

Reflecting on the experiences of staff and students going here, there (online), and back again on an English for Specific Purposes program

TIM EDWARDS

Victoria University of Wellington, New Zealand

Many programs taught in 2020-2022 under emergency then planned online conditions are returning to face-to-face or blended teaching. This article narrates and reflects on student experiences before, during, and after the pandemic, in face-to-face, emergency online, planned online, and blended modes, in an English for Specific Purposes (ESP) program with a special focus on building cultural connections. It uses student voice from surveys and semi-structured interviews and compares our experiences with international ones. It relates students' feelings that while language and cultural learning aims were achieved by the online cohorts, the quality and amount of these achievements were negatively impacted by the online environment, the accessibility and reliability of equipment and connectivity, and digital literacy. The article concludes with reflections based on four years of delivery, including the 2023 face-to-face program. It also gives suggestions about materials and training for staff and students when preparing courses in future whether online, face-to-face, or blended.

Key words: Student experience; online; COVID-19; culture

DOI: <https://doi.org/10.61504/ZKYX6273>

Introduction

Education, including English for Speakers of Other Languages (ESOL) in its various forms (English Language Intensive Courses for Overseas Students (ELICOS), English as a Second Language (ESL), English as a foreign language (EFL), etc.), seems to be emerging from the COVID-19 pandemic with associated lockdowns and online life. This article aims to relate and reflect upon the recent experiences of staff and students on one English for Specific Purposes (ESP) program which not only aims to develop students' language and professional skills, but also has specific goals regarding learning about and experiencing the culture and interacting with people from the country in which it is taught, New Zealand. These goals were achieved online with some difficulties, especially under the conditions of extreme-short-

notice Emergency Remote Teaching (ERT, see Moore et al., 2021). The present article relates our experiences, learning, and innovations to wider research done in ESOL and education fields in Australasia and worldwide and reflects on key learnings for the future.

The paper begins by looking at the online education situation as 2020 began, the ERT situation during 2020, and learnings from these as planned online and hybrid courses continued in 2021 and beyond. It describes the program itself and looks at the innovations made for different iterations and student feedback on them. The program was taught under ERT conditions in 2020. It was then on hiatus, and experience and innovations came from and were applied to other courses. The program was taught online with a small, follow-up face-to-face component in 2022–2023 and became a new face-to-face model with blended and ‘reconnecting’ elements in 2023–2024. This article uses a combination of narrative style, autoethnographic evidence and experience, and student feedback/voice from surveys and semi-structured interviews. It comments on the effects of innovations and changes to each iteration of the program, relates innovations to wider research, and concludes with overall findings and suggestions. Many articles and several books on the topic of teaching and learning through COVID-19 and other events have been published in the ESOL/ELICOS field and more widely. Some are cited in this article. Language and culture are closely linked (Liddicoat & Scarino, 2013), yet few of those articles focus on learning about and experiencing associated culture and interacting with local people. This article reflects on the student experience in this area in different iterations of the same program as the recent pandemic progressed and teaching modes fluctuated. It offers ideas for practitioners that could be integrated into their own programs, as well as topics to consider when planning programs that may need to be in flexible delivery mode.

Context

Online Education

Distance education has existed for centuries (Thorkelson, 2021), and online education since the late 20th century. While it has had mixed reviews, online education has been generally recognised as reliable and of good quality since early this century (Dhawan, 2020; English Australia, 2022; Harrell, 2013). In most cases, such education was well planned, taught by choice, and knowingly enrolled in by students.

Pre-2020 research findings and advice on learning and teaching online, especially for languages, covered several overarching considerations. These included that students needed explicit activities and advice to engage with their peers and feel part of a group or community, that face-to-face activities cannot simply be enacted online

with no changes, that not every student has access to or skills using digital devices including in technologically advanced countries, and that there is a limit to how many new platforms and software can be learned at once (Edwards, 2022; Gómez-Rey et al., 2018; Kiddle et al., 2020; Marshall, 2018).

COVID-19's effects

In early 2020, things changed with advent of the need to teach online under unplanned emergency conditions worldwide. While ERT had happened before (Dhawan, 2020; Moore et al., 2021), it had not previously happened worldwide (Pusey & Nanni, 2021). A plethora of academic and blog articles, online workshops, and quick reaction research exploded online during 2020. They offered ideas and support for a countless range of methods, activities, platforms, and philosophies for teaching under ERT conditions, alongside generic reassurances that the same teaching quality level as in 2019 was not expected. To list all such articles and books would be a book in itself, but for a few examples, see Edwards (2020, 2022). As the pandemic continued, articles and books were published that drew together common findings from diverse situations with suggestions for teaching online, blended, and hybrid courses with full or reduced planning. Examples include British Council (2021), Chan et al. (2021), EA (2022), Hertz (2022), and Kiddle et al. (2020).

