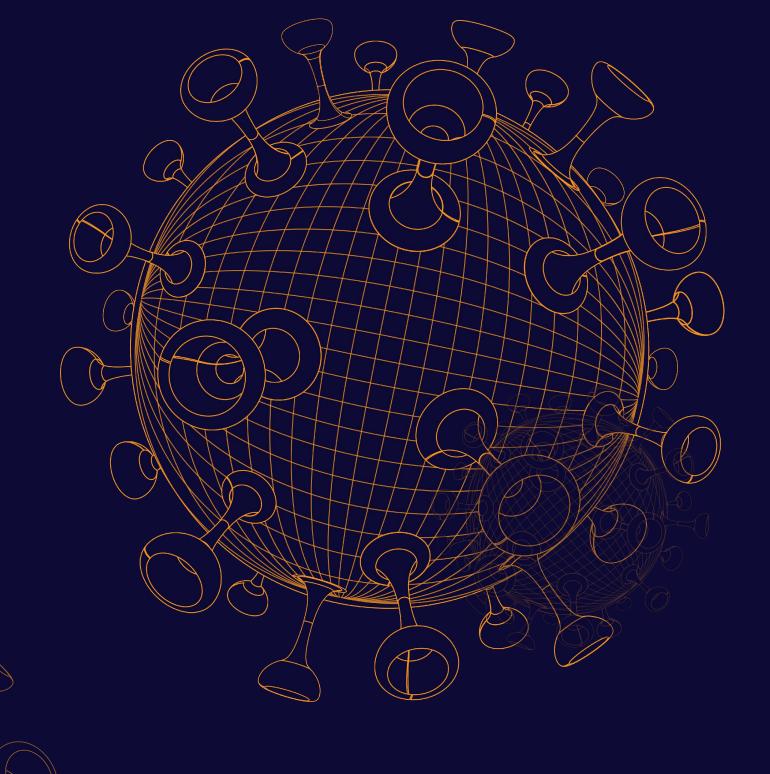


Re-imagining ELT for Chinese Students in the

'New Normal'

Author: Joan McDermott February 2021



Re-imagining ELT for Chinese Students in the 'New Normal'

Part 1 – Background

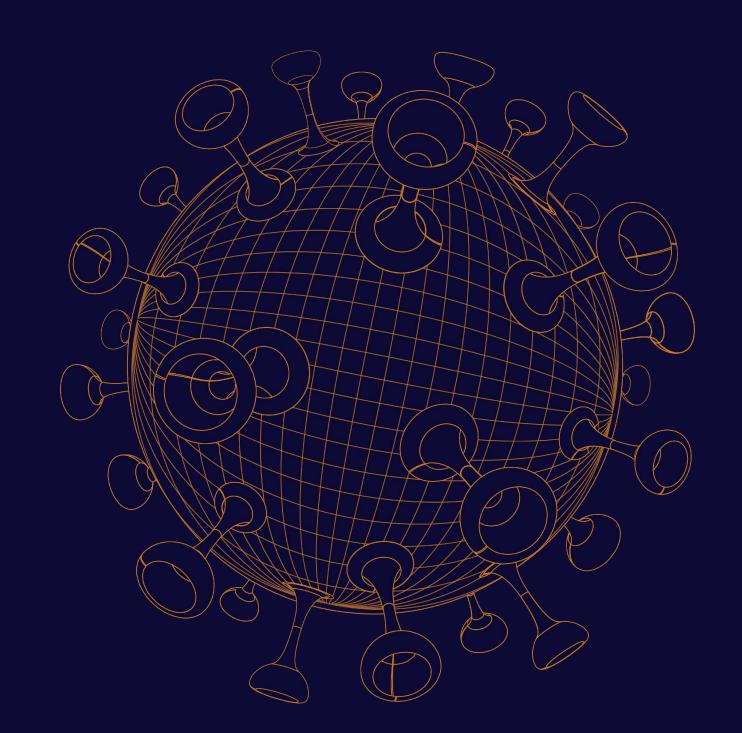
- 1. Coronavirus timeline
- 2. How has the pandemic impacted Chinese students in Ireland?
- 3. Psychological and cultural impact
- 4. Financial impact parents and students
- 5. Financial impact education sector
- 6. Educational impact

Part 2 – Re-imagining ELT

- 1. Dichotomies in the education system
- 2. Tools for re-imagining ELT in the 'new normal'
- 3. Dual approach to the 'new normal'
- 4. Conclusions

Re-imagining ELT for Chinese Students in the 'New Normal'

Part 1 – Background





Coronavirus Timeline

Dec. 31st 2019 - WHO announce the existence of a new novel corona virus.

Jan. 11th, 2020 - first death from COVID-19 announced in China

Feb. 1st - first death outside China

Feb. 29th. – first verified case in Ireland

March 1st – first closure of a school in Ireland (14 days)

March 11th – WHO declares COVID a pandemic.

March 12th – Ireland's first level-five lockdown begins



Psychological Impact

Cultural Impact

How Has the Pandemic Impacted Chinese Students in Ireland?

Educational Impact

Financial Impact

1. COVID-related anxiety (Chinese students in China)

Correlation analysis between the COVID-19-related stressors and college students' anxiety when facing the epidemic.

Related stressors Anxiety level

RP

Worry about economic influences 0.327 <0.001
Worry about academic delays 0.315 <0.001
Influence on daily-life 0.316 <0.001
Social support -0.151 <0.001

r Correlation coefficient.

Source: Cao, et al., (2020)



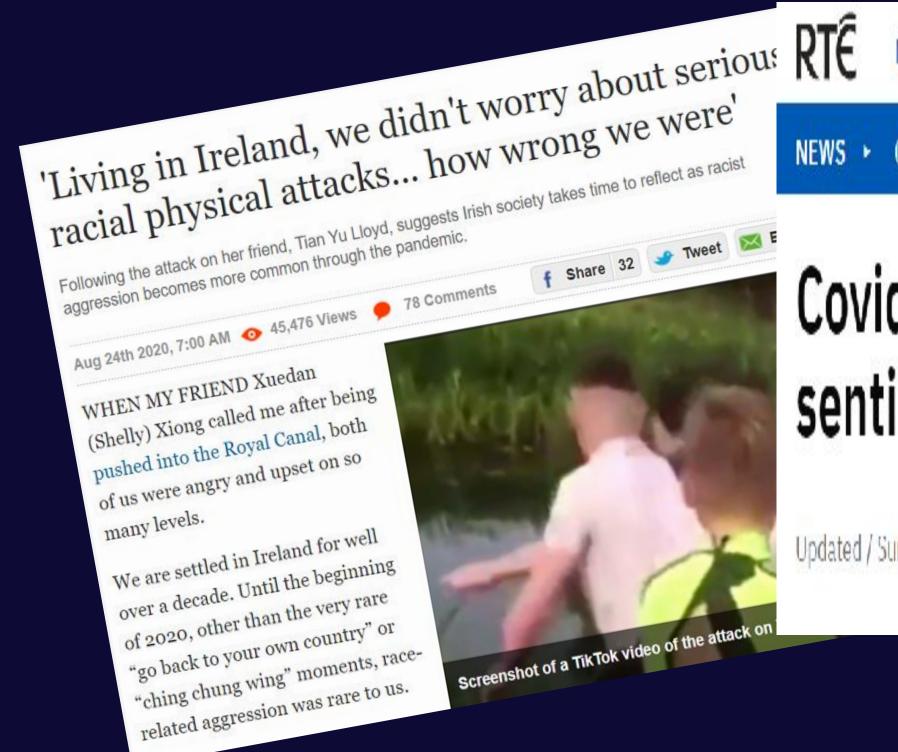
2. Anxiety due to anti-Chinese feelings in the West

3.

Chinese students find themselves:

- the focus of stereotyping and racism
- on the receiving end of negative press and even physical attack (Meng, 2016)

2. Anxiety due to anti-Chinese feelings in the West





Covid-19 brings wave of anti-foreign sentiment in China

Updated / Sunday, 19 Apr 2020 15:56



Anti-Chinese feeling - Mirrored by a rise in Chinese nationalism

'I must be angry. It's not that I love China but in China I don't have so much emotion but when I go abroad, there is not, not many Chinese and China is a symbol and when someone say China is not good, I'm not happy but I will [...] listen which part he or she said. If it's our mistakes or we did something not good I think we will [...] do it better and don't blame them but something he or she said is not true, is not the truth, we may talk to them and ask them what [...] things we do makes them annoyed. I will clarify this thing and just want to make a good impression of him of Chinese'. (Chinese student interviewed by author, 2019).

Effects of COVID on number of Chinese students studying abroad

- Student mobility curtailed
- Campus closures
- Restrictions on international travel
- Chinese government's warning to students not to travel to certain countries (Global Times, 2021)
- Anxiety about personal safety



Financial & Educational Repercussions



Financial Impact – Parents & Students

Paid full fees for face-to-face tuition

Loss of part-time jobs due to closure of businesses

Exorbitant cost of flights back to China



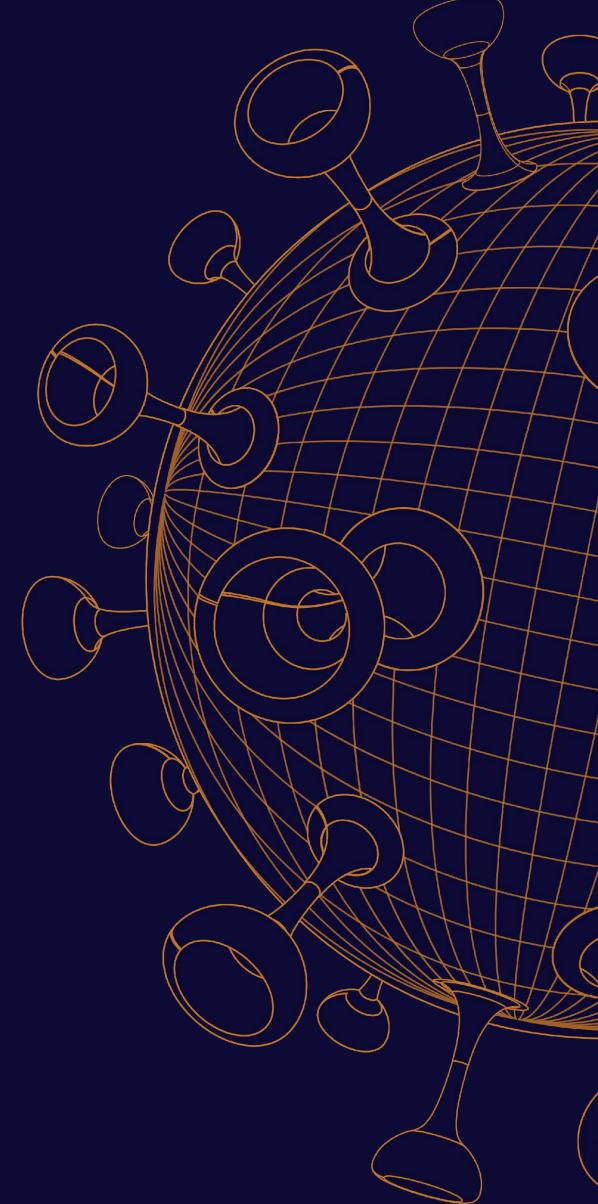
Financial Impact – ELT Schools & HEIs

Loss of revenue Non-European Economic Area – significantly higher student fees

€9,000 - €24,000 per annum

Medicine can cost up to €54,000 per annum. (Power, 2019)

Other loss of revenue Refunds for tuition fees and on-campus accommodation



Educational Impact -Students

Shift from classroom to online learning

Difficulties include:

- crowded noisy student accommodation
- lack of engagement with lecturers / ELT teachers
- lack of access to libraries
- internet speed in some areas
- lack of structure and lack of motivation
- missing out on rite of passage (Foley, 2020)



Educational Impact – Lecturers/Teachers

Shift from classroom to online learning

Difficulties include:

- no formal training as teachers (lecturers)
- lack of experience of teaching on online platforms (lecturers and ELT teachers)
- how best to present lesson content
- how to engage with students online
- resistance to change (lecturers and ELT teachers)
- lack of central leadership and direction



Educational Impact – Teachers

Shift from classroom to online learning

[...] we're not corporations tasked with delivering branded lessons, complete with company logos, where everyone is on message. The essence of a higher education is diversity (Foley, 2020).

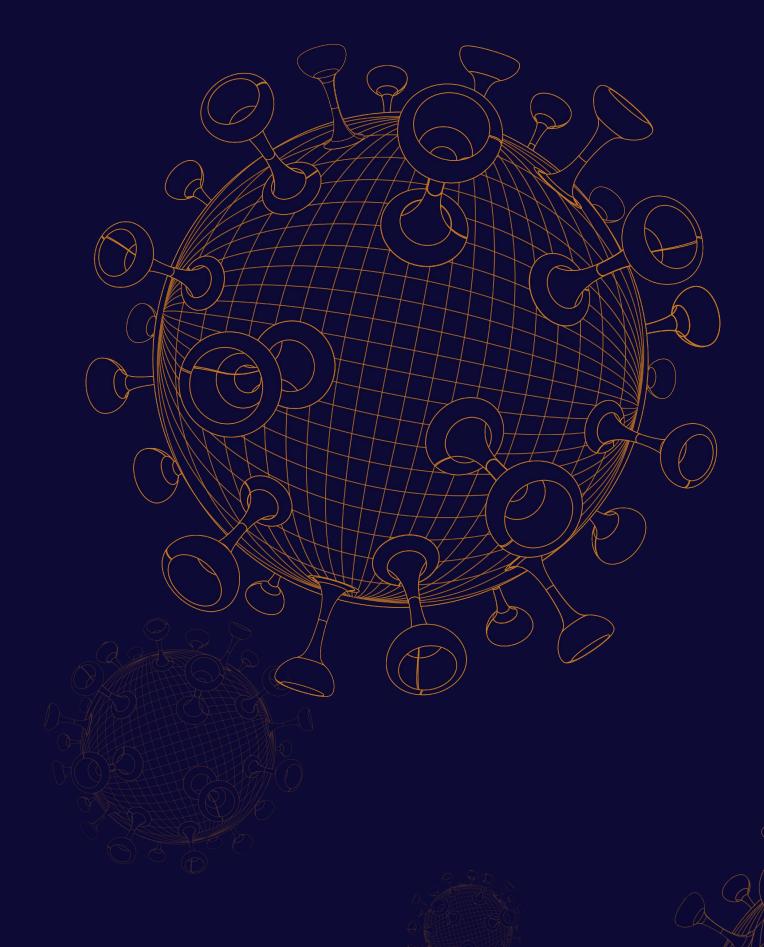


Dichotomies in Education System

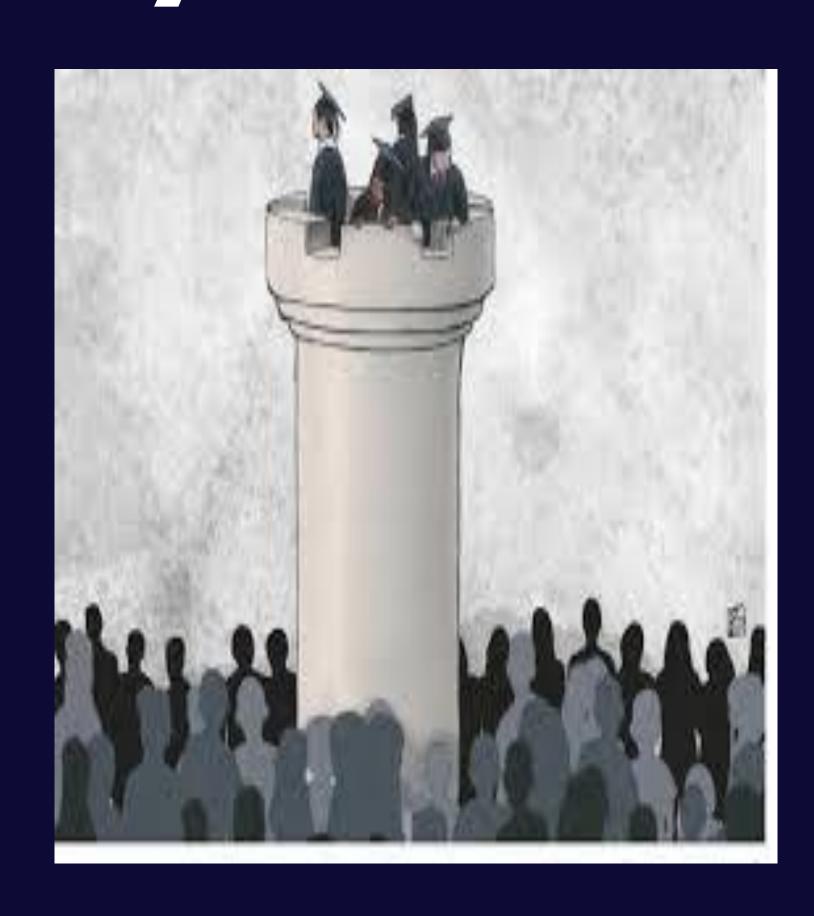


Re-imagining ELT for Chinese Students in the 'New Normal'

Part 2 – Re-imagining the 'new normal'



Dichotomies in the Educational System



versus



Dichotomies in the Educational System



versus



Tools to Allow the Re-Imagining of ELT

Learning Management Systems (LMS)

- Moodle
- Inspirenet
- Turnitin
- Zoom
- Classin





Tools to Allow the Re-Imagining of ELT

Duolingo English Test

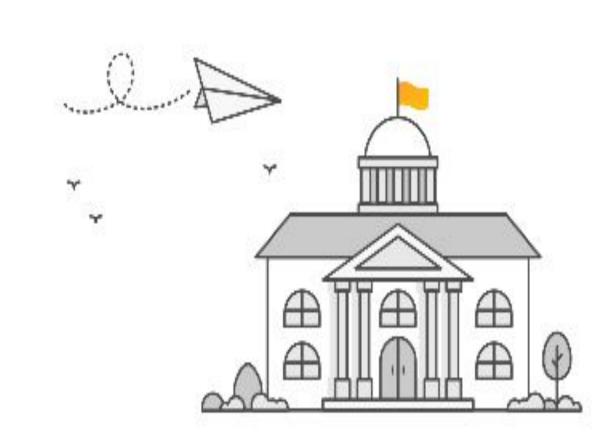
Provides proof that exams could be conducted online in the future.



Send results to every school on your list—at no extra cost

Thousands of universities around the world accept the Duolingo English Test. You can send your score reports to as many of them as you want, for free.

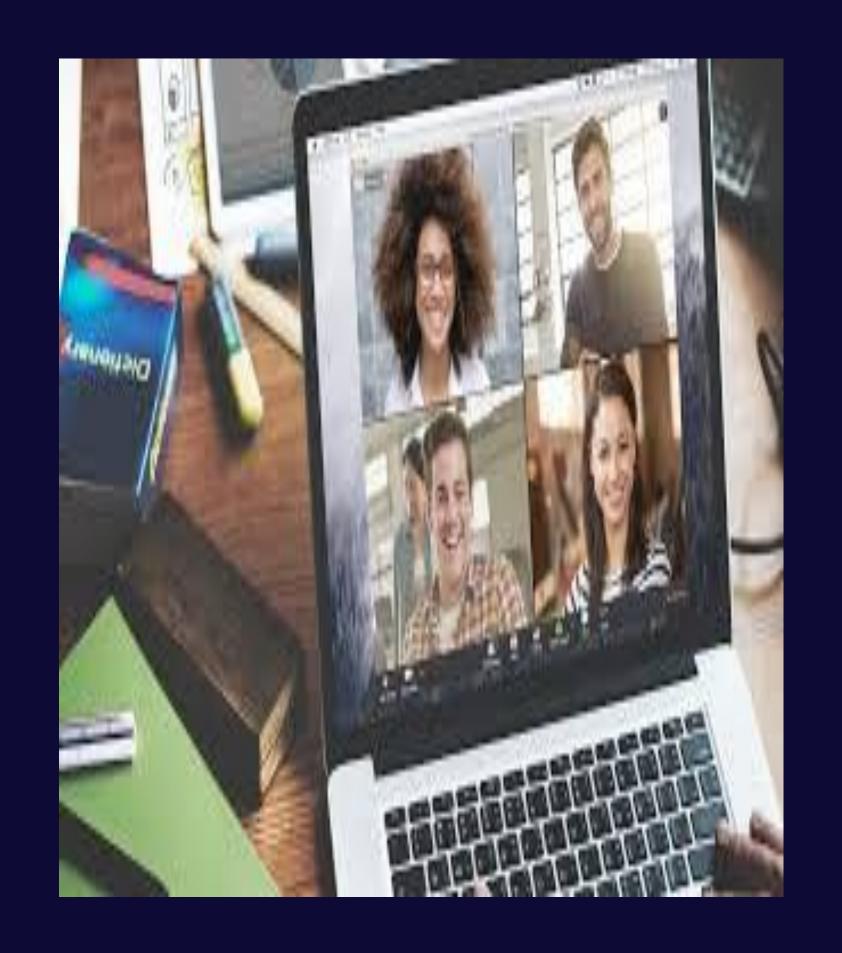
VIEW INSTITUTIONS





Tools to Allow the Re-Imagining of ELT

When you create small breakout groups online, you eliminate not only the chair shuffling and wasted time of moving people around, but also much of the awkward social dance that human beings do as they try to find their place in a new group. Over and over, we find that group work online creates strong team bonds in amazingly short periods of time. After all, many of our students grew up cultivating and navigating their social lives on screens and keyboards (DeBrock et al., 2020).



Approach the 'New Normal'

Higher education institutes could offer three types of tuition:

- traditional face-to face tuition keep the status quo
- provide courses completely online
- flipped semesters





Approach the 'New Normal'

The government could:

- Develop risk management plans for next pandemic specially designed for different for different sectors education, business, agriculture etc. (Gates, 2021).
- Invest more in technology in education (all levels).
- Engage in collaborative programs that include experts in technology and education.
- Call for a global alert system (Gates, 2021).

Conclusions

In order to achieve a 'new normal' that is effective and engaging we need:

- leadership and governance (governments, schools, universities & ELT sector)
- shift in perception (online 'branded' schools leading the way in innovation and creativity; technology as part of the learning experience is here to stay and can only increase)
- shift in work practices (teacher training / technology)

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