Teaching Online:
How does the New Zealand Experience match International Experiences?

Courses before – What did we do before Covid-19?

Courses during – What happened during 2020?

Courses now (after) – What have we done since, with more warning?

Themes – What feedback was consistent/changed?

Future suggestions – Do we need to plan for this to happen again?

Tim Edwards; English Language Institute, Victoria University of Wellington, New Zealand.
https://www.wgtn.ac.nz/lals/about/staff/tim-edwards

Courses before

In New Zealand

EAP (English for Academic Purposes)
University English preparation course
(known until mid-2021 as EPP/English Proficiency Programme)

https://www.wgtn.ac.nz/explore/other-quals/english-academic-purposes/overview?international=true (includes videos! ☺)

~16 students per class, many classes, multinational, on campus, 10-12 weeks.
Desired Outcomes connected to language skills, vocabulary and grammar in the context of academic discourse, critical thinking, and learner autonomy

Activities include:
Language classes
Research skills
Essay writing process
Presentation development
Analysing academic style texts

Summative & formative assessment

Courses before
In New Zealand

English Language Training for Officials (ELTO)

Government staff from South East Asia & Mongolia

5-7weeks in Nelson/Napier (regional cities), then three months in Wellington

Desired Outcomes connected to language skills and professional knowledge in connection to participants' work, building connections with and knowledge about New Zealand & New Zealanders.

More info: Edwards, T. (2020). Connecting with New Zealand: The effect of the online mode on student experiences of an English language training course. *The TESOLANZ Journal, 28,* 1-16.
https://www.tesolanz.org.nz/publications/tesolanz-journal/volume-28-2020/

Activities include:

Language classes, research skills, essay writing process, presentation development, analysing professional texts, Homestay (5-7 weeks), flat-sharing with international classmates, workplace visits, guest speakers, conversation partners (social)

Summative & formative assessment, and **student feedback**

e.g., "Workplace visit also I saw the New Zealand culture, how they work, how they activity, what they do"

"I had an opportunity to meet different conversation partners, so going outside with them and talking with them. It give me how people…are working or spending their time, etc"
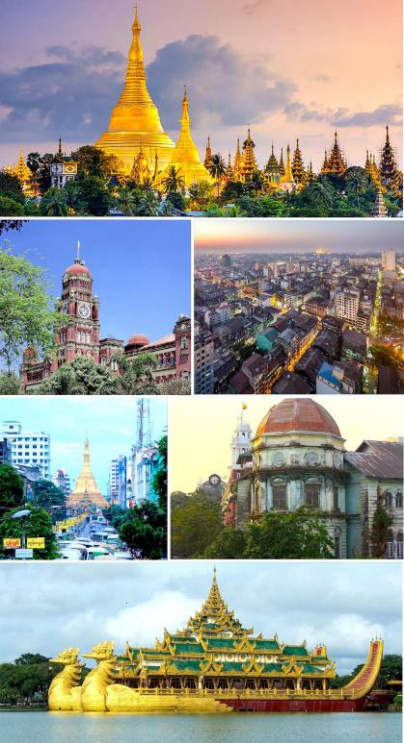
Courses before

In Asia

Myanmar Bespoke English Language Training; Naypyitaw

Three modules over a year, 6-10 weeks each, in Naypyitaw
Teaching staff in Myanmar for the modules.

Goals: develop language learning skills / increase capacity & capability in public sector leadership / promote understanding of good governance, create collegial connections between staff do different ministries.

Summative & formative assessment, and **student feedback**

Courses before
In Asia

In Country English Language Training (IC-ELT) – Yangon (Myanmar)

Preparation for Masters study in New Zealand

Comparable to the EAP programme, for 1-2 classes of scholarship holders in Myanmar. Assessed by IELTS. Teachers spend 10 months in Yangon with the students.

English for ASEAN

(Vietnam, Cambodia, etc)

More info: Edwards, T., & Arnold, J. (2022, February 18). *Connections - Online teaching to ASEAN from New Zealand: ESP for government officials and scholarship students.* CamTESOL Conference, Online/Phnom Penh.

Preparing officials in ASEAN countries to be involved with hosting meetings 1-2 months in-country, developing English for professional purposes, for hosting meetings, delegations, etc.
Formative assessments, summative and student feedback.

EAP (English for Academic Purposes)

NZ Border closed to people coming from China in early February 2020
So; ~2 weeks warning that some classes would need to be (initially) online

Students and staff learned how to 'Zoom'
Teachers volunteered for those classes, as professional development
Staff from around the university (and many online blogs!) advised on synchronous online language teaching
Students reassured that they could study online as long as needed
Techers discovered what works, what was a good length of a session, etc.

Two weeks into the course, full national Lockdown
On-Campus staff and students had two days to get set up at home
All classes now online
Collegiality among staff
Continued teaching partly to occupy students/staff

Students wanted to study
They passed assessments comparably to 'usual'
Full-length classes didn't work well; shorter blocks ✓

Courses during

English Language Training for Officials (ELTO)

Two weeks into the course, full national Lockdown   All classes now online for two months
On-Campus staff and students had two days to get set up at home   Collegiality among staff and students
Some students back on campus late May, others 'rescued' by their governments with evacuation flights
Continued teaching partly to occupy students/staff – especially ELTOs, had no support network of their own in NZ

Online classes – advice from EAP colleagues and blogs. *Some* conversation and guest speaker volunteers engaged online, too.

Student feedback:

"This is my regret about during the time in New Zealand…I want to come to touch the real snow and discover the beautiful landscape in New Zealand"

"Zoom is quite not good but is really better than nothing"

"I am so lucky because my conversation buddy is very close to me but some of the other people…during the lockdown they didn't meet their conversation partner at all and some of them, and they only text or keep small talk online"

"Even lockdown I feel like at home...for example, hotel the receptionists and the employees…they are very kind"

"I can learn some…new techniques from this classes…in this covid conditions I think maintaining the online course is the best solution for us. I think all of us tried to adapt with this"

Miss the physical social interaction and feeling of belonging

Issues with unequal tech access/reliability/literacy/suitable study environment

More info: Edwards, T. (2020). Connecting with New Zealand: The effect of the online mode on student experiences of an English language training course. *The TESOLANZ Journal, 28*, 1-16.
https://www.tesolanz.org.nz/publications/tesolanz-journal/volume-28-2020/

Courses during

Myanmar Bespoke English Language Training; Naypyitaw

Module 2 & 3 delayed, and converted to 3x online 'blocks'.
Liaisons in Myanmar checked student tech capabilities
Enthusiasm from most scholars   ≠   ability to participate (workload/time, connectivity, digital literacy, equipment)

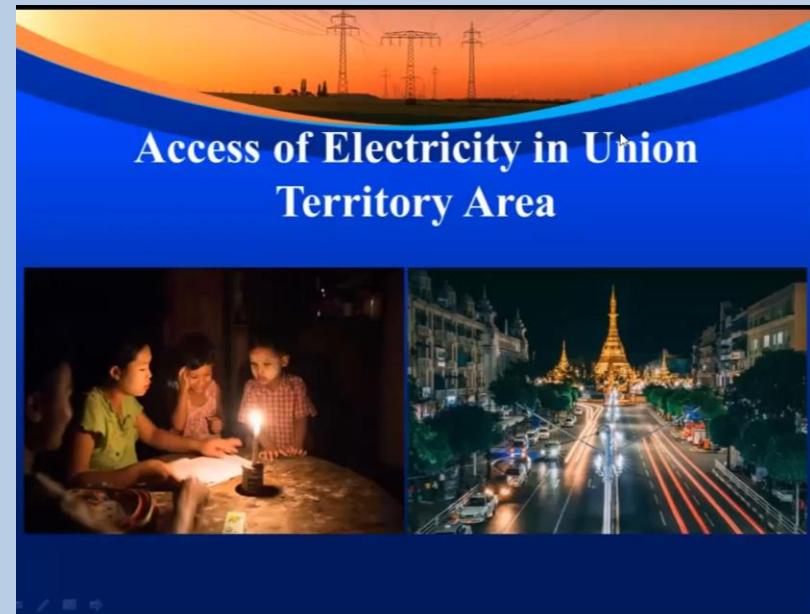<u>**Feedback:**</u>   Goals met   'We learned a lot'   Unstable internet/unreliable equipment
Pressure from seniors to work instead of study   Need for IT equipment/software training
Face-to-face is better/more effective (online ok only in emergency, but lacks '**atmosphere**' of classroom)

Access of Electricity in Union Territory Area

Courses during

In Country English Language Training (IC-ELT) – Yangon (Myanmar)

- Teachers had to return to NZ in mid-March (<2 days warning);
  - began online teaching from quarantine house
- Class time ↓   Too tiring to be online for 4 consecutive hours;
  - Promoted attendance at webinars, etc
- IELTS testing delayed;   Extended course for 2 months;   Camaraderie ↑

- Students participated in a MOOC - we discussed course content in class;   + using Google Docs to share writing
- increased eye strain – too much time online   poor internet connection due to power outages, overstretched internet services
  - isolation – no real interaction with colleagues → fewer spontaneous speaking opportunities
    - Mentor/mentee programme   Putting up links or recordings ahead of time ✓

Courses during

English for ASEAN

96% reported that their confidence and language has improved.
Participants set up a social media networks and planned to continue communicating in English together.

Findings:
- unreliable connectivity again
- Practical experience in hosting online or hybrid meetings was needed.
- Vary task types to reduce the intensity of online delivery and build in off-screen time within the lesson.
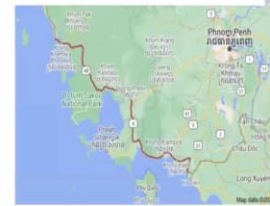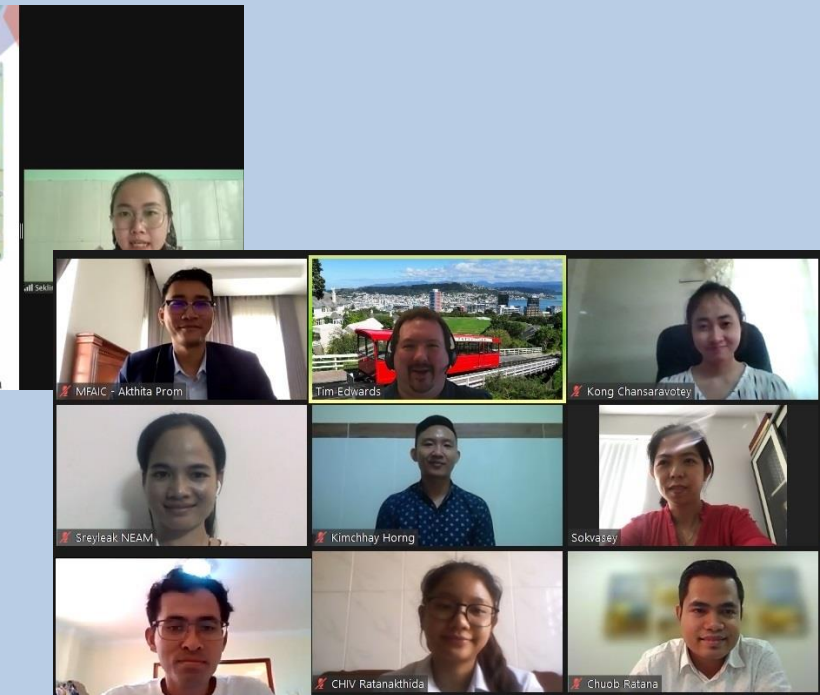
Courses now (after)

EAP (English for Academic Purposes)

On Campus class

- All students trained at orientation in online learning
- Fewer classes (students can't enter the country)
- Institute ensures all students have equipment and connectivity to learn from home
- Teachers and student practice hybrid model so students isolating at home for a few days can zoom into class
- Flexible attendance rules
- New skills learned
- Same EAP outcomes as pre-2020

### Online class
– now planned to be from the start!

- Fewer classes (students have 'online fatigue', or on-campus options in other countries)
- Good equipment and connectivity *required* to enrol in the course
- Students we do have are motivated
- Same EAP outcomes as pre-2020
- Teachers more sure of how to teach synchronously
- Shorter class sessions

Feedback
- Students appreciate the existence of programme to enrol in
- Learning 21st Century skills on top of language
- Some appreciate cheaper cost of learning from home
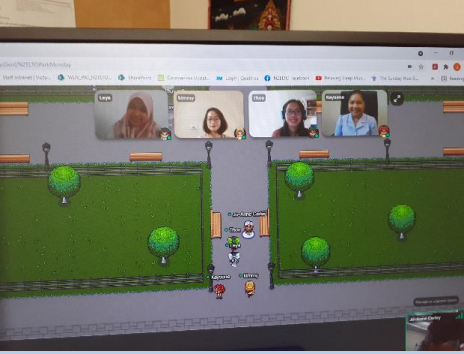
Courses now

ELTO Alumni – online
(also *planned* to be online)

Aims:
- Consolidate English language skills for the workplace; re-engage with NZ/NZers; build community

5-week modules, 2x60mins each week at their breakfast time.

Topics; Leadership, Sustainable Development and Climate Change, Resilience and Risk Management, professional skills

98%+ reported aims achieved   Amount of time 50:50 just right:too short

Feedback:

"For me this course was useful for me to improve my knowledge about Leadership and practice my English-speaking"

"The course gave me the courage to speak English and certainly made me more confidence in workplace to communicate with partners from other country when we held a zoom meeting."

"The best part of this course is being able to **interact** with other ELTO alumni as well as share insights with the community and institutions…It is a golden opportunity to **maintain relationship** "

Still only 28% with no tech problems

English Language Training for Officials (ELTO) - Remote

In the planning stages for later in 2022
Participants from cancelled 2020 programmes re-invited

Blended!
Online full time 3 months
Online part-time workplace-based project, 2-4 months
2023 2-4-week visit to NZ to interact face to face with classmate, local people, and workplaces

Aim to meet all original goals
Allows uncertain border and covid situation to become more certain before any travel is need.

Courses now

Manaaki New Zealand Scholarship In-Country Standalone English Language Training

(Cambodia, Laos, Indonesia)

Aims:

- Improve participants academic English language proficiency
- Build participants' knowledge of New Zealand, its people, and its trade and government relationships with ASEAN

Taught **face-to-face** by local partners, **but prepared to be online** if covid/local laws require.

First programme happening now

Feedback so far:

Students we know from other programmes emailing appreciation for the opportunity
(for them and colleagues)

Staff now confident in switching teaching 'modes'

Most students now know what they are signing up for

MANAAKI
NEW ZEALAND SCHOLARSHIPS
English Language Training in Cambodia

Full-time English Language Training @ ACE (IDP Education Cambodia)
300 hours (20 hours a week for 15 weeks)
February – June 2022

For Public Sector & NGO staff working in NZS Priority Sectors:

Climate Change & Environment, Disaster Management, Food Security &
Agriculture, Renewable Energy, Education

Courses now

Joint programme

Victoria University of Wellington & Communications University of Zhejiang

Our staff are involved in teaching presenting, academic speaking and debating skills, and academic writing
Teacher in New Zealand, students **together in one room in China**

Nearly a year to prepare
Local support in place
Connectivity training and equipment, study/pastoral support

(also study centres in Beijing and Danang (Vn) for students on other courses)

themes

Students appreciate the effort of keeping *something* going. Learning a new way to learn.
(Douglass, 2020; Chiew Hong, 2020; Trinder, 2015; Vurdien, 2019; VUW, 2020)

"I can learn some…new techniques from this classes"

Students (and staff!) Miss the physical social interaction and feeling of belonging (ibid. & IDP, 2020)

Issues with unequal tech access/reliability/literacy/suitable study environment (Todd, 2020 Douglass, 2020; Dhawan, 2020; Daniels, Das, Hamza, and Leydier, 2020; VUW, 2020)

Effectiveness of learning online, especially in ERT conditions, depends a lot on teachers' and students' relevant experience and **digital literacy**, the **infrastructure** and home learning environments available, pedagogy choices, amount of synchronous Vs asynchronous interaction, and related to that, feeling of **community**. Not all young people are digital natives, or can't be so at home due to the **conditions** there. (Jelińska & Paradowski, 2021; Paradowski, & Jelińska, (under review); Chirikov & Soria, 2020; MacAulay, Heath, Malecka, & Rathakrishnan, 2020; Boud, 2021; Rasiah, Kaur, & Guptan, 2020; Elfman, 2020; Forrester, 2020a; Djalilova, 2020; Soria, Roberts, Horgos, & Hallahan, 2020; Soria, Horgos, & Luu, 2020; Tulk, 2021; Shepherd, 2021; Bryson, 2021; Hasper, 2020; Brown, Datt, Forbes, Gedera, & Hartnett, 2021).

themes

Home for others can be more productive environment and allows more time due to the lack of commute. Flexibility of online learning was appreciated by some. (Brown, Datt, Forbes, Gedera, & Hartnett, 2021; Moore, Trust, Lockee, Bond, & Hodges, 2021).

