



Invitation to Tender

The British Council, (in China we are known as **the Cultural and Education Section of the British Embassy/Consulates**) is the UK's international organisation for educational and cultural relations. Our purpose is to build engagement and trust for the UK through the exchange of knowledge and ideas between people worldwide.

English Teachers' Workshops in China 2012-2013

Background information of the project

The British Council set up its English project team in late 2008. In order to gradually increase recognition of the British Council and the rest of the UK ELT sector as a world authority in the teaching and learning of English, we have brought teachers together through interactive workshops, providing hands-on advice on how to teach English communicatively since 2009. We also encouraged teachers to fully use the resources provided by the British Council in different ways, such as website, CD-Rom, handbook, etc.

By organising the bi-monthly English Teachers' Workshop Road Show, we directly reach over 10,000 participants from 10 cities every year and we are more connected with local education authorities.

In the course of the 185 workshops, we have become increasingly aware that teachers in China are interested in different ways of organising classroom activities. Teachers mentioned that they know the "why" of communicative teaching, but they do not necessarily know the "how". Teachers have been impressed by the creativity and innovation of the workshops. However, the British Council has also found that teachers have great difficulty reflecting on what they have learnt in the workshop and adapting new ideas. Therefore, the topics of the workshop in 2012 have slightly shifted from the focus of teaching techniques to specific job-related needs. This implies that trainers will need an even deeper knowledge of the ELT context in China in order to design activities with elements of integrated skills around these areas.

Our website as the online platform for the Teachers' Workshops is used to provide teaching resources for download and to support follow-up discussions and further exchange of ideas among English teachers. In order to attract more teachers to the website and to encourage teachers to use British Council content, the British Council would like to invite UK trainers to keep their blogs for a period of time on our website www.englishonline.org.cn/teachers.

For the current financial year, we are organising a further four rounds of workshops, aimed at reaching 10,000 participants by continuing to provide practical ideas for teachers. We hope more and more teachers will become familiar with our website, using British Council content in their daily teaching and sharing their experiences and interests with each other.

Introduction of the Teachers' Workshop

1. Project aim
 - to promote the British Council's English teaching website
 - to initiate and maintain long-term partnerships with Education authorities and ELT professionals in key Chinese cities
 - to raise the profile of the British Council's work in China among the UK ELT constituency
 - to provide development opportunities for BC teaching network staff
 - to promote UK ELT best practice

2. Target audience of the workshops
 - number of participants varies from 100 to 450 per session
 - workshops are mainly aimed at reaching primary and junior secondary teachers
 - it is difficult to predict the proportion of teachers from primary and secondary schools who will make up the audience.

(Please see **appendix 1** for background information of the English teaching in China and **appendix 2** for more information about target audience.)

3. Rundown of the workshops
Each workshop lasts for 180 minutes, with 160 minutes run by the trainer, including workshop section and Q&A

10 minutes:	speeches given by representatives from both Chinese education authority and the local British Council)
10 minutes:	presentation of British Council website
140 minutes:	UK trainers' workshop section (no break)
10 minutes	Q & A

(Please see **appendix 3** for a suggested workshop framework for your reference.)

4. Timetable of the workshops from September 2012 to March 2013

Dates	Theme
17-21 Sep	Classroom Language 英语课堂用语 (Aiming at teaching teachers how to use appropriate language in classroom, such as giving instructions, correcting/appraising students etc)
5-9 Nov	How to manage both teaching and research in your daily work? 如何在日常教学的过程中开展教学行动研究 (Aiming at helping Chinese teachers to learn how they can make the most out of BC's workshops, ELT resources and their classroom teaching opportunities in professional development)
7-11 Jan 2013	How to observe classes and give constructive feedback? 如何听课评课? (Aiming at facilitating teachers with useful techniques so that they know what to observe and what kind of constructive feedback they can give to others.)
11-15 March 2013	Teaching Grammar in context 情景下的语法教学 (Aiming at demonstrating to teachers how to teach grammar rather than asking students to memorise the grammar rules.)

