Survey results

Support and resources needed for teachers during Covid-19

East Asia

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About the respondents

Number and country:

• 1729 respondents from 11 countries;

• Limitations: Data from China (2237 respondents), and Hong Kong (6 respondents) are analysed separately. Thailand (557 respondents) is only partially integrated.

Professional sector or area:

• 90% are teachers of English; 61% in public education, 18.7% in private schools, 11.5% in Higher Education.

• Others; freelance teachers (6%), teachers of EMI or CLIL courses (8.8%), teacher trainers/teacher educators (5%)

Age group taught:

• 43.2% lower secondary or middle school, primary or elementary (32.1%) and upper secondary or high school (27.5%)
Current situations

Online teaching:
- Increased by 40%
- Still not teaching online: 37%
- Teachers show moderate confidence (> 6/10); but teacher educator confidence in supporting teachers is low (< 5/10)

Hours of teaching and preparation:
- **29% teach 5-10 hours**, 27% teach 2-4 hours, 20% teach 1-2 hours. **8% and 1% teach between 15 -25 hours and over 25 hours, respectively.**
- **77% spend 1-10 hours preparing online lessons. 10% spend up to 15 hours.**
- **Approximately 1:1 for teaching hour to preparation time**

Mode of online teaching:
- **55% do not teach live lessons** (asynchronous). Increased to 58% after Thailand data integrated. Tasks or assignments are often completed offline.
- **48% teach live lessons** (synchronous). Falls to 45% after Thailand is integrated.

Tools being used:
- 64% can choose tools/platforms by themselves while 36.5% have to follow their institutions’ choice.
- **64% using PPT**
- 54% using virtual classroom or Learning Management Systems
- 52% using group online or video calls
- Free versions are common

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# Challenges in remote teaching

## Teachers’ challenges:
- 53% - Including all students in the lesson
- 46% - My internet is not good enough
- 45% - Changing my teaching style to suit online teaching
- 40.25% - Difficult to maintain discipline
- 40.09% - Getting students to do homework

Least challenging aspects ranked by respondents were:
- my concentration (12%),
- adapting my textbook (23%),
- and unfamiliar with the tools (32%)

## Students’ challenges:
- 74% - Students’ internet is not good enough
- 73% - Students’ equipment is not good enough
- 59% - Students are unfamiliar with the tools
- 58% - Students’ attention levels
- 55% - Students have difficulty with motivation

Least challenging aspects for students are:
- students don’t have enough time to prepare (27%),
- students don’t engage with the lesson (46%),
- students are not prepared for the class (51.2%)

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Key findings

Resources that are viewed as useful:

- Video guidance to support teachers in teaching remotely (77%)
- Ideas for different uses of online tools and tasks (75%)
- Forum and spaces for communicating with other teachers and sharing ideas (66%)
- Webinars for professional development which are not directly related to teaching remotely (49%)
- Methods of communicating with parents in building understanding (44%)

Additional comments on support need:

- Support needed on how to increase student engagement during the class hour
- Access to devices used for delivering online lessons and internet connection is an issue in some areas
- Internet and weak connection is common (mentioned 46 and 11 times, respectively)
- Support needed in relation to teaching methodology (mentioned 28 times)
- Support needed in materials design for online (and potentially offline lessons) (mentioned 16 times)
- Need accessible quality teaching resources (mentioned 14 times)