Appendix 8

China partner project details

UK - China RIA and EMaDA Research and Materials Development Awards

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The text provided below has been created by the relevant China partner to highlight their needs, from their perspective, with limited input by the British Council. The content below provides proposed project context, content and desired outcomes that have been outlined by the China partner based on their specific contextual knowledge and highlights the resources that they can also offer to support the project.

Applications made by the UK partner should take this context into account and highlight how they can best support these needs, facilitating the creation of provincial and/or national impact.

# GBA Building Bridges - ELT Methodology and Materials Collaborative Community (ELT - MMaCC) project

Award Type: RIA

China Partner: Guangdong Department of Education

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| research focus |
| **Specific research aims:**   * To conduct an audit of English language teaching materials and teaching methods in the Guangdong – Hong Kong–Macau Greater Bay Area (GBA) at primary and junior middle school level; * To identify key differences between the three systems and identify best practices that can support improved development in ELT in the GBA region; * To provide recommendations and suggestions on how to develop an English teaching community that supports improved collaborative teaching and research in the areas of teaching and materials development across the three geographies.   **Larger aims of the project:**   * To enhance the quality of Basic Education (at primary and junior middle school level) in the GBA, supporting the development of the area into a world-leading international education demonstration zone; * To support the exchange, collaboration and discussions of teachers and researchers in the Greater Bay Area in order to improve the quality of teaching and teaching materials used in English language classrooms; * To support the cultivation of future teaching talents who hold a sense of community and a common goal of shared future, cross-cultural communication ability, and international perspective. |
| |  | | --- | | Description of any specific outputs required as part of the research activity | | A detailed report on the current status of English teaching in Guangdong, Hong Kong, Macau at primary and junior middle school level, including analysis of current teaching methods and materials used.  The report should also:   1. Highlight best practices in ELT in each location; 2. Make recommendations on improvement in each context where applicable, and; 3. Provide practical suggestions on how collaboration can be enhanced through teacher communities across the 3 locations. | |
| |  | | --- | | Potential/Desired Impact | | In view of the special geographical location of Guangdong and the regional features of the province and key cities, where a pilot demonstration zone of reform and opening-up is located, the results of the study will have a significant impact on English language education (at primary and junior middle school level) in Guangdong in terms of policy, theory and practice; and will facilitate improved teaching and research discussions and sharing/exchanges among teachers in the Greater Bay Area. | |

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| |  | | --- | | Project Context | | Guangdong has seized the strategic opportunity afforded by the development of the Guangdong-Hong Kong-Macao Greater Bay Area and Shenzhen Pilot Demonstration Zone of Socialism with Chinese Characteristics to carry out subject reform and exchange & cooperation in the Greater Bay Area.  A series of teaching and research activities on the English subject have already been carried out to set up a platform for discussion by experts and teachers from Guangdong, Hong Kong and Macao. This has laid a good foundation for promoting extensive and comprehensive exchanges and in-depth integration among educators and students in Guangdong, Hong Kong and Macao.  We hope that through cooperation with the British expertise, we can further expand the channel of English education exchange and improvement in the Greater Bay Area through comparative analysis of textbooks, discussion and exchange of teaching methods, etc., and to share knowledge and make progress together. | |

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| |  | | --- | | Roles | | * Leaders from Guangdong Department of Education and leaders from Guangdong Academy of Education, to provide support and guidance * Provincial English Teaching Researcher to lead on the project * Municipal Teaching Researchers to support and implement the research | |
| |  | | --- | | budget | | The China partner is contributing human resources, venues and other resources for onsite implementation in Guangdong Province (non-quantifiable); responsible for dissemination of research findings in the region and supporting the UK consultant(s) with access to regional and national conferences to share the research findings in China | |

# Corpus-assisted Curriculum and Material Development

Award Type: RIA

China Partner: Basic Education Curriculum and Teaching Material Research Center (BECTMRC)