The program in focus

The program this article focuses on aims to develop professional language skills and knowledge of civil servants from low and middle-income countries in Southeast Asia and Mongolia (see Table 1 for more data on program participants), and alongside that to develop connections with and knowledge of New Zealand's culture and its people. This was generally achieved through a period in homestay families, local workplace visits, being on a New Zealand university campus, and social interactions with volunteer conversation partners. Feedback about this latter outcome from 2019's cohort, as the last pre-COVID example for comparison, included frequent near gushing over homestays and conversation partners, with comments such as, "[we meet] in the coffee shop or the market...we can talk, we can share our culture together. I think many things I can gain the culture and the society of New Zealand", and comments on attending cultural concerts, breakfast options, and exploring the country. Further example quotes from participants relating to this goal included:

- "The life, the custom and the culture in New Zealand, is very like a mystique for me before...But after this time I know much about that."
- "We changed perspective while we communicate, like talk after dinner with our host family."

- “My roommate is from Laos, we try to understand each other, we share cooking styles.”
- “In my country...no one is like, hey, you must use your helmet, but in New Zealand is very concerned about safety.”

(NB: Permission for this data collection and use was gained from the university human ethics committee and given by the students in consent forms)

Table 1
Program participants for the cohorts covered by this study

Participants Cohort	Cambodia	Laos	Vietnam	Indonesia	Timor-Leste	Mongolia	Myanmar
Late 2019	15	12	8	7	7	1	9
2020	13	14	10	6	6	0	14
2022-2023	8	6	5	7	1	0	Not invited due to change of government in Myanmar
Early 2023	9	9	4	5	5	0	
Late 2023	8	7	5	5	5	2	
All participants aged 25-46, with roughly a 50:50 gender split.							

The 2020 experience

In March 2020, two weeks after our students had moved to Wellington following two months at language schools and homestays in regional New Zealand, the country went into national lockdown. There had been some prediction of this, so both staff and students had received a small amount of training in using Zoom and received several emails with ideas for teaching and learning online. Some staff and students had studied online, planned and by choice, in the past.

Staff and classmates were the only support network our students had in New Zealand, so our program received permission to continue online rather than leave students alone, trapped in a strange country, watching a pandemic unfold out of the window. Following the advice we could find (e.g., Gómez-Rey et al., 2018; Marshall, 2018; Pringle, 2020), we taught in shorter bursts, set off-screen activities, both synchronous and asynchronous, and tweaked a lot of materials and activities to suit Zoom and computer screens. Early attempts to simply present classroom-based lessons on Zoom did not work well regarding engagement, connectivity, interaction styles, material format, and timings. In general, three-hour classes became three – four-hour learning sessions with a mix of online and offline activities of 30 – 60 minutes each, which worked better. Students were living in small groups so could collaborate.

Many, although not all, conversation partners (~25/63, but with various levels of interaction), workplace visit hosts (3/8), and guest speakers (7/10) volunteered to continue in their roles on the program via Zoom. They, like the teaching staff and the students, were developing their own skills in interacting online under

home and 'home office' conditions that greatly varied in terms of connectivity, distractions, lighting, etc. In addition to online attempts at interactions listed above, small-group online conversation sessions were organised, led by twelve volunteer ministry staff, lecturers, scientists, etc., who were known to program staff. Multi-country cooking and song-and-dance demonstrations through Zoom were also run. Examples of the student experience are visible at <https://www.youtube.com/watch?v=FGUrQVTiC9s>

In order to investigate whether the ERT version of the program had been effective in building students' knowledge of and connections with local culture and people, the author collected feedback from the students at or shortly after the end of the course. This was collected by anonymous survey of all students and through semi-structured interviews with eight students from the 2020 program and nine students from the 2019 cohort who responded to an email asking for volunteers to interview online (see Edwards, 2020, for greater detail on the methodology). This initial piece of research has now morphed into an ongoing reflection, narrating, and tracking of student experiences under different conditions and program iterations.

Initial findings

Overall, the 2020 students did appear to feel that they had learned about New Zealand society and culture and had built personal and professional connections, with comments such as, "I think that westerners, they are like to have privacy but here I feel that people are...a lot friendlier than I expected." They also indicated that studying online had impacted the experience negatively, but with some new skills learnt. For example, one student said, and several students said similar, "I think face-to-face is better of course...but in this COVID conditions...I can learn some... new techniques". Feedback included many mentions of conversation partners and homestay families, and further quotes such as:

- "I wish I had chance to visit workplaces, businesses and enjoy sightseeing activities."
- "We supposed to learn more in Wellington, but because of lockdown I think we learn more in Nelson."
- "My homestay host took me to many places... especially with their relatives."
- "Because of the lockdown so we don't have enough time to interact with [conversation partners]. But after that when we have more confidence to contact with them through the Zoom, call telephone..."
- "I think most of Myanmar [students] and every friend had to adaptable and resilient during this condition."

Our and our students' experiences matched a lot of contemporary findings: that social connectivity or community, support networks, and feelings of belonging are important to student success and motivation (Attree, 2021; Jason & Aarts, 2020); that connecting with locals and learning about local culture can be done online but needs to be done differently and may be less effective (MacAulay et al., 2020); that most students appreciated some form of program being available (Douglass, 2020); and that the equipment and connectivity available to students and staff, and their reliability and everyone's digital literacy has noticeable effects on the experiences (Edwards, 2020; Bryson, 2021; MacAulay et al., 2020).

The hiatus experiences

From mid-2020, the main program this article is based on was on hiatus; however, the staff taught on several online and hybrid programs focusing on English for Governance and English for Academic Purposes. Experience and feedback we gained on those programs informed the development of a new model of our program when it returned in an online form mid-2022, as did contemporary research in the field worldwide.

Students expressed that they appreciated the availability of courses and felt that learning outcomes were achieved, but they expressed a wish to have had the course face-to-face. From the experiences, we noted students and staff learning new digital skills, including software, multitasking, and the best locations of people and equipment in hybrid classrooms (Steven, 2022), and we noted a need to communicate specifically with potential offshore students about teaching mode and styles, and about technology/connectivity and workload requirements, not recommendations, to be able to enrol and participate. Alumni reengagement mini courses, despite the issues covered below, had positive feedback such as participants enjoying interactions outside of their local bubble and being able to, "share insights with the community and institutions.... It is a golden opportunity to maintain relationship."

These courses included innovations such as training and mentoring of students in online learning during their enrolment or orientation periods and during the course, using digitally skilled students and staff (Steven, 2022), and study groups among students in similar time zones, sometimes including mentors who had previously completed the courses. We used shared collaborative documents, reorganised courses into shorter blocks of work with several-week gaps between them, and we created resources that are accessible and more able to be reused in different modes and programs (Kiddle et al., 2020). We also used socialising software, sometimes run by the program and sometimes self-organised by students. In our case, Gathertown was used in 2021 – 2022, but many platforms were trialled around the world.

Ongoing issues were also encountered. These included eye strain and other issues related to long hours on the computer or online learning fatigue, occasionally trying

to do too many things concurrently (Kiddle et al., 2020; Marshall, 2018), and lack of human interaction (including “Sometimes we can’t see each other during class”). Offshore students were also lost to institutes in other countries where they were able to physically travel to from mid-2021. Despite students’ best intentions, there was persistent difficulty with internet and equipment access and reliability, with workload demand from employers for part-time programs, and family responsibilities.

As 2021 progressed, we felt we were moving away from ERT and more towards planned online teaching, sometimes hybrid. We had learned that we could provide effective language education, cultural exposure, and connection-building online under both ERT and planned conditions, albeit far more effectively when planned and knowingly enrolled in, but that students and teachers generally preferred the face-to-face classroom atmosphere and connections. Inequities related to equipment, connectivity, and digital skills existed even when students knew well in advance that they would study online. Border closures and uncertainty about their opening meant that it would be 2022 before we could even consider blended options; courses beginning online, with a face-to-face component in 2023.

International experiences appeared similar to ours. Publications and presentations with similar findings include discussions of variety in access to and skills using digital equipment and connectivity, frequent needs for breaks, trying to do too much, and problems with lack of communication or feeling less ‘in contact’ with people or part of a group (e.g., Bryson, 2021; Chan et al., 2021; Clandfield, 2021; MacAulay et al., 2020; Moore et al., 2021; Patulny & Bower, 2022; and Pusey & Nanni, 2021).

Planned online, then blended (2022 – 2023)

In July 2022, the full program returned in an online, full-time, three-month form with fewer students, and with a small follow-up workplace-based project. All initial enrolments were aware of the potential for a follow-up symposium in New Zealand in early 2023, which may have instead taken place in Southeast Asia. Ultimately, the symposium did take place in New Zealand, and the students were able to visit the country, make face-to-face connections with each other and local people, and visit touristic and professional sites for three weeks in February 2023. A visualisation of the three versions of the program is in Figure 1.

Most innovations listed above were utilised in this online-then-blended program. This especially included social connection-building activities, digital skills, and flexibility of attendance hours (English Australia, 2022). We found that many workplace hosts, guest speakers, and conversation partners were willing to engage students online, with time to prepare, far more than in 2020 ERT times but less than pre-COVID. Feedback following the online main program, such as, “we not only learn language

but we have created the network and learning culture among...participants and New Zealand's culture", suggested goals had been achieved, but achieved imperfectly as exemplified by another quote; "It is unfortunate that we cannot do it offline in New Zealand, but I consider that this course is successfully delivered even through online learning."

After the symposium in New Zealand, participants seemed to feel that their connections with and knowledge of the country and local people had been greatly enhanced, with one student saying, "We got to her house. She introduce about her house and his dog and how they rise their children". They had also found more opportunities to practise using English, as commented on by one student with, "we don't have a good time to practice our English outside our time in Zoom meeting. But when we are three weeks in...New Zealand we must using English in every situation". Staff noted that little community-building was needed as the students had already got to know each other online. Further feedback suggesting our culture and connections goals had been achieved more effectively in New Zealand than online included:

- "The 3 weeks experience really help us alot to get a better understanding about NZ cultures."
- "A lot of museum, interesting and interactive...And about the Māori language and the way you preserve the culture of Māori."
- "...we could not worry about the computer problem, and I think communicate directly, face-to-face, is more better than online course."

Up to 2020	2022-2023 blended	2023+
Seven weeks study and homestay in regional New Zealand. Three months in-person study in Wellington (including language and professional knowledge classes, workplaces, guest speakers, cultural activities, extracurricular conversation partners, etc). 2020 program disrupted by nine weeks of ERT then socially distanced classes and few social interactions.	Three months study online (including language, culture, and professional knowledge classes, virtual workplace visits and guest speakers, online conversation partners and cultural site websites/ virtual tours. etc).	Three months in-person study in Wellington (including language and professional knowledge classes, workplaces, guest speakers, cultural activities, extracurricular conversation partners, etc).
	Two-month part-time project online based on a home workplace issue.	Six-week part-time project online based on a home workplace issue.
	Three-week visit to New Zealand. Including two weeks in Wellington (present projects, guest speakers, social interaction, workplace visits, met conversation partners face-to-face), and Six-day cultural road trip to Auckland.	Four-day symposium in Thailand, presenting projects, guest speakers, and two cohorts meeting.

Figure 1. Comparison of different versions the program

The new model, 2023+, face-to-face+

The program returned full time face-to-face in March 2023. While many aspects of the program in Wellington are similar to before COVID-19, the program lost seven weeks of homestay and language learning in regional New Zealand. It gained a six-week, workplace-based, part-time project with online check-ins on students' return to their countries, and a multi-cohort four-day symposium in Thailand in January 2024. At the time of submission, the symposium is yet to take place. The course now has blended components, contact between cohorts, and what the course founders call 'multiple touch points'. One issue in 2023 has been logistical problems delaying the start of the conversation partner program until almost a month into the program, despite student feedback demonstrating that this is a key aspect in achieving our connections and cultural knowledge goals.

Student feedback from the 2023 cohorts reported 100% of participants feeling they improved their understanding of New Zealand culture and society and felt more connected to New Zealand, and (for 62/63 respondents) to its people. Free-text survey elements mentioned conversation partners and field trips multiple times, such as, "Sometimes I can't free for speaking in the class because I'm not sure my speaking

skill...I can't [feel] shame or something like this to interact with my conversation partner." About half the students also felt the program was too short in its new form, with one student's exemplar comment being, "I hope that there will be a program that where we can stay longer maybe we can stay together with New Zealander." Further comments from students' anonymised surveys and interviews include:

- "I also felt Good Governance democratically when I attended the Question Time in Parliament."
- "I wish to explore Māori culture more for example Māori village."
- "My conversation partner have brodened my mind and helped me have an objective look."
- "I learned that culture of New Zealand and I really like because they accept you for who they are no matter what you are."
- "One of my Indonesian members is really close to her CP [conversation partner], she feels like she's her mother here."
- "The city here is more organised."
- "After this program I start to think outside the box."
- "I meet my Conversation Partner only two times."

Overall reflections and key points

Whether taught face-to-face, blended, hybrid, or entirely online under planned or emergency conditions, we found it was possible to teach a language course effectively during COVID-19. Other studies (e.g., Pusey & Nanni, 2021) have revealed similar findings. We also found it was possible to develop students' understanding, knowledge of, and connections with local people and culture online under both ERT and planned online conditions, but that all these aspects can be achieved more effectively online with proper planning, proper skills, and reliable equipment. Further, the cultural elements are especially more effectively done face-to-face. That said, new skills have been learned by teachers and students worldwide, and the need for upskilling and resilience planning has been made clear. Whether institutions have the time, funding, and motivation to enact this remains to be seen. How many institutions continue to offer online and hybrid courses, and the ongoing demand for them, also remains to be seen due to online burnout and not all young people being digital natives (Marshall, 2018).

Thorkelson (2021, 2022) suggests that the adoption of new technologies is often slowed by institutions' infrastructure and staff training, and that a less challenging time was had in 2020 by institutions and staff already using technology and online

interactions in their teaching. He also points out that when teaching and learning online, teachers are often the only staff members to interact regularly with students. This means that they may have a greater pastoral and community-building role than in face-to-face situations. Our experiences were indeed that online we had a greater role in building communities with classes than pre-COVID-19, and that our brief preparation for ERT was incredibly useful. We are also grateful for the pastoral team and volunteer workplace and conversation partner connections who kept going with us through these years.

Key recommendations for front-line teachers from our experiences are:

- Embed cultural learning and interactions into your language teaching as much as possible, online or in person. Even if institutes have separate staff for this, learning a culture is not done separately from learning a language.
- Through practice, ensure you and your face-to-face students are able to teach and learn online synchronously and asynchronously, and have the equipment and software to do so. This might require permission from managers.
- Promote the value of developing these skills even outside times of ‘needing’ them. When they are needed, demonstrate the value of having some form of learning on offer through adversity.
- Rather than trying to do exactly the same activities off and online, consider how the same goals can be met using different or adapted activities. Concurrently, consider how materials and staff can be used in ways that use adaptation rather than completely recreating a program or resources.
- Through adversity, retain enough resources, including staff, so that core components of programs can still be run.

CONCLUSION

For online study to work with proper planning, it is vital for staff and students to be trained in online teaching and learning and have suitable equipment (Bryson, 2021; Moore et al., 2021). Student feedback told us that they appreciate developing skills for online learning and can develop language skills and cultural knowledge and connections in that medium, and more effectively if staff and students are expecting to be online, but that they do this better and prefer it face-to-face. While online hybrid and blended programs are useful to offer and appealing to some, most teachers and students appear to prefer face-to-face programs where possible (Kiddle et al., 2020), especially those with interactive, communicative, and cultural experience elements. As two students pointed out, “[in] New Zealand we must use English in every situation”, and “we could not worry about the computer problem”.

REFERENCES

- Attree, K. (2021). On-campus students moving online during COVID-19 university closures: Barriers and enablers. A practice report. *Student Success*, 12(3). <https://doi.org/10.5204/ssj.1780>
- British Council. (2021). *Remote teaching tips*. <https://www.teachingenglish.org.uk/article/remote-teaching-tips>
- Bryson, E. (2021). The what and how of teaching digital skills online. *Modern English Teacher*, 30(2), 57-59.
- Chan, R. Y., Bitsa, K., & Allen, R. M. (Eds.). (2021). *Online teaching and learning in higher education during COVID-19: International perspectives and experiences*. Routledge. <https://doi.org/10.4324/9781003125921>
- Clandfield, L. (2021, October 9). *Methodology, mythology and the language of education technology* [Conference presentation]. CLESOL conference, Auckland/Online.
- Dhawan, S. (2020). Online Learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5-22. <https://doi.org/10.1177/0047239520934018>
- Douglass, J. [CSHE Berkeley] (2020, June 18). *Being a Student during the Pandemic* [Video file]. <https://www.youtube.com/watch?v=WGUaAuWdS50>
- 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/>
- Edwards, T. (2022). Teaching online: How has the New Zealand experience matched international experiences? *KoTESOL Proceedings*, 2022, 57-66. https://koreatesol.org/sites/default/files/pdf_publications/KOTESOL.Proceedings.2022_0.pdf
- English Australia. (2022) *Guide to good practice in online ELICOS delivery*. <https://www.englishaustralia.com.au/documents/item/1497>
- Gómez-Rey, P, Barbera, E., & Fernández-Navarro, F. (2018). Students' perceptions about online teaching effectiveness: A bottom-up approach for identifying online instructors' roles. *Australasian Journal of Educational Technology*, 34(1), 116-130. <https://doi.org/10.14742/ajet.3437>
- Harrell, L. (2013). *A learner centred approach to online education*. Information Age.
- Hertz, B. (2022). *Guidelines for teaching and learning online as part of the "new normal."* European Schoolnet. <http://www.eun.org/resources/detail?publicationID=2161>