Notes:

- Please find **appendix 4** for more general information about the topics
- The proposal provided by trainers will only be used for the purpose of bidding. The final content will be developed and agreed once the successful bidders have been identified.
- The British Council will be in touch with the successful bidders and provide demonstration class video clips for some of the topics so that trainers can use real examples to explain the skills to teachers.
- Lesson observation can be arranged for successful bidders, if it is necessary.



Services provided by UK trainers

1. A training pair is needed for each topic. With the information given by the British Council China, trainers will plan the sessions together but deliver training individually. Each trainer will travel to five or six cities and deliver one workshop per day over a week.
2. UK trainers may also work with Chinese trainers in planning and delivering the sessions.
3. Trainers will produce a PowerPoint presentation based on British Council content, trainer's notes and training handouts for use in the sessions. They will also provide documentation of at least six teaching activities (3 for primary teachers and 3 for secondary teachers) which will enable teachers to replicate activities from the workshops with their classes, so should include materials and teachers' notes.
4. As part of the preparation, trainers will need to familiarise themselves with the websites: www.englishonline.org.cn/teachers ; www.teachingenglish.org.uk and www.learnenglishkids.org.uk.
5. Trainers will need to mention and promote the EnglishOnline website and British Council content at least three times during the workshop.
6. Trainers will write blogs on www.englishonline.org.cn/teachers for three weeks (one week before the workshop roadshow and two weeks after), providing more information around the topic, sharing personal experience and stories around the topic and answering questions online.
7. A summary report of the workshops and online activity using template provided by the British Council.

Terms of engagement

1. In consideration of the services outlined as above, British Council will provide each trainer with the following:
2. consultancy fee of £250 per workshop
3. preparation fee of £250 for training materials and report
4. £210 for blogging on a daily basis for three weeks on www.englishonline.org.cn/teachers and hosting an online Q&A section for the workshop
5. visa fee to be reimbursed against the receipt
6. reasonable visa-related travel reimbursed against receipts with public transport used wherever possible
7. international air tickets (economy class) arranged by the British Council
8. accommodation and domestic transportation in China
9. travel subsistence of GBP9 per night's stay in China, GBP14 per lunch and GBP21 per dinner, except when food is provided
10. accompanied by British Council China staff throughout the visit

Eligibility for application

1. A training pair is needed for each topic. It would be preferable if you could apply together with a training partner.



2. Each trainer will have at least five years of recent EFL teacher/trainer training experience
3. Each trainer will have experience and knowledge of training in China or a similar environment
4. Each trainer should be aware that while every effort is made to fix schedules in advance circumstances beyond the British Council's control can sometimes cause changes at short notice.

Bidding format

1. a cover letter/email stating which topic you are interested in speaking about
2. an updated CV for each trainer, giving brief information on ELT qualifications, number of years in ELT, number of years as a teacher/trainer trainer, experience of working on British Council projects, experience in China and other countries, contact details of two referees
3. a one-page outline of how you prepare to run the workshops to promote the British Council's website and content.

Submission of proposal

Please email your application by the end of 23rd May 2012 to:

sharon.wang@britishcouncil.org.cn

Should you require any additional information, please email to the same email address.

Final decision

A final decision will be taken by the British Council. It should be noted that the British Council, as the project manager, reserves the right to negotiate amendments to the tendering process.

Appendix 1 Background Information of English Teaching in China

1. English teaching in China

A new curriculum for primary and secondary schools was published in 2001 and revised in 2007/2008 which brought a lot of new challenges for English teachers. However there has to date been little change in the assessment system.

Primary School (Age 6 to 12, grades 1 to 6)

English was made compulsory from 2001 in all primary schools. Not all areas had the resources to do this, so English was introduced from grade 1 in many cities and from grade 3 in many rural areas. However, there is a huge shortage of primary teachers in many rural areas and many existing teachers struggle. Many may be transfer teachers (from other subjects) or have no teaching qualifications. The average language level varies from place to place.