Keeping/developing feelings of **community** online are especially important, especially for language learning, and especially when learning online not by choice. Various ways are suggested including use of various forms of social media and socialising websites, or even simple chatboards. Conflicting ideas over whether this needs to be *formally* organised (Marks, 2021; Hasper, 2020; Murray, & Fujishima, 2013; Phillips, Chaudhry, Cuccurullo, Sinkala, & Mpisi, 2020; Redmond, Heffernan, Abawi, Brown, & Henderson, 2018; Jason & Aarts, 2020; Zhang (2020)

Online learning has traditionally taken many months to plan to do well. The experiences many studying online in 2020 and 2021 were not those of well-planned and prepared online programmes (Hodges, Moore, Lockee, Trust, & Bond, 2020; Boud, 2021; Elfman, 2020).

This is changing

"Online teaching is no substitute for face-to-face learning"
CAMTESOL opening speech, 18 Feb 2022, Australian Ambassador, HE Mr Pablo Kang.

future

- Likely need to teach online/blended again (pandemic or other reasons) (Todd, 2020)
- Some Institutions are better than others at preparing (Wong, 2020, Tull, Dabner, & Ayebi-Arthur, 2017)
- So prep resilience for the *New Normal* – staff and student training, and IT infrastructure
- People prefer face-to-face, but *can* learn online, and connect socially

More recent research saying similar;

Training in relevant digital skills and investment in infrastructure for teachers and students is recommended, for both general professional development and as planning for future disasters, including recognition that online students may be spread across diverse regions with diverse conditions (Jelińska & Paradowski, 2021; Forrester, 2020a; 2020b; Kohnke, L. & Moorhouse, 2020; Starkey, 2020; Harrell, 2013; Moorhouse, 2020; Holzweiss, Walker, Chisum, & Sosebee, 2020; Regehr, Nelson, & Hildyard, 2016; Agnew & Hickson, 2012; Rasiah, Kaur, & Guptan, 2020; Regehr & Goel. 2020; Moorhouse, Li, & Walsh, 2021; Bridges, 2020; Djalilova, 2020; Soria, Roberts, Horgos, & Hallahan, 2020; Soria, Horgos, & Luu, 2020; Dunlop & McLarty, 2020)

future

Suggestions for creating *reusable and accessible* online learning opportunities or activities, or adapting face-to-face classrooms ones for online (Forrester, 2020b).

Skills for the 21st century include being able to work and learn online (Parris, Estrada & Honigsfeld, 2017).

Some universities and technology developers, influenced by online game players, are exploring Virtual Reality headsets and smart glasses to enable people to experience a more traditional or social classroom atmosphere with holographic representations of classmates and teaching staff, and immersive virtual field trips (Agar, 2021).
The various VR trials have met with mixed success to date (Kern, 2021),

Use of too many new learning tools can overwhelm students and staff (Clandfield, 2021; Harmer, 2022).

summary

Domestic and Cross-national online teaching, learning, and community building can be done.

There is great variety in availably, reliability, and skill using equipment & connectivity.

Continuous development is needed, and new skills to learn.

Don't try to do too much.

Staff and students are getting better at it, but also getting fatigued with it.

They prefer choice.

references

Email tim.edwards@vuw.ac.nz for the full references used in the last few slides.

Some of the above slides based on

Edwards, T. (2020). Connecting with New Zealand: The effect of the online mode on student experiences of an English language training course. *The TESOLANZ Journal, 28,* 1-16. https://www.tesolanz.org.nz/publications/tesolanz-journal/volume-28-2020/

And

Edwards, T., & Arnold, J. (2022, February 18). *Connections - Online teaching to ASEAN from New Zealand: ESP for government officials and scholarship students.* CamTESOL Conference, Online/Phnom Penh