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| |  | | --- | | research focus | | In China, English language instruction, as part of national compulsory education policy, officially begins at Grade 3 and continues to Grade 9 (Approximately 9 to 15 years old) and therefore the scope of this study will primarily focus on this age group. The study aims to inform both future English National Curriculum content and supplementary materials that support English teaching in the national China primary and lower secondary contexts.  This project seeks to identify 1.) the most commonly used medium to high frequency, age-appropriate language chunks[[1]](#footnote-2) that are presented in the updated 2021 New National English Curriculum (NNEC) (Covering Grade 3 to 9) through comparison with commonly used, age-appropriate lexical chunks used by similarly aged native-speaking children in the UK. And 2.) identify prominent gaps in high-frequency language within the New National English Curriculum (NNEC) that can be supplemented or included in future materials revision.  The method of comparison will depend on available data and resources on the UK side, and will presumably consist of either analysis of:   * *Existing corpus data regarding language use for native-speaking children in the UK aged between 9 and 15*   **Or**   * *Published age-appropriate materials created for native English-speaking children in the UK aged between 9 and 15*[[2]](#footnote-3) * The exact scope can be defined through negotiation.   There are two main areas of data that will be collected for the purpose of comparison:   * The 2021 China National English Curriculum word lists (including words for primary and junior high) and local expert analysis of these based on commonly used China materials and knowledge of future topics, to identify what high frequency chunks may be included for new textbooks and materials from 2002 onwards. * A corpus of common language chunks, collocations and sentence stems, and their different meanings, that are commonly used by native speaking children between 9 and 15, with reference to their frequency. | |

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| |  | | --- | | Description of any specific outputs required as part of the research activity | | The output of the research will consist of an appended comparative report that includes:   1. A comparative study, contrasting language (I.e., chunks) offered in the 2021 New National English Curriculum (NNEC) with language found in native-speaking school-age English children between 9 and 15 years old (I.e., Grade 3 – 9) 2. An appended corpus highlighting the lists of chunks most commonly[[3]](#footnote-4) used in both contexts. 3. Identification of the most high-frequency language chunks in the New National English Curriculum (NNEC) in relation to common language used by native English-speaking children of age 9 to 15. 4. Identification of key gaps in terms of high-frequency language chunks between the New National English Curriculum (NNEC) at age 9 to 15/Grade 6 to 9 and native English-speaking children between 9 and 15. | |

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| |  | | --- | | Potential/Desired Impact | | The research will have national significance in how materials are designed and how language is selected in China for future textbooks and materials in public education systems. The study will highlight common gaps between primary curriculum content and the common, authentic, daily use of English speakers of a comparable age, offering opportunities for content to be supplemented and improved across the country. | |

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| |  | | --- | | Project Context | | In 2023, the New National English Curriculum (NNEC) will be implemented in Chinese primary schools. The Basic Education Curriculum and Teaching Material Research Center (BECTMRC) attached to the National Institute of Education Sciences (IES), plans to write a series of English teaching materials for primary school students. The Center is planning to use this corpus to help inform, select, and develop the material. The English teaching materials will not be for commercial use.  Previously, textbook writers for nationally approved materials designed teaching materials based on their own experiences and intuition about students’ language needs. A common complaint from teachers is that these materials are neither authentic nor idiomatic. This research project will have a significant impact on Chinese English teaching and teachers in the future in terms of language use, material development, improving effectiveness of classroom teaching.  The research may also provide a strong reference for the future English curriculum design for both national and local educational curriculum designers and textbook writers as what they should choose as the basic required vocabulary and expressions in the teaching materials. | |

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| |  | | --- | | Roles | | **Yafu Gong**. National Institute of Education Sciences, China will support research conducted on the China national curriculum and coordinate local resources  The Center (BECTMRC) will submit the report and the corpus to the Ministry of Education for policy-decision information in future national English curriculum development and textbook writing.  The Center (BECTMRC) will provide reference materials based on the corpus and research findings to schoolteachers and design activities which can be used by teachers.  **Prof. Anping He** and her team from South China Normal University  They have undertaken several research projects and are quite experienced in designing research projects. They have published quite a few articles and books in this area. They may support in research design and completion. | |
| |  | | --- | | budget | | A part-time team (5 - 8 people from both the Center and outside participants), will work with Prof. He’s team. The (BECTMRC) Center will allocate no less than 200,000 RMB in in-kind funding for this research project, covering costs on the China side, including: recruiting local expertise panels, collecting data from Chinese textbooks, relevant teaching materials and supporting and collaborating on the comparative study, processing data analysis, and participating in research seminars, forums, conferences, etc. The team are also keen to be involved in the writing of the final report. | |

# Theoretical and Methodological Support for the Integration of International Understanding in Primary English Teaching – Teacher Guidance