Jason, A., & Aarts, J. (2020, September 22). *Online engagement activities reinvented: Maintaining a sense of community and connection in 2020* [Conference presentation]. English Australia Virtual Conference, Sydney/Online.

Kiddle, T., Farrell, C., Glew-O'Leary, J., and Mavridi, S. (2020). *A survey of instances of, and attitudes to, hybrid learning in language teaching organisations around the world as a response to the COVID-19 pandemic* [Research Report]. Retrieved from <https://www.englishaustralia.com.au/documents/item/1175>

Liddicoat, A. J., & Scarino, A. (2013). *Intercultural language teaching and learning*. Wiley-Blackwell. <https://doi.org/10.1002/9781118482070>

MacAulay, M., Heath, J., Malecka, B., & Rathakrishnan, R. (2020, September 21). *Lost and found: Reflections on reinventing a direct entry program for online delivery* [Conference presentation]. English Australia Virtual Conference, Sydney/Online. <https://www.youtube.com/watch?v=v8YxsW36kBI&feature=youtu.be>

Marshall, S. J. (2018). *Shaping the university of the future: Using technology to catalyse change in university learning and teaching*. Springer Nature. <https://doi.org/10.1007/978-981-10-7620-6>

Moore, S., Trust, T., Lockee, B., Bond, A., & Hodges, C. (2021). One year later ... and counting: Reflections on emergency remote teaching and online learning. *EDUCAUSE Review*. <https://er.educause.edu/articles/2021/11/one-year-later-and-counting-reflections-on-emergency-remote-teaching-and-online-learning>

Patulny, R., & Bower, M. (2022). Beware the “loneliness gap”? Examining emerging inequalities and long-term risks of loneliness and isolation emerging from COVID-19. *Australian Journal of Social Issues*, 00, 1-22. <https://doi.org/10.1002/ajs4.223>

Pringle, P. (2020). *Isolate like a pro: 13 tips for resilience*. Strategy Group. https://higherlogicdownload.s3.amazonaws.com/IPWEA/UploadedImages/879091b8-49b8-4b3b-8b05-9d33e1d2da75/ISOLATE_LIKE_A_PRO_-_13_TIPS_FOR_RESILIENCE__30_MARCH_2020.pdf

Pusey, K., & Nanni, A. (2021). EAP in time of crisis—preliminary perspectives on Emergency Remote Teaching. *English Australia Journal*, 37(2), 5-19.

Steven, B. (2022, September 17). *Hybrid possibilities in a brave new world* [Conference presentation]. English Australia conference [online]. <https://www.youtube.com/watch?v=KsNIRhSxgZc>

Thorkelson, T. S. (2021). Online versus remote learning: Past, present, and potential future. *Korea TESOL Journal*, 16(2), 59-75. https://www.koreatesol.org/sites/default/files/pdf_publications/KTJ16-2web.pdf

Thorkelson, T. S. (2022). More is less... in teachers' roles: How the pandemic shifted teachers' duties away from teaching. *The English Connection (KoTESOL)*, 26(4), 15 – 17. https://koreatesol.org/sites/default/files/pdf_publications/TECv26-4Winter2022.pdf

Tim Edwards works in the English Language Institute at Victoria University of Wellington, teaching on various EAP and ESP programs in Wellington and offshore. He has been teaching since 2001, joining VUW full time in 2018 after completing his MATESOL there. His occasional research generally focuses on practical classroom teaching.

tim.edwards@vuw.ac.nz

Keep in touch with ELICOS PD news & opportunities



Want to keep in touch with ELICOS professional development news and opportunities?

If you work for an English Australia member college and have an institutional email address, sign up for regular English Australia 'PD Updates'.

If you work elsewhere, join English Australia as a Professional Affiliate to receive the 'PD Updates' plus an annual subscription to the *English Australia Journal*.

Please contact easec@englishaustralia.com.au for more information.