

Appendix 7

Award Categories - Outputs and Outcomes

UK - China EMaDA Research and Materials Development Awards

This document provides an overview of the award type(s) and the expected primary outputs and outcomes associated with the award. In Section 2 the research areas focused on are outlined.

Dependent on partnership opportunity some outcomes may not apply, and this should be confirmed at the negotiation stage prior to commencement of research.

1. Research Awards 2022-2023

The award is offered under the following award scheme.

EMaDA

The China **English Materials Development Award (EMaDA)** is an award that:

- Promotes UK -China collaborative technical research partnerships³ which can support national education priorities and create impact at a provincial or national level within identified areas of ELT in Chinese formal basic education. This is achieved through the implementation of targeted, nationally relevant research **and** subsequent creation of

contextualised materials and/or content that supports and sustains a positive impact in English teacher CPD and the quality of English teaching, learning and assessment.

Within the China Official Development Assistance (ODA) context, the award seeks to identify prominent local partners and areas of need in alignment with China national policies and priorities and then connect these partners with UK expertise. The EMaDA award seeks to generate both insightful and nationally relevant research while also providing related contextualised material and/or content creation that can promote sustained and meaningful impact.

Created materials will not be used by the British Council for any future commercial purposes.

Desired outputs:

- A finalised set of agreed materials or content that evidentially meet the specific needs of selected local partners. These materials may need to be bilingual.
- A principled research paper or report that meets the requirement of the CFA and partner needs and provides insight that is of national significance, aligns with national priorities, and which clearly justifies the creation of the EMaDA materials.
- Suggestions and recommendations for future research or piloting in the area of focus.
- Materials to support dissemination of key finding through local and regional events.

Desired outcomes: (Projects may meet different outcomes, dependent on focus)

- Research and materials and/or content development will have contributed a positive, lasting and impactful legacy for teachers' CPD in the identified area(s) or context.
- Research and materials development will have contributed to a better understanding of local needs in relation to national priorities that relate to English within formal education environments in China.
- Research and materials development will have contributed to the raised awareness of key decision makers and stakeholders towards how ELT provision can be better aligned with national priorities.
- Research and materials development will have indicated potential solutions or recommendations to meeting local needs in relation to national priorities.
- Research and materials development will have supported the building of mutual trust between the UK, the British Council, and local stakeholders.
- Research and materials development will have contributed to the positioning of the British Council, China as a thought leader in English language teaching within formal education systems.
- Research project content will be appropriate for dissemination at national or regional level.

2. Research Areas

Projects identified by the British Council and included within the awards scheme will broadly fall under the following research areas identified by the British Council, based on our sector experience, stakeholder engagement, and sector knowledge. Outlining of these categories intends to help ensure maintained relevance to local and national priorities and to make sure all research is aligned with the British Council's own strategic objectives. Details can be found below.¹

- **Supporting English teaching in rural areas:**

In line with Chinese government priorities a strong focus has been placed on supporting teachers and schools in rural or under-developed areas of China. Supporting sustainable systems, teaching quality, and CPD resources on the ground for English teachers in these areas can contribute to more sustainable practices and ongoing improvements in the quality of English language education including teaching, learning and assessment. A better understanding of the landscape, including needs and challenges, and *specific* recommendations on how improvements can be made in English teacher CPD for teachers in rural contexts is needed. This may also include areas of teacher CPD training, i.e. cascade, in rural areas and related programmes of support, online English teacher CPD and the development of Communities of Practice or Professional Learning Communities.

- **EdTech and digital solutions for English teacher CPD:**

China's online environment has burgeoned in the last decade and mobile phone and internet penetration has increased significantly. This, and the ongoing COVID pandemic that has pushed many learners online, has provided a fertile environment for the expansion of EdTech provision as a solution to emerging educational needs. These developments have also increased access to many materials and resources for those who are geographically disadvantaged.

However, the China online environment is unique and highly localised meaning platforms and solutions must be tailored. Also, while platforms and local internet use has increased, the quality of content and resources have often not kept pace and are not always fit for purpose. This is especially pertinent as digital solutions have been heralded as a significant method of providