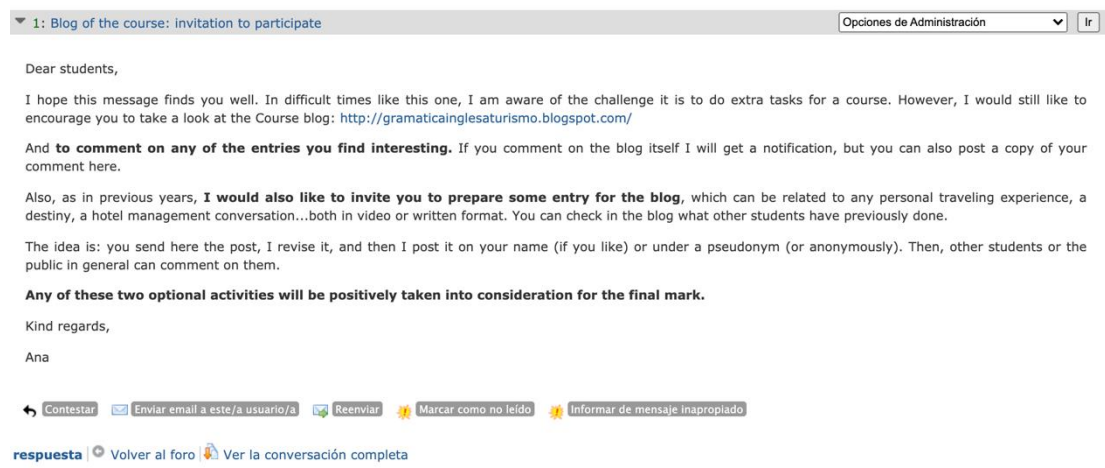
Figure 3. Announcement of the blogging project.

The texts were corrected by the teacher, who sent them in the forum with feedback, and then posted them in the blog. Then, the teacher sent the link to the post in the forum. Other students could then comment on the blog directly, as well as the general public. Weekly, the teaching team informed of the visits to the blog, so that students could know which of the posts were the most popular. This voluntary project was successful, but especially if we compare 2019 to 2020, where the winner is 2020, as can be seen in table 2 below. Besides, as can be seen figure 2 above, 101 messages were sent to this conversation, where the project was proposed. Students were limited to sending one post per person, due to the high number of students in this course (289 in 2020). By the end of the project, 38 students had sent their posts. Even more, due to the fact that some students were still willing to participate, a new conversation was created, with a proposal for peer review. Students posted their texts and other classmates could revise them. A total of 34 messages were sent to this conversation, from 11 volunteer participants. Table

2 below shows a comparison between years 2019 and 2020 as regards participation in the blogging project:

	Posts written by students	Comments made by other students to posts
2019	7	2
2020	34	12

Table 2: Comparison of participation in the blogging project between 2019 and 2020.

Table 2 shows evidence of how the situation provoked by the COVID-19 pandemic affected student involvement in this online activity. Participation was five times higher in 2020 as compared to 2019.

The Continuous Evaluation Tasks

As for the continuous evaluation tasks, they are an essential way, following the implementation of the Bologna Plan and the adaptation of university degrees to the new European space of higher education, to adapt teaching and learning methodologies to the demands of the new technologies as one of the main sources of student training. In line with this methodological plan, the course under study here included in 2019-2020 five continuous evaluation tasks (PECs in Spanish, *Pruebas de Evaluación Continua*), which are the shown below:

Nombre ⇕	Fecha de Inicio ⇕
Autoevaluación 1-unidades 1 a 3 (abierto del 6 al 29 de marzo) (No activo) (Ver: Detalles)	20 Abril 2020 14:00
Autoevaluación 2- unidades 4 a 7 (30 marzo-3 de mayo) (No activo) (Ver: Detalles)	20 Abril 2020 14:05
Autoevaluación 3 (temas 8 a 11) (abierto del 6 de abril al 30 de mayo) (No activo) (Ver: Detalles)	06 Abril 2020 00:00
PEC-task 1 (mandatory) (Ver: Enunciado y Detalles)	20 Abril 2020 00:05
PEC-task 2 (optional) (VM) (Ver: Detalles)	20 Abril 2020 00:15

Figure 3: Continuous evaluation tasks in the virtual course.

As for the first three ones on the list, *autoevaluación* 1, 2 and 3, they are tests that are corrected automatically by the Quiz tool, and they do not count up for the final mark. They are a way for the students to evaluate their own progress. In 2019 only quizzes 1 and 2 were enabled, while in 2020 an extra quiz, number 3, was created. As for the other two tasks, task 1 is a written assignment that takes 20% of the final mark. Every year this assignment changes, in order to prevent students from previous years to encounter the same activity. What remains is the type of activity: students have to use their creativity to write a text by using certain lexical items of constructions. This task is, therefore, a very important part of the evaluation, and it is a complex one involving lexical, phraseological, and grammar skills.

Finally, the oral task was optionally offered in 2020, in order to offer students more resources to work on, and as a good way for them to evaluate their progress as regards their speaking skills. They could voluntarily record an audio of what they had written for PEC-task 1. In 2020 students were presented a promotional video of Iceland and they had to describe what appeared on the screen in a creative and accurate way. These two

tasks were corrected by the tutors, who gave detailed and personalized feedback to the students. In 2020 most of the students handed in PEC-task 1 (compulsory written production skill). The average score of these students in this test was 7.72. In addition, almost half of the students who did the written task chose to do the PEC-task 2 (optional oral skills). The average mark of these students in this test was 6.94. If we compare these data with the year before (see table 3 below), these results indicate that students in confinement tended to carry out more activities than expected. This table also shows a comparison between students' rate of participation in all the tasks between 2019 and 2020:

	Self-evaluation 1 (units 1-3)-optional	Self-evaluation 2 (units 4-6)-optional	Self-evaluation 3 (units 7-11)-optional	Written task (all units)-20% of the final mark	Oral task (all units)-optional
2019	49 (15,40%)	53 (16,66%)	--	121 (38,05%)	--
2020	112 (38,75%)	98 (33,91%)	75 (25,95%)	173 (59,86%)	78 (26,99%)

Table 3: Comparison of student participation in the continuous evaluation tasks between 2019 and 2020.

As can be observed, participation in 2020 was almost double than in 2019. If we look at 2019, the highest participation was in the written task, probably because it counts up to 20% of the final mark. Less than one fifth of the students made use of the self-evaluations, in comparison with the one third of the students who made use of them in 2020 (and one fourth in the case of the last one). As for the oral task, one fourth of the students took part in it, which is around half of those who handed in the written task. There is, therefore, a remarkable difference between 2019 and 2020. Given that three of these resources were online both in 2019 and 2020, and that, still, the participation raised

in 2020, we can deduce that the pandemic and the lockdown had an effect on these results.

The Final Exam

Finally, the exam had to be offered online. An application was especially created for this aim by UNED computer technicians, called *AVEX*. For UNED it was very important that the students could reduce their degree of anxiety about this final exam with the new tool, so all the necessary resources were applied to make it accessible for all. Students, and also teachers, were therefore formed on *AVEX*, in order to minimize any inconvenience during the celebration of the exams. Students received several emails from the chancellorship, explaining how the procedures would go, and so, a test exam was made available, so that they could get familiar with the tool. Still, several students showed their anxiety, by sending their doubts in the forum, as can be seen in figure 1, where a conversation line was created specifically for this aim. This strategy proved to be successful, since cero incidences were reported by the students. Not only that, but also, the results of the final exams were better in 2020 than in 2019. A comparison between the exams in June 2019 (face to face) and 2020 (online) is shown in table 4:

	Absent	Fail (0-4,99)	C (5-6,9)	B (7-8,9)	A (9-9,9)	C. Laude (10)
2019	108 (33,96%)	84 (26,41%)	102 (32,07%)	23 (7,23%)	1 (0,31%)	0 (0%)
2020	73 (25,25%)	37 (12,80%)	72 (24,91%)	86 (29,75%)	18 (6,22%)	3 (1,04%)

Table 4: Final exams in June. Comparison between 2019 and 2020.

The drop-out rate was higher in 2019, as well as the failure rate. In 2020, the most common mark was a B (almost 30% of the enrolled students), while in 2019 it was a C. It is also remarkable that around 7,5% of students got an A or a Cum Laude in 2020, as compared to the 0,31% of the students in 2019 (which is equivalent to one student). In what follows, table 4 shows the comparative results of September sitting, out of the 192 students who did not pass in June 2019, and the 109 students who did not pass in June 2020:

	Absent	Fail (0-4,99)	Pass C (5-6,99)	Pass B (7-8,99)	Pass A (9-9,99)	C. Laude (10)
2019	92 (47,91%)	76 (39,58%)	19 (20,65%)	3 (1,56%)	2 (1,04%)	0 (0%)
2020	65 (59,63%)	18 (16,51%)	21 (19,26%)	5 (4,58%)	0 (0%)	0 (0%)

Table 5: Final exams in September. Comparison between 2019 and 2020.

In September, the drop-out rate was higher than in 2019, but out of the students who took the exam many more passed.

Results of the Post-questionnaires

During the lockdown period, the face-to-face follow up sessions were transformed into digital sessions. The 27 mentors in charge of these sessions in the different partner centers received indications and instructions on how to do this in the specific forum that exists for communication between them and the teaching team (so-called *Foro de coordinación Tutorial*), They are reproduced in figure 4 below:
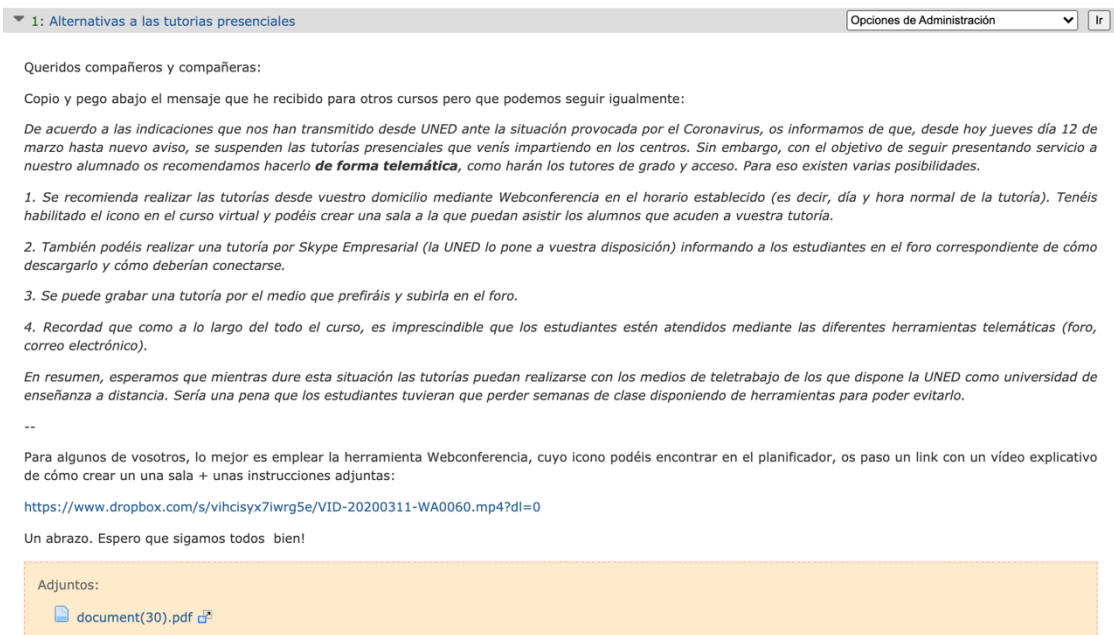
Figure 4: Instructions to change to online sessions.

That, is, they were told to carry out the tutorials from home by means of the Web conference tool available at UNED or via Skype Business (UNED makes it available) informing students in the corresponding forum how to download it and how they should connect. They were also given a link to a video explaining how to create an online classroom, and some attached instructions.

At the end of the year, mentors can, voluntarily, fill in an open-question questionnaire, and send it to the teaching team. As for 2018-2019, five mentors responded to the questionnaire, and they all showed satisfaction with the course progression and outcomes. By the end of the year 2019-2020, only three mentors replied to the questions. They all reported that they had changed from face-to-face sessions to online sessions successfully. No further changes were reported, with the exception of one of them, who pointed out that fewer students attended the online sessions live. This may be due, as the mentor herself suggested, to the fact that the sessions are usually recorded, and students can thus watch them in another moment. Thus, according to the answers,

students attended the synchronic online mentoring sessions less than the face-to-face sessions. This, as has been suggested, may be due to the fact that they were recorded, and could be watched at any time in an asynchronous way.

As happens with the mentors, the rate of participation among students (sample) in their survey was very small (24 of the students in 2019, and 21 of the students in 2020), but enough to make inferences. Table 6 below show the results for years 2019 and 2020, where the global media has been obtained:

	Rating of the course	General rating of the Degree in Tourism
2019	64,95	67,049
2020	73,64	69,111

Table 6: Students satisfaction with the course (media)

As can be seen above, the mark obtained in the rating of the course alone is significantly higher in 2020 (almost nine points more). In 2020, the course was better valued than the whole Degree, as can be seen in the global rating of the Degree in which it is taught. The global punctuation of the degree was higher in 2020 than in 2019, which shows that, in general, the online system was successful. Thus, the improvement in the case of the course under study here is very significant. Students not only performed better, but they also seem to have enjoyed it more.

Conclusions and Suggestions for Further Research

Results show that students were much more involved in the course in 2020: more of them carried out all the tasks, more of them took the exam in June and in September, and the marks obtained were significantly higher. Given the UNED structure and learning system, UNED students have to develop CALL literacy skills since the beginning of their studies. By the time they start the course under study here they have been studying for

at least one year and a half under the format of blended learning: they know how to do the online quizzes, how to use the forums, how to download and hand in the continuous evaluation tasks, how to access all the audiovisual material that is available to them in UNED's different channels (Canal UNED, webconference, the radio, Youtube)…and, probably, they have participated in some teaching innovation project which makes us of Twitter, Faceboo<<k, Whatsapp or other social networks in the classroom.   Other abilities such as to find the correct information in this giant digital machinery, to understand the study guides and to become protagonists of their own learning processes by doing the tasks before the established deadline, to motivate themselves, to work collaboratively, etc., are difficult to develop, and a small percentage of students are able to take them to the very best limits. During 2020 we saw how all these capacities were used more than in 2019.

Thus, this paper shows proof that changing a course from a blended learning into a fully online learning format can give positive results, as long as students are motivated, probably being in this case the lockdown the external motivation that affected these results, since students may have had much more free time to dedicate to their studies than in normal circumstances. In this sense, the extrinsic motivation of having contact with others may have affected the results. This variable (being at home) could not be strictly measured. Therefore, other studies that replicate the same factors and variables but with a different social setting would help to confirm such positive results.

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