Junior secondary (age 13-15, grade 1 – 3).

Compulsory education continues until the end of junior secondary. One problem at the beginning of secondary is that some students have never studied English before, but others have studied English in primary school. So levels can be quite different in one class. This problem becomes more serious as students move up from one grade to another. Teachers tend to be ill-equipped at dealing with mixed ability classes.

2. The following specific information gives you a better idea of the local situation here in China.

Listening

Many students find listening very difficult. There is little exposure to natural English, (there is one national television channel in English, although many presenters are non-native speakers, and now some radio programmes feature a lot of English) and most tapes and course book listening materials feature English spoken too slowly, so students are not used to natural speech at a natural speed. Weak and strong forms are rarely used or heard, and the same is true of contractions. Many teachers are not aware that English tends to be a stress-timed language and so attempts to teach chants and rhymes often lead to very bad modelling by the teacher. Sometimes 'listening' consists of hearing a recording of a previously studied dialogue or reading passage. There is little practise at listening for key information.

Most teachers in China use a tape and tape player and do listening activities exactly as stipulated by the course book. Many teachers just play the cassette once and have students do the comprehension exercises (mostly multiple choices) at the end; few actually work at developing listening skills and interrelating listening with the other three skills.

National Curriculum Guidelines for primary school:

Enable the students to preliminarily form the habit of accepting aural information with ease and pleasure on the whole, and gradually develop the skills for obtaining basic information.

Basic Skills

Distinguishing word meanings;
Accepting coherent flows
Understanding and performing simple deixis
Grasping basic ideas of concise dialogues
Obtaining simple and specific facts
Confirming temporal and spatial sequences of simple stories

National Curriculum Guidelines for junior high school:

Enhance the ability of students to distinguish different conversation contexts; to obtain the general idea of the message, including simple and specific facts; to understand the hidden logic, temporal and spatial sequences in development, the intention and attitude of the speaker.

Basic Skills

Discerning important messages
Understanding and performing deixis
Obtaining general ideas and themes
Clarify sequences in development or logical relations
Predicting
Recognizing intention and attitude of the speaker
Evaluating the content listened to

Speaking

Challenges for many teachers are their own personal level of English being at A2 or B1 level (CEF). Also attempts to introduce TEFL style activities like, “find someone who” and other mingles, often fail as teachers see them as unworkable in a class of 60 children where they have to maintain control and discipline. The teachers very much see themselves as the authority figure and asking teachers to become a facilitator is a cultural challenge for them, however, the new National Curriculum is emphasising this approach. Teachers also have difficulties setting a real and meaningful context for students to practise the language.

Some dynamic activities which could be done with large classes to get students talking would be something teachers like to know. Teachers will be keen to get some very hands-on activities that they can go back and use in their classrooms the following day.

National Curriculum Guidelines for primary school:

Enable students to build confidence in speaking English loudly; to introduce in English oneself, one's friends and family members, and to exchange with others basic information concerning study and life; to acquire the preliminary ability of coherent expression.

Basic Skills

Forming the preliminary habit of coherent expression

Imitating exemplary dialogues

Using body language in a natural way

Giving gestures of listening and understanding

Keeping the dialogue going

Clarifying meanings or requesting clarification

Applying stressed syllables and intonation to express meanings

National Curriculum Guidelines for junior high school:

Enable the students to provide and exchange information on simple topics, willingly express one's views and attitudes, gradually master the skills of listening and responding, control the thread and runs of a conversation, make effective inquiries on information, discern messages, obtain help to solve practical problems in life.

Basic Skills

Introducing topics

Keeping the dialogue going

Breaking in the dialogue (interrupting)

Changing a topic

Shifting speech runs

Arousing attention

Clarifying meanings

Requesting clarification

Giving gestures of listening and understanding

Indicating and conducting the end of dialogue

Using pronunciation and intonation to express meanings properly

Writing

One of the myths about Chinese learners is that due to traditional grammar-translation teaching methods, they can't speak, but they can write. In fact, writing is one of the weakest areas for many Chinese learners. There are various reasons for this: Chinese and English have vastly different writing systems, though for most students, the basics of the Latin alphabet are fine, so this tends not to be a barrier. A more salient reason is that much teaching focus is placed on learning individual vocabulary items, often out of context, and memorising grammar patterns. This leaves students ill-equipped to generate sentences and larger chunks of language independently. Writing tasks are often seen as drudgery, and are mostly confined to homework. Teachers are also loath to mark and correct the written output of their large classes.

Any solutions and support for the above challenges would make this session useful for Chinese teachers.

National Curriculum Guidelines for primary school:

Enable the students to willingly express themselves in written English, imitate sentences, express basic information on given clues, and write correctly and properly.

Basic skills

Activating related information

Imitating sentences to present basic information

Using key words and simple sentences to describe pictures, objects or to present personal information, etc.

Using upper- and lowercase letters precisely to copy or write words and sentences

Using proper punctuation marks

National Curriculum Guidelines for junior high school:

Enable students to willingly express themselves in written English, to generally express or present facts, views, and emotions in a coherent way, and to develop basic writing skills.

Activating related information

Clarifying thoughts

Organizing materials

Listing outlines

Drafting in short

Arranging wording

Revising drafts

Using proper punctuation marks, upper- and lowercase letters

Pronunciation

Pronunciation is a problem for teachers and students alike. This is often due to a lack of exposure to natural English and teachers with a low level of English setting inaccurate models for students.

Pronunciation is usually taught by having students read aloud and recite passages from the course book. If pronunciation is ever taught without reading aloud, then it is often just done at the word level, i.e. repeating a new word three times after the teacher.

Phonics is becoming popular in China, but is still relatively new. All the same, there will be a lot of teachers interested in knowing more about how to use phonics to teach pronunciation

While fluency, stress and intonation are important, teachers find it hard to learn and even harder to teach.

Appendix 2 Target audience information

- The teachers at your session will be a mixture of urban and rural teachers, although some of the rural teachers will tend to be from rural areas near the cities. Many teachers will have an English level within the range of A1 to B1 on CEF. Although there will be some with B2 or C1, the majority will be B1 or below.
- The teachers are invited by local partners in mainland China and we emphasise that the focus is for primary (teaching 6 – 12 year olds) and junior high school (teaching 13 – 15 year old) teachers. These are the two groups we pitch our sessions at. Inevitably some other teachers, such as senior high school or even university teachers may come and we don't turn them away, but our session is not and should not be pitched at them.
- Sessions need to be practical and should normally have teachers first experience an idea before looking at the underlying theory. Theory needs to be kept to a minimum mainly because of the teachers' level of listening ability and if they are not continually doing things, they may "turn off".

Appendix 3 Suggested workshop framework

Stage	Time	Activities/ Tasks	Aims	Actions by
Opening	10 mins	VIP speech	-To introduce the aims of the Teachers' Workshop -To introduce the British Council	-VIP from Chinese organization -VIP from the British Council
	10 mins	EnglishOnline/teachers website introduction	-To encourage participants to use the website	BC colleague
Training section				
Warm up	5 mins	Fun activity	-To break the ice -To arouse teachers' interest	
General Intro	5 mins	Overall introduction on the workshop	-To explain what will be covered and give guidance on where further information can be found -To enable participants to understand the objectives of the workshop	UK trainer
Intro	5 mins	Introduction to 1 st activity block		UK trainer
Interaction	30 mins	1 st Activity block	-To raise general awareness of the topic -To introduce several activities for both primary and junior secondary teachers	UK trainer
Reflection	15 mins	Summary of the 1 st activity block	-To explain more in detail on how to arrange such activities, and how to adapt them to different context -To provide answers to some frequently asked questions.	UK trainer
Intro	5 mins	Introduction to 2 nd activity block		UK trainer
Interaction and	30 mins	2 nd activity block	-To interact with teachers by activities based on Primary teaching materials	UK trainer