Award Type: EMaDA

China Partner: Chengdu Education Centre for International Exchanges

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| research focus |
| China is transforming its education system through its New National Curriculum Reform. This current reform marks a dramatic change in the underlying educational philosophy and practices. It reflects a more holistic approach to education and aims to cultivate students’ 21st century Skills - in China this is known as “he xin su yang” (Core Competencies, CC).  International Understanding (IU) and Global Competency (GC) are regarded as important elements of the Core Competencies, which can be integrated into many subjects taught such as sociology and history, but in primary school the most suitable and convenient to be implemented is in English Language Teaching (ELT).  However, while the reform intention has inspired innovative actions in some schools and met with considerable in-principle support, on a wider scale, implementation of the reform has been hampered by insufficient resources and conceptual ambiguity. Front-line teachers are especially exposed to the shortage of teaching materials, guidelines, and training support.  The focus of our research therefore lies mainly in two areas:   1. Investigating primary school English teachers’ CPD needs and understanding of IU and GC, using UK frameworks and expectations as an initial benchmark; 2. Providing theoretical support and examples to support teacher’s integration of EIU and GC into their own context: 1) Teacher Methodological Guidance and Instruction Manual; 2) CPD framework for teacher progression and understanding of how to develop IU and GC based on which primary English teachers could more effectively integrate IU and GC into classroom teaching, and relevant teacher training and evaluation could be achieved. |
| |  | | --- | | Description of any specific outputs required as part of the research activity | | While our ultimate goal is to compose a guidance and instruction manual for English teachers in primary schools to teach IU and GC in ELT, along with the research process, we will require the following outputs：   1. **A comparative report between the China IU and GC and similar foci in specific UK curricula:**   In 2014, the Ministry of Education in China (MOE) issued a series of documents, clarifying that students should achieve comprehensive development and obtain the Core Competencies (CC). The CC has 3 aspects (cultural foundation, independent development, social participation), specified as 6 literacy sets (humanistic literacy, scientific literacy, learning literacy, health literacy, responsibility and creativity) with 18 sub-components. Based on this guidance, CC in English subject was developed in 2018. English CC emphasizes 4 abilities (language ability, thinking ability, cultural understanding, and learning ability), each of which has 3 sub-components. (More detailed information and literature will be provided to our partners when our research commences).  IU is one of the 18 CC sub-components and the spirit of both IU and GC are integrated in English CC. After confirmation of what IU and GC encompass in China, a brief report is needed on how the UK schools support primary school teachers in teaching similar IU and GC in class, including the related ideology, methodology, classroom strategies and activities with reference to teacher and student evaluation. The report will highlight what can be learned from the UK experiences, and what areas may be missing in the China offer. This can create a baseline for future needs analysis (I.e., Output #2).   1. **Needs analysis of Primary English language teachers in Chengdu:**   A teacher needs analysis survey in Chengdu primary schools, measured against the baseline established in #1. It is envisioned that online questionnaires will be used, preferably based on models used in the UK where applicable. This information will inform Output #3.   1. **Teacher Methodological Guidance and Instruction Manual:**   The manual is primarily theoretical in focus, but for a teacher audience, and should cover following areas:   1. *A general justification/rationale of why IU and GC should be taught in ELT for a teacher audience: the aims and purposes of the manual should be clarified at the beginning;* 2. *How IU and GC could be taught in ELT:*  * Consideration and suggestion of how relevant principles and potential topic areas from the current China primary curriculum may be utilised or enhanced: This may include what optimal topic areas could be selected or developed from the current China English subject syllabus/curricula and a range of relevant primary ELT textbooks so that students could be better equipped with IU, GC and other core competencies. * Planning support and lesson design: This creates a template and checklist(s) to help teachers plan the instructional design of ELT for IU and GC, or, present key questions teachers should ask themselves and reflect on when designing/completing a course or giving a lesson that includes IU or GC; * New content, topic and activity ideas: Based on the primary school English textbook most Chinese public schools are currently using, and with regards to content sensitivity, what other new topics, themes, activities could be designed, expanded upon, or developed to better support IU and GC in the primary classroom; * General Pedagogy and methodology with case studies: Pedagogical principles and techniques that can support development of IU and GC and how to apply them: e.g., theoretical support on how to take a more holistic teaching approach to teaching, how to implement more innovative teaching strategies that are different from the current methods, how to scaffold group and collaborative work in large or mixed-level classrooms, , introducing PBL into classroom teaching, etc; where possible example lessons or case studies from the UK should be presented, etc.; * Formative evaluation recommendations: guidance on how to evaluate the efficiency of IU and GC teaching and learning in the ELT class, how to implement Assessment for Learning (AfL) to support students’ development.   4.  **A non-punitive developmental framework of English teacher’s IU and GC competencies:** (I.e., theoretical understanding & pedagogy) that supports evidence-based improvement of teachers’ CPD in the Chinese context. | |
| |  | | --- | | Potential/Desired Impact | | This research has several implications regarding the theory, policy and practice of IU and GC education in China.   * Theory: This research will increase our understanding of how to teach and evaluate IU and GC in English class at primary level; * Policy: The teachers’ survey report will help policy makers and school administrators to better understand the difficulties met by classroom teachers in teaching in areas of IU and GC (and more generally 21st century skills), so that more appropriate policies and resource allocation could be made in the future. This research can also be widely shared and disseminated nationally. * Practice: The teacher’s manual will significantly support classroom English teachers in primary schools to better understand the principles and pedagogy of IU and GC education, and adapt, design and teach better lessons with integrated 21st century skills as a core consideration.   This research is therefore beneficial for policy makers and education authorities both at the national and the local level, classroom teachers and of course students. | |

