



# 'School's Out, But Class's on': Experiences of Foreign Teachers Teaching EFL Online in China during the COVID-19 Lockdown

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## Abstract

Education the world over has experienced the impact of COVID-19 on the various aspects in teaching and learning. In China, the Ministry of Education started a campaign called the School's Out, But Class's on campaign. The majority of schools migrated from face-to-face teaching to online teaching during the nationwide lockdown. Both local Chinese teachers as well as foreign teachers teaching EFL in China experienced a range of challenges during the migration to online teaching. This study focused exclusively on foreign teachers who taught EFL in China during the COVID-19 lockdown. A mixed methods research approach was used, which saw data being collected from a sample of foreign EFL teachers from four western countries. These participants responded to an online survey and an in-depth interview regarding their teaching experiences during the COVID-19 lockdown in Guangdong, China. The results of this study indicated that majority of the participants had a negative experience regarding online teaching in China. This negative experience was greatly attributed to the lack of training and support they as foreign teachers received in China. The results further highlighted the challenges foreign teachers experienced with regards to culture and adopting cultural norms of Chinese society. Recommendations from this study, include a review of training of EFL teachers by institutions to accommodate issues around culture and cultural norms and finally the training of EFL teachers in using the different learning management systems located within the educational space.

**Keywords:** *English as a foreign language, foreign teachers, online teaching in*

## **Introduction**

In response to COVID-19 in Spring 2020, the Ministry of Education of the Peoples Republic of China ordered a nationwide lockdown of schools and launched the 'School's Out, But Class's On' campaign (Zhou et al., 2020). Cheng (2020) described this campaign as a tactic to encourage home study during the epidemic, and it was essentially a continuance of school education, which most schools implemented. According to the Ministry of Education of the People's Republic of China (2020a), the purpose of this policy was to support teachers' online teaching and children's online learning by integrating national and local school teaching resources, providing rich, diversified, selectable, high-quality online materials for all students across the country, and integrating local and national school educational resources.

Over 200 million students, from primary to post-secondary schools, in China were impacted by this decision. All teachers, including English as a Foreign Language (EFL) teachers had to move to remote or online teaching. In various cases EFL, Chinese and foreign teachers found the online teaching experience overwhelming and problematic (Talidong, 2020; Trust & Whalen, 2020; Wen & Hua, 2020). Most EFL teachers based in China engaged with and experienced teaching online during the pandemic. Cheng (2020) believed that China's 'School's Out, But Class's On' campaign provided valuable insight into the experiences of teachers for the further improvement of online education. Documenting the experiences of teachers, especially foreign teachers, served as a valuable exercise for informing future training of foreign teachers by institutions like universities and private organisations, like i-to-i and other TEFL training programmes and companies. This would help prepare teachers to integrate technology in the classroom or teach online in the case of a natural disaster or changes in the curriculum.

The program 'School's Out, But Class's On' altered the Chinese learning environment by forcing teachers to move their teaching techniques from classrooms to virtual class (Cheng, 2020; Zhang et al., 2020). However, not all in-service teachers were trained or equipped with technological knowledge and skills during their teacher education programs because online education only became important in the early 21st century. As a result, some teachers were hesitant to use online educational technologies in their classrooms (Burns, 2011; Kuo, 2008; Wen & Hua, 2020). In an earlier study, Kuo (2008) stated that teachers must possess diverse traits of knowledge and skills to teach traditional content while employing 21<sup>st</sup> century technology. This view was supported by Wen and Hua (2020), who added that teachers will be unable to integrate online educational tools into their courses if they lack the necessary skills and knowledge for online teaching and learning.

Trust and Whalen (2020) and Zhang (2020) argued that the COVID-19 outbreak has shown that teachers are ready to use technology to assist students online. Although teachers who used technology frequently in their jobs reported a smoother transition to online teaching, many teachers looked to empower themselves with online pedagogical skills and tactics while teaching online or remotely (Trust & Whalen, 2020). Amirian et al. (2016) stated that there is a growing belief by educational practitioners that recognises the benefits of online education and see it as a valuable resource to diversify and enliven the learning experience. This view was supported by Trust and Whalen (2020), who stated that many teachers who took part in their study stated that it would have been easier to continue their teaching online if they had been better prepared to master and integrate technology in their classes prior to the virus. Yang (2020) found that in China prior to the COVID-19 pandemic there was a lack of preparation for online teaching among primary and secondary school teachers. They concluded that the implementation of online teaching techniques and comprehensive training in online teaching skills were a reactionary response to the pandemic.

Gao and Zhang (2020) noted that prior to the COVID-19 pandemic, EFL teachers in China were acquainted only with face-to-face teaching techniques, this was supported by Zhang et al. (2020), who claimed that online learning was not a popular option in Chinese schools. Moreover, Gao and Zhang (2020) felt that many EFL teachers' information technology literacy was limited to the integration of digital devices into teaching methods and they had little knowledge and skills to teach online. Gao and Zhang (2020) claimed that this placed EFL teachers in a difficult situation, which ultimately prevented EFL teachers from successfully performing online teaching and learning, especially when they were expected to do so after only a short time of preparation. Gao and Zhang (2020), Huang, Liu et al. (2020) and Zhang (2020) agreed with this assessment and added that foreign teachers were unsure about the online platform, channel, and specific skills needed, among other things, to make online lessons successful. Cheng (2020) and Zhang et al. (2020) noted that The Department of Teacher Education, working with various institutions, produced a resource package for local teachers, which covered online teaching strategies, information technology applications and school epidemic prevention cases; however, this resource package was not provided to foreign EFL teachers. According to Yang (2020) and Zhang et al. (2020), many teachers in China had no prior experience teaching online as it was not emphasised in Chinese education pre-pandemic.

However, Wang et al. (2018) believed when compared to conventional face-to-face learning, the learning environment, learning objects, and learning methodologies are markedly different with online education. For example, Cheng

(2020) considered that online learning is more student-centred than face-to-face learning, which is more teacher-centred. Gherheş et al. (2021) and Huang, Liu et al. (2020) agreed and explained that this is because it does not concentrate exclusively on teacher-provided instructions and rules but is individually customisable to the student. Kang and Chang (2016) further noted that a common practice of Western teaching pedagogy for online teaching is a student-centred approach, which suits many foreign EFL teachers.

Teachers and students in China are finding it difficult to adapt to such a learning method. The challenges faced by foreign teachers is now multi-faceted, and includes the challenge of language, culture together with the shift to online teaching and learning. Current research does not focus on the experiences of foreign teachers teaching in China and how the foreign teachers dealt with the 'School's Out, But Class's on' campaign, as most research emanating from the Chinese context focus on Chinese teachers (Cheng, 2020; Kang and Chang, 2016 & Wang et al., 2018).

The research question of the study is What are the experiences of foreign teachers teaching EFL online in China during the COVID-19 pandemic?. Then, the objective is to identify the experiences foreign EFL teachers face with the 'School's Out, But Class's on' campaign in China. The study provides valuable information about teaching EFL online in China and the experiences these teachers faced during the COVID-19 pandemic. Future EFL teachers can use this information to guide them in online teaching practices in China and possibly other Asian countries.

The research questions also provided answers to some of the issues that readers may have about their experiences with online teaching in China as well as the obstacles of teaching EFL in China and the impact culture has on online teaching during the COVID-19 lockdown. Foreign expatriates may use the material to conduct additional research in China's and other Asian countries' educational systems. More research in English from these Asian nations as well as research papers on the experiences of foreign teachers in these countries may be created.

## **Method**

The aim of this study was to investigate the experiences of foreign EFL teachers teaching online in China during the COVID-19 nationwide lockdown. This section describes the research and provides information on the method that was used to conduct this research as well as justification for the use of this method.

### *The study design;*

This study used a quantitative component in the form of a survey to collect descriptive quantifiable data from six participants to describe the participants who were interviewed for the qualitative aspect of the study. The descriptive data collected in the survey included participants' gender, age, qualifications and nationality. This gave the researcher a better grasp on the research findings because

it familiarised them with the types of participants involved in the study and their conclusions.

A case study was used to collect authentic information from six targeted participants using a qualitative survey and in-depth interviews to collect qualitative data. The interviews were designed with open-ended questions that allowed participants to speak freely and share their own personal experiences, which the researcher recorded as qualifiable data. This information provided more insight into the experiences and challenges faced by foreign teachers using technology to teach online in Guangdong, China, during the COVID-19 lockdown.

*The sample population or subject of the research;*

In the context of this research, it was appropriate to adopt purposive sampling because the participants had to meet certain criteria, which included teaching EFL online in schools in Guangdong, China during the COVID-19 lockdown. Another criteria was that the participants had to be from multiple nationalities outside China, such as South Africa, Canada, the USA, and Australia. Six teachers were purposively sampled to participate in the study.

*Data collection techniques and instrument development;*

The data for this study was collected in two phases. The first phase was quantitative and used a survey to collect descriptive quantifiable data from the six participants. The second phase used semi-structured interviews that were conducted over Zoom.

*Online survey*

The survey was hosted on Google Forms. Respondents received a link on WeChat to open and complete the survey. The first section was quantifiable demographic details. The remaining three sections focused on the following constructs: Online teaching in China, EFL challenges, and the cultural influence on teachers.

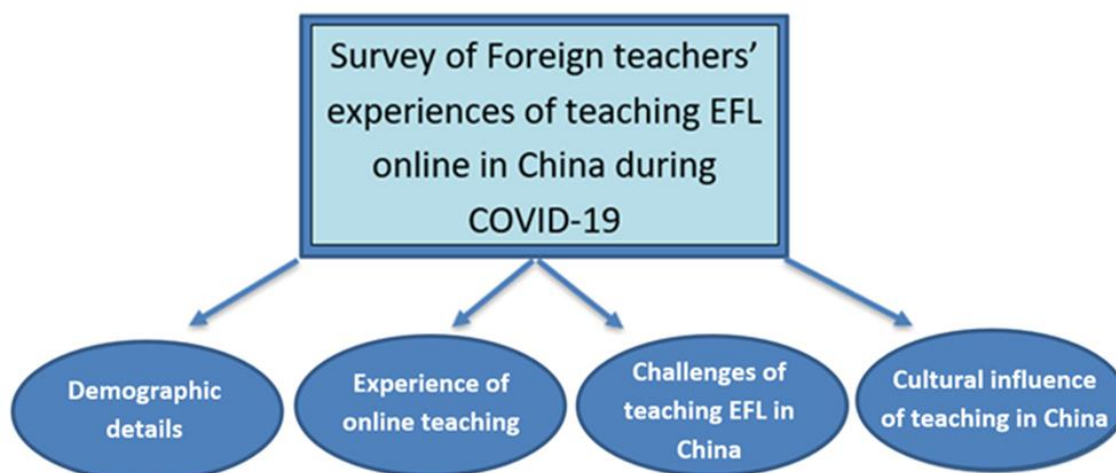


Figure *Error! No text of specified style in document.*1: Online survey categories

#### *Semi-structured interviews*

Zoom was used to conduct the interviews. The COVID-19 pandemic was still present in China and prevented the interviewer and respondents to from meeting in person, and therefore, a virtual meeting was a safer and easier option. All interviews on Zoom were recorded and this allowed for a more accurate transcription of the interviews. The interview questions were open ended to allow the respondents to express their individual problems, experiences of teaching in China, and teaching online in China.

*Data analysis techniques. Please use descriptive paragraphs.*

#### *Visual analysis of the survey data*

Researchers must consider and adopt the best procedures and approaches to convert data into digestible, understandable styles for audiences (Chandler et al., 2015). Chandler et al. (2015) and Slone (2009) stated that data visualisation is used to depict quantitative (numerical) data using a range of visual tools such as bar charts, graphs, scatterplots, tables, and pie charts. Verdinelli and Scagnoli (2013) stated that a graphic representation allows the reader to gain new knowledge or insights or create a more detailed understanding.

In this research, the survey data collected through Google Forms was automatically converted into a visual format such as a pie charts and graphs. Figure 3.3 provides an example of how a question from the online survey are presented in the form of a pie chart.

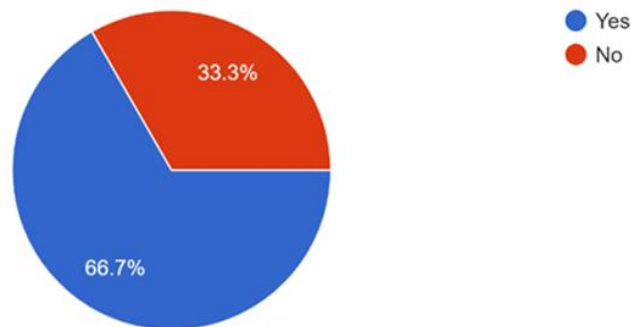


Figure *Error! No text of specified style in document.*2: Example of a pie chart for the following question: Did you experience any technical issues while teaching in lockdown?

*Thematic analysis of the online interviews*



Figure *Error! No text of specified style in document.*3: Six-phase framework of thematic analysis by Braun and Clarke (European Proceedings, 2020)

The qualitative data collected was analysed using thematic analysis as outlined by Braun and Clarke’s six steps of thematic analysis (Figure 3.4). During thematic analysis the textual data goes through the following six steps of analysis:

- Step 1: Become familiar with the data

Become acquainted with the complete data collection, which includes actively looking over the data on a regular basis (Kiger & Varpio, 2020; Maguire & Delahunt, 2017).

- Step 2: Generate initial codes

start taking notes on prospective data items of interest, queries, data item relationships, and other early thoughts (Kiger & Varpio, 2020).

- Step 3: Search for themes

Kiger and Varpio (2020) and Maguire and Delahunt (2017) described the third step as looking for potential themes of larger importance in the coded and collated data extracts.

- Step 4: Review themes

There should be enough similarity and coherence in the themes, and the data between the themes should be diverse enough to warrant separation (Kiger & Varpio, 2020).

- Step 5: Define themes

each theme is defined and narratively described by the researcher, including why it is essential to the overall study question (Kiger & Varpio, 2020)

- Step 6: Write-up (Braun & Clarke, 2006)

The thematic analysis should be reported in the last step, which is done in this research paper (Kiger & Varpio, 2020; Maguire & Delahunt, 2017).

The qualitative coding allowed the researcher to better understand the experiences of foreign teachers teaching online in Guangdong, China.

## **Results**

### *Biographical Description*

The online survey was used to collect data that helped generate a biographical description of the participants' involved in this study. The following subsections discuss this data.



*Participants' gender*

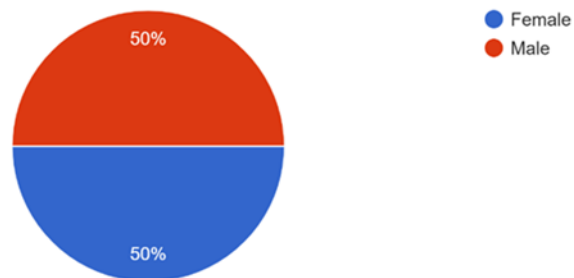


Figure *Error! No text of specified style in document.*4: Gender of participants

Figure 4.1 shows that the study sample consisted of 50% male and 50% female participants, the gender did not form part of the criteria list.

*Participants' nationality*

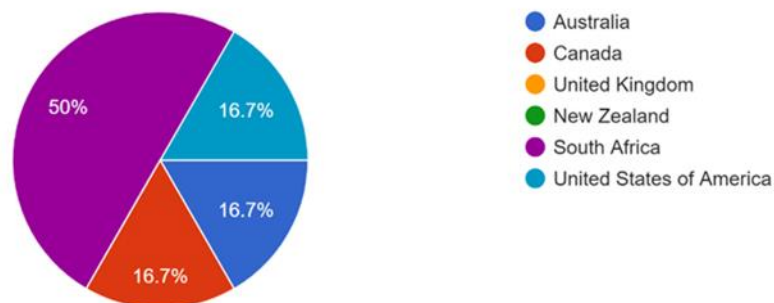


Figure *Error! No text of specified style in document.*5: Nationality of participants

Figure 4.2 shows that the participants are from four different countries: The majority of the participants are from South Africa (50%), and participants from Australia, Canada and the USA contributed to 16.7% each of the sample population.

*Years of teaching EFL in China*

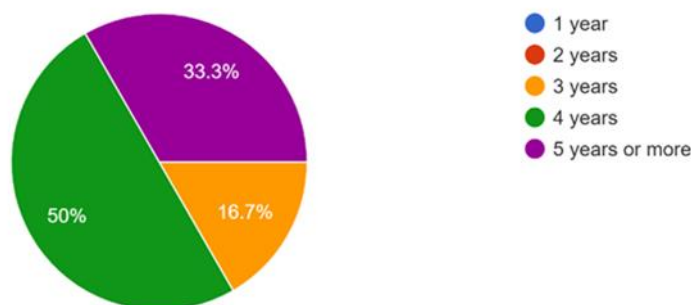


Figure *Error! No text of specified style in document.*6: Years of teaching EFL in China

Figure 4.3 shows that the participants are experienced in teaching EFL in China. Most of the participants have been teaching EFL in China for 4 years (50%), 33.3% of the participants have been teaching EFL for five or more years in China, and 16.7% of the participants have been teaching EFL in China for 3 years.

*Data Findings*

The data revealed that the participants had mostly negative experiences from teaching online; nevertheless, some participants had a more positive outlook on online teaching. Most of the data highlighted that the participants felt unprepared for the online classroom and had an overall negative feeling. Many participants also did not receive any training for the online classroom.

*Experience of teaching online*

It was apparent that various participants found the experience of teaching online challenging and negative. Participant 1 noted that it was new and unexpected and stated, “OK so deep end thrown in” (4). Participant 3 described it as a scary experience and noted that “I was a bit scared of online teaching” (578). Participant 5 found it challenging, mentioning that “teaching online in China at the beginning was a bit challenging” (968). Furthermore, Participant 6 was filled with anxiety, saying that “teaching online was very, filled me with a lot of anxiety” (1291). However, Participant 2 found it easy because she has previous experience of teaching online; she described it as follows:

I have lots of experience teaching online in China because before I even moved to China, I was teaching online from America to Chinese kids ... When I started having to teach online for COVID that was really easy for me. (281–284)

The overall feeling gathered from the interviews was a negative feeling towards online teaching. In some cases the teachers found it positive but only because they have had previous experience in online education.

*The impact of COVID-19 on school and teaching*

Participants 1 and 6 felt that they were treated differently to local teachers. Participant 1 made this clear when he said, “Chinese teachers did return to the school. We were still ostracised and told not to go back into school” (16–17). Additionally, Participant 1 mentioned that parents were reluctant to have foreign teachers near their children, stating that “keep all the foreigners out of the school, and this will stop the parents going a little bit crazy about contact with foreigners even though we were in China the whole time” (56–58). Participant 6 also described how she was treated differently, saying, “I was treated differently from the Chinese local teachers. Because I was a foreigner” (1318–1319).

Participant 2 revealed in the interview that the school showed no care for the employees and students and were only concerned about money. She said, “I felt like that school never wanted they never put the kids needs in like first. It was always a money-making machine and so it was really kind of hurtful” (329–330). Participant 5 discussed how COVID-19 negatively impacted the company’s finances when he stated that “at the time they capped our pay by about 50% ... They then effectively retrenched a third to half the teachers because they couldn’t support the financial requirements” (1053–1056).

The interviews made it clear that the overall impact of the COVID-19 pandemic was negative to foreign teachers’ schools and that some schools were impacted financially and others was xenophobic towards the foreign teachers.

*Preparedness for the online classroom*

The participants indicated in the survey that only 50% of them received training to teach EFL online prior to the COVID-19 outbreak, and furthermore, 33.3% of the participants indicated that the training was not good. Regarding internet access, 100% of participants said that they had access to internet at home during the COVID-19 outbreak. These findings left questions as to whether the participants were prepared to teach online and warranted further investigation during interviews.

According to the interviews, some participants felt unprepared and anxious to teach online. This is clear from Participant 1’s comment that “OK so deep end thrown in” (4). Participant 3 felt afraid of online teaching and stated that “I was a bit scared of online teaching. I had 24 students in my class, and I was a bit scared that you know to have 24, four-year-olds, at one time on the computer screen” (578–580). Participant 6 felt completely unprepared for the online classroom and said the following:

Not at all. I had never taught online before. I always just taught in a classroom brick and mortar. I had used a little bit of online, so like using technology, but no, I was not at all

prepared for moving my classroom online. (1337–1339)

However, Participants 2 and 5 had previous experience in online teaching and felt more, or a little bit more, prepared. The following comment by Participant 2 makes this clear: “OK when I was teaching online ... I have lots of experience teaching online in China because before I even moved to China, I was teaching online from America to Chinese kids” (281–283). Participant 5 noted that “a little bit prepared, because some of the materials that we used because a lot of the classes are PPT [PowerPoint presentation] based ... So, adjusting to the online, the setup wasn't too complicated” (1078–1081).

The general sense given in the interviews and online survey was that most teachers felt unprepared for the online classroom; although some teachers experienced an easy transition to online classes because of previous experience or training. All the participants agreed that they had access to the internet at home during the COVID-19 lockdown.

#### *Training for online teaching*

The online survey showed that after the COVID-19 outbreak, 100% of participants indicated that they did not receive any training.

Participants 1, 4 and 6 emphasize finding and stated that they received no training or assistance from their school for online teaching. Participant 1 emphasized it as follows: “Zero, absolutely zero, so not only did they not, not train us” (107). Peers and colleagues would train each other because the schools did not. Participant 4 explained that “nobody trained us how to use Zoom. I mean other teachers helped out, they were like: ‘oh here's how you can do this, and you can do that’. So, it was a very much learning as you went” (823–824). The teachers were not trained, and the applications were not in English. Participant 6 made this clear by saying, “no, not at all. I didn't receive online; I didn't receive training before or during. Nobody helped us and a lot of the applications were in Chinese” (1343–1344).

Participants 2 and 5 received some form of training or had to present the training because they had previous experience teaching online. This becomes evident in Participant 2's comment: “I gave the training ... Because my school knew I had a lot of experience teaching online and I'm familiar with all the software” (358–363). Nevertheless, Participant 5 claimed that the training was provided but was not sufficient as training he did before, stating that “for Tencent though we got like substandard, subpar, quick, rushed training for like half an hour, because we were in the process of teaching. Yeah, so we didn't like closed for a day for proper training” (1094–1097).

The common idea exposed in the interviews and survey regarding training for online teaching was negative, and most teachers claimed that they didn't receive any help or training. Some also suggested that the training was insufficient, yet some teachers

received training previously or taught online before.

### *Challenges of online teaching*

The online survey indicated that it was a challenge for 83.3% of the participants that they did not receive any resources for their online EFL courses during the COVID-19 lockdown. Merely 16.7% of participants received resources. Moreover, 66.7% of the participants experienced problems related to technical issues while teaching during lockdown, and only 33.3% of the participants did not experience any technical issues. These issues laid the foundation for participants to discuss other challenges they faced during the COVID-19 lockdown.

Most participants complained about language issues with the applications used for online teaching. Participants 1, 2 and 6 explained that language issues was a major challenge. Participant 1 said, "We had an app that was free, but it was in Chinese. There was no training for it" (10–11). Participant 2 agreed and added that "a difficult transition for people because there's not really an English version that works well from the mainland" (368–369). Participant 6 explained that she did not know how to use the applications because of the language issue and she noted that it "was all in Chinese. I don't know how to use the interface" (1381). Furthermore, the online survey stressed the language barrier experienced by foreign EFL teachers, and 83.3% of the participants agreed that the language barrier experienced by foreign EFL teachers makes teaching EFL in China more challenging.

Problems with language was the main challenges faced when teaching online. This became the feeling collected from the interviews, whereas the survey highlighted resource and technical issues.

### **Discussion**

#### ***'What are the experiences of EFL teachers during 'School's Out, But Class's on' when teaching online in China?'***

The goal of the research question was to understand the experiences of foreign EFL teachers teaching online during in China during the pandemic.

The findings showed that teachers found online teaching in China challenging and a negative experience because of the lack of training or experience in online teaching. These findings concur with the work of Burns (2011), Trust and Whalen (2020), Wen and Hua (2020) and Zhang (2020), who also highlighted the issue lack of training has with the adoption and acceptance of online teaching. However, the interviews also showed that previous experience and training can influence online teaching, for example, Participant 2 claimed that it was an easy transition because of previous experience with online teaching. This was in line with the view of Trust and Whalen's (2020) and Zhang's (2020), who emphasized the importance of training. This was in stark contrast to the finding from the online survey, that revealed that

not a single participant received training for teaching EFL online after the COVID-19 lockdown. This finding contrasts the research done by Cheng (2020) and Zhang et al. (2020), who noted that the Chinese Department of Education prepared a resource package for local teachers for training; however, foreign teachers did not receive this package. Wang et al. (2018), Wen and Hua (2020) and Yang (2020) noted the importance of online training for teachers and that many teachers did not receive any training for the online classroom. The findings is similar to previous research as Participants 1, 4 and 6 stated that no training and assistance were provided to the foreign teachers prior to and after the COVID-19 outbreak and lockdown in Guangdong, China.

Furthermore, Yi et al. (2020) stated that foreign teachers in China felt disconnected, lonely, and frustrated, and that bonding with their Chinese colleagues is tough due to cultural differences. The statements by Participants 1 and 6 supported this because they felt ostracized and were treated differently during the COVID-19 lockdown.

The interviews also revealed that some participants experienced financial challenges because money was an important factor for the school and teachers were demoralized by the decisions taken by the school, such as decreasing teachers' salaries and eventually retrenching some teachers. Participants 2 and 5 highlighted this challenge.

The findings show that most teachers did not feel prepared for the online classroom in China. Participants 1, 3 and 6 highlighted this feeling and claimed to be unprepared or unfamiliar with online teaching. Gao and Zhang (2020), Yang (2020) and Zhang et al. (2020) also found that many teachers felt unprepared to move their classes online. Nevertheless, some participants, like Participants 2 and 5, felt prepared to teach online because of previous experience in online teaching. This is consistent with the findings of Trust and Whalen (2020) and Zhang (2020), who claimed that teachers with prior knowledge of online teaching had a much easier transition to fully online classes.

Moreover, the online survey discovered that all participants had access to the internet while they were teaching online during the COVID-19 lockdown. Zhou et al. (2020) acknowledged that the internet infrastructure in China has improved, providing a baseline assurance for large-scale online education.

Finally, the interviews clearly portrayed language as a major issue for foreign teachers teaching online in China. This was clearly underlined by Participants 1, 2 and 6 who described language problems relating to online issues as a big concern for foreign EFL teachers in China. Yi et al. (2020) also found that language problems are a major hurdle for foreign teachers teaching and living in China. Language issues are further emphasized by the online survey that found that 83.3% of participants cited language as a major barrier that makes teaching EFL in China

more challenging. Wen and Hua (2020) emphasized that the correct skills and knowledge are needed to completely integrate online tools in an online classroom. Foreign teachers were unable to use the application to its fullest ability because they cannot read or speak the language of the application, and this hinders their chance to fully and correctly incorporate the technology.

### **Conclusion**

The review of literature highlighted not only the importance of online teaching and learning, but also how a situation like the COVID-19 pandemic, requires teachers to shift to the online mode of teaching, furthermore emphasizing the importance of regular teacher training. As a result, this led to the study, which was guided by the following main research question: What are the experiences of foreign schoolteachers' teaching EFL online in China during COVID-19?

The literature emphasized that many foreign EFL teachers were not ready to conduct online education because online teaching training was only provided to local teachers and most foreign EFL teachers did not receive training, and subsequently they were unprepared for the online classroom. Language formed another major challenge for foreign EFL teachers who had to use online Chinese platforms and applications. The cultural experiences of how students conduct themselves in an online EFL class were another challenge the foreign EFL teachers faced. The research showed that overall, the foreign teachers' experiences were negative. Additional professional development and training are needed to minimize the unpreparedness of foreign teachers to teach EFL online.

### *Limitations of the study*

The research study was conducted in the People's Republic of China, and the participants were identified from a select group of participants. Since there is a limited number of teachers who fit the criteria, the number of participants were limited. Many foreign teachers have also been unable to return to China and participate in the online teaching experience because of the COVID-19 outbreak. Interviews were conducted only with participants who worked in a certain province in China. Moreover, the COVID-19 travel restrictions in China meant the interviews had to be conducted online and not face to face.

### *Recommendations*

Based on the findings of this study, it makes the following recommendations for TEFL training schools and schools that employ EFL teachers.

- In-depth training and professional development should be aimed at understanding the culture of foreign countries to help transition EFL teachers as fast as possible.
- EFL teachers need the knowledge to deal with parents and students who follow a certain cultural norm, like Confucius culture.
- Schools need to provide a platform for foreign EFL teachers to form interpersonal bonds with local teachers and colleagues.

### *Suggestions for Future Research*

The following additional questions emerged from this study and needs further investigation:

- This study can also be conducted with other foreign EFL teachers in other provinces in China to increase the population sample for more generalized findings.
- Teachers experiences of teaching online post-COVID-19 lockdown can provide a different perspective on foreign teachers training and experiences.
- The professional development of foreign EFL teachers can be scrutinized and researched.
- Overall, more foreign teachers teach in the private sector, and perhaps research into government employed foreign teachers will have different results.
- Research can be done to explore from a foreign teacher's perspective how students with learning barriers are treated in a foreign culture.

### **Acknowledgement**

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