discussion			-To introduce more activities which could be done in primary -To explain how teachers can adapt these activities in secondary classes	
Reflection	5 mins	Summary of the 2 nd activity block	-To explain more in detail on how to arrange such activities, and how to adapt them to different context -To provide answers to some frequently asked questions.	UK trainer
Intro	5 mins	Introduction to 3 rd activity block		UK trainer
Interaction and discussion	20 mins	3 rd activity block	-To interact with teachers through activities based on secondary teaching materials -To introduce more activities for secondary students -To explain how teachers can adapt these activities in primary contexts	UK trainer
Reflection	10 mins	Summary of the 3 rd activity blog and summary for the whole workshop	-To enable participants to reflect the whole workshop -To explain more in detail on how to arrange such activities, and how to adapt them to different context -To provide answers to some frequently asked questions.	UK trainer
	10 mins	Q&A		UK trainer
	5 mins	To collect Questionnaires		BC colleague and event management group

Appendix 4 General information about the topics

The following tips are guidelines for your session. Whilst we hope that they can give you a good idea of the local situation here in China.

Topic	Focus
Classroom Language	<p>“Teachers’ language use was restricted to the business of the lesson, and there was very little natural interactional language on show” “Teachers did not start the class naturally by talking to the pupils. Instructions tended to be short, and questions were often brusque, as in ‘Yes or no?’”--- (Sue Leather, 2010, Needs Analysis Report)</p> <p>The workshop should be focused on language training, aiming at</p> <ol style="list-style-type: none"> 1) vocabulary building and fluency for English teachers 2) putting classroom language into practice eg. how to give instruction, how to correct/appraise students etc using appropriate languages in classroom
<p>How to manage both teaching and research in your daily work?</p>	<p>Chinese teachers are expected to both teach and conduct research projects at the same time. Research outcomes are closely related to their professional development, performance evaluation and personal pay. Teachers’ titles are accredited by education bureau according to the academic achievement of the individual teacher rather than evaluation of the teaching and learning.</p> <p>The workshop aims at helping Chinese teachers to learn how to conduct research by making full use of the British Council’s workshops, ELT resources and classroom teaching opportunities in professional development</p> <p>It would be helpful if the following could be addressed:</p> <ul style="list-style-type: none"> - how to carry out action research - how to integrate research into daily teaching - what resource teachers can find from British Council

Topic	Focus
<p>How to observe class and give constructive feedback?</p>	<p>All across China in primary and secondary schools giving demo lessons and observing classes are very common practice. Teachers believe by observing lessons they can learn very quickly good classroom practices and very practical teaching activities. This became a major part of professional development for in-service teachers. Chinese teachers are more used to very critical feedback given by researchers or specialists however the effectiveness of learning from such feedback was yet to be confirmed by teachers.</p> <p>It is hoped that this workshop could enable Chinese teachers with:</p> <ul style="list-style-type: none"> - useful checklist of learning from class observation (what exactly to observe) - how to give constructive feedback to teachers (examples of constructive feedbacks) - the language teachers should use during feedback giving
<p>Teaching Grammar in context</p>	<p>“Teachers seldom create a meaningful context in which to teach the language, nor do they personalise the language. There is usually very little “real” communication in the lessons. Partly because teachers feel that it is very difficult to create context to practice the target language.” (Sue Leather, 2010, Needs Analysis Report)</p> <p>It would be useful if the workshop could aim at demonstrating to teachers how to teach grammar without asking students to memorise the grammar rules</p> <ol style="list-style-type: none"> 1) What is a meaningful context for grammar teaching 2) How to create meaningful context while teaching grammar 3) Effective ways of teaching grammar (drawing, gesture, etc) 4) How to deal with fluency and accuracy when teaching students’ grammar