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| |  | | --- | | Project Context | | This research project forms an important part of our compulsory school teachers’ CPD program. The teacher’s manual developed in this research will potentially be used by every public primary school English teacher in Chengdu and will eventually be introduced and offered to schools in other equivalent cities and districts in Sichuan, Chongqing and beyond. Successful experiences and research outcomes will also be presented in local, national, and international forums and conferences, such as the Asia Education Forum, which is held in Chengdu every year. Other non-English speaking countries who are equally interested in teaching IU and GC (or 21st century skills) in TEFL classes can use this research as a reference. | |

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| |  | | --- | | Roles | | Quan LI: the Director of the Chengdu Education Center for International Exchanges is in general charge of the whole research project and is also responsible for expanding the influence and reach of the research outcomes and insight.  Fei MIN: the Deputy Director of the Chengdu Education Center for International Exchanges is responsible for the project administration, including cooperation with research partners, local authorities and schools.  Qiaoqiao XUE: a Special Researcher of the Chengdu Education Center for International Exchanges, as well as an associate professor from Sichuan Normal University. She is responsible for academic cooperation and research issues including working with experts from our partner institutions, drafting research proposals, developing research instruments, writing reports, etc.; Ms. XUE received her doctoral degree in education from the Queen’s University Belfast, with a research focus on education theory, educational comparison study and teacher education.  Wenji XU: a Special Researcher of the Chengdu Education Center for International Exchanges, He is a professor and will provide his expertise and consultancy wherever needed.  Yigang, YANG: a Researcher of the Chengdu Education Center for International Exchanges. He will support the research process, such as contact schools, conduct surveys, provide UK partners with their needed materials and support, e.g., textbooks, documents, literates, etc.  Hangyuan, QI: a Researcher of the Chengdu Education Center for International Exchanges. She will provide any needed support on the research process.  The center will also help facilitate the support of in-house and external experts from prestigious universities and research institutions in China to provide any necessary support to the UK partners.  The center also acts as MoE’s basic education research center for sino-foreign people-to-people exchange. | |
| |  | | --- | | budget | | Our center will allocate no less than 270,000 RMB (approximately equal to 30,000GBP) for this research project, covering costs on the China side, including: recruiting local expertise panels, conducting, and participating in research seminars, forums, conferences, etc., organising and implementing field research, publishing the research outputs, etc. Further funds may be added where needed. | |

# Cross-Cultural Teaching Resource Pack for Public School English Teachers in Rural and Disadvantaged Areas

Award Type: EMaDA

China Partner: Chongqing University

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| |  | | --- | | research focus | | **Objective**  Cross-cultural communication is one of the key objectives of English language teaching and learning in China. In the English curriculum (2001), issued by China MoE, “cultural awareness[[4]](#footnote-5)” is a critical component, including sub-aspects of knowledge of different cultures, understanding of domestic and foreign cultures, cross-cultural awareness, and communication.  **Reality**  Though English has been a compulsory subject from grade 3 in primary onwards, since 2000, due to very short class hours per week and lack of opportunities using English off-campus, cultivation of cultural awareness for students has become very challenging for English teachers, especially those from rural and disadvantaged areas, and where, generally, teachers’ overall competency is weaker and their accesses to quality and appropriate cross-cultural teaching resources is limited.  **Resource and Challenge**  Under the general guidance of the English curriculum, local English textbooks have become the main resource for rural English teachers to utilise for cultivating students’ cultural awareness and improving their cross-cultural communication skills, but cultural knowledge and resources within local textbooks are again very limited. Rural teachers have fewer professional development opportunities, let alone any overseas training opportunities or access to authentic foreign culture resources, which makes it even more difficult for them to achieve this.  **Suggestion Solution**  Over the past decade, Chongqing University has been involved in various rural teacher development programmes, mainly focusing on teaching skills development, rather than cultural knowledge or skills training.  Based on one of the rural teacher development programmes which is currently working on, Chongqing University would like to cooperate with UK partner on an innovative project of research and development into a digital cross-cultural teaching resource pack for English teachers in rural and disadvantaged areas, through two stages:   * **Stage 1:** Investigate cross-cultural education through English classes in local, rural teaching context (policy & practices), and compare global and local practices relating to developing cross-cultural awareness through English teaching. Analyze rural English teachers’ needs of teaching resources on cross-cultural education. * **Stage 2:** Based on the local context and needs, with UK expertise input, develop context-appropriate, theme-based digital cultural resource pack for English teachers in rural and disadvantaged areas. | |

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| |  | | --- | | Description of any specific outputs required as part of the research activity | | In the rural English teacher development programme we are currently working on, there are 235 school English teachers, including primary, junior high and senior high teachers, most of whom are from ethnic minority groups. For the research and development project, we would like to mainly focus on the junior high education sector. Primary education sector could be included, if both sides feel time and resources allow. Any additional focus on Primary education and subsequent activities should be agreed in writing between the UK partner and British Council as this would relate to allocation of grant under spend.  In the initial plan, there would be 3 expected outputs as part of the research and development activity:   1. **Research Report**   The report will explore gaps between recognised global and local practices and researches into building cross-cultural education and awareness in ELT materials, and the classroom teaching practices and materials used in ELT classes within rural and disadvantaged schools in China. The report should identify possible reasons and challenges behind gaps identified, as well as an evaluation of teachers’ needs to help design and improve cross-culturally focused English teaching resources.   1. **Theme-based digital cultural teaching resource pack**   The re-usable digital teaching lesson plan and resource pack will be hosted on a local, mobile-friendly website layout or similar platform (hosting arrangements and platforms to be confirmed). Lessons will focus on the junior high sector and should cater to both low-resource and large classroom environments. The main contents include:  1) Lesson plans along with teaching activity bank with worksheets, images, audio, or video[[5]](#footnote-6) where available. Lesson ideas should be designed and developed based on cultural themes required or highlighted by China’s English curriculum2, including appropriate and contextually relevant areas/recommendations from international research and example.  2) Appropriate, flexible and printable materials/resources that support more independent learning and teaching design in rural settings to improve cultural understanding through English language teaching and learning.  The number of lesson plans and materials, and the agreed format, available on the platform included is to be confirmed during negotiation and based on detailed budgetary planning.   1. **Digital instruction on how to use the resources**   The accompanying digital ‘teacher manual / instructions’ will explain how to use the resource pack. This will be composed of text instruction, some brief trainer explanatory video (links), some short teacher demos where appropriate(links); support/tips for teachers creating their own lessons and a suggested teacher learner journal. | |

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| |  | | --- | | Potential/Desired Impact | | Rural revitalisation is one of the top priorities for central and local governments. Quality foreign language education, better understanding of different cultures and cross-cultural communication skills are not only important for developed cities, but also more and more essential for rural and disadvantaged areas in China.  Under the current curriculum and teacher team, the digital cross-cultural teaching resource pack for English teachers would be a valuable and accessible supplement to local textbooks and textbook themes, not only benefiting rural teachers on this programme, but also those from wider central and western provinces in China or even nationwide, where many rural English teachers are facing similar challenges. | |

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| |  | | --- | | Project Context | | This joint R&D project for digital cross-cultural teaching resource pack fits well with national strategy of rural revitalisation and new round of western development. It also echoes the regionally coordinated development approach adopted by Chongqing municipality and Chengdu city, with a focus on rural development.  The outcomes of the R&D project, including the research report, digital resource pack and accompanying teacher instructions and support could be shared with other rural and disadvantaged areas of central and western parts of China, and further improved, based on post-application feedback received.  The series of experiences and publications could be disseminated at local, national, and international conferences.  Below are common areas of cross-cultural development that may be used in textbooks and local curricula as of 2021. These represent the end of Primary and Junior middle school programmes (Grade 6 and Grade 9 and therefore can be seen as general target areas)  The curricula and textbooks are scheduled to change in 2022-23; therefore, they can only act as a guide at this point. Lesson plans and materials created for the project can supplement these key areas with topics or themes that are internationally relevant. Please note that all themes should be discussed with CQU in advance to evaluate their suitability for the China ELT context.  **Level Descriptors for Learning Strategies Objective – Level Descriptors for Cultural Awareness**  **Level 2: by the end of primary education (grade 6), or the start of junior high education (grade 7)[[6]](#footnote-7)**  **Students can:**   1. Know the simple forms of address, greetings, and farewell in English 2. Respond appropriately to ordinary compliments, requests, etc. 3. Know the main international sports and entertainments 4. Know the names of the most popular foods and drinks in English speaking countries 5. Know the capitals and flags of the major English-speaking countries 6. Know the important symbols of major countries, such as the UK’s Big Ben 7. Know the main festivals of English-speaking countries   **Level 5: by the end of junior high education (grade 9)**  Students can:   1. Understand common body language, gestures and facial expressions used in English communication 2. Use different forms of address, greetings, and farewells appropriately in English 3. Know the difference between male and female names and common affectionate forms of address 4. Know the names commonly used by family members to refer to each other in English speaking countries 5. Understand dress codes for formal and informal occasions in English speaking countries 6. Understand eating and drinking customs in English speaking countries 7. Respond appropriately to other people’s compliments, requests, etc. 8. Use appropriate forms to give compliments, make requests, etc. 9. Begin to understand the geographical position, climate, history and so on of English-speaking countries 10. Understand the cultural significance of common plants and animals in English speaking countries 11. Understand the natural phenomena possibly have cultural significance in English language 12. Understand the traditional leisure and sporting activities of English-speaking countries 13. Understand the main holidays and festivals of English-speaking countries and how to introduce in English language   **Local English Textbooks** [**www.pep.com.cn**](http://www.pep.com.cn)  Primary: PEP English, published by People Education Press  Junior high: Go for It, published by People Education Press | |

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| |  | | --- | | Roles | | Professor Peng Jing and Li Xiaohui: co-lead researchers from Chongqing University side, in charge of designing the whole research initiative, negotiating with UK partner on collaboration model, overseeing project progress and quality assurance from China side, as well as coordinating with all local stakeholders.  Chongqing University will be responsible for:   * Setting objectives for the R&D project with UK partner * Organizing research team * Co-designing research framework with UK partner * Implementing research activities with local stakeholders * Co-designing digital teaching resource pack and teacher instructions * Providing feedback to the resource pack and instructions for improvement * Assuring the quality of all China side related work * Identifying feasible local platforms for hosting the material | |
| |  | | --- | | budget | | Chongqing University will allocate 50,000 RMB (5,600GBP) budget to cover the majority of costs incurred for the R&D project on the China side, such as staffing and administration.  For research-related travel and translation work, based on university’s internal regulation methods, Chongqing University will need approximately 5,000 GBP partnership research fund from the UK partner, to cover relevant costs.  Please note that all the costs of rural English teacher development programmes Chongqing University is running will be fully covered by the university, so this is not included in budget for this R&D project above. | |

1. Chunks: Two words or more that are commonly used together E.g., collocations, compounds, idiomatic phrases, stems – scope to be confirmed at negotiation [↑](#footnote-ref-2)
2. It is assumed that books aimed at older children (<12) may move away from oral and written form I.e., story books into texts predominantly written for silent, extensive reading and may therefore be less meaningful in comparison. This scope and age group may be confirmed through negotiation. [↑](#footnote-ref-3)
3. The degree referred to by “commonly” will be defined through negotiation, [↑](#footnote-ref-4)
4. Examples of what Cross Cultural topics might include can be found in the project context section below. [↑](#footnote-ref-5)
5. Please note that all IP considerations must be satisfied for 3rd party materials [↑](#footnote-ref-6)
6. Primary descriptors are only provided for reference at this point [↑](#footnote-ref-7)