

PANDEMIC AS A CATALYST FOR EDUCATIONAL CHANGE IN LANGUAGE TEACHING?

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ABSTRACT

In this presentation I will consider whether the pandemic has been the catalyst for positive educational change, particularly with regard to language teaching. Change has been happening in education since teaching began, but with developments in technology the rate of change has occurred at an ever increasing rate. The pandemic seems to have shifted both the need for change and the way teachers have responded. This has brought many opportunities, but it has also presented challenges for teachers. It seems caution must also be exercised so that the ensuring change is done 'with care' considering the needs of teachers and their students and putting in place appropriate mechanisms to support them. My presentation will draw on my experience as Head of School of Education at Curtin University during a time when COVID lockdowns were common across the world, and, also data from a large international study conducted with English language teachers working in a variety of countries.



Rhonda Oliver is a Professor in the School of Education at Curtin University in Perth, Australia. She has worked in the university sector since the early 1990s. During this time she has held various positions (including Director of two different research centres, Head of Research and Higher Degrees, Chair Education). She was Head of School 2018-2021 and Director of Research in the School of Education 2013-2016, Curtin University. She has over 7,000 citations to her publications in the field of Applied Linguistics. She is best known internationally for her work with child language learners. She has also worked in the field of Aboriginal education, particularly with students who speak Standard Australia English as a second language or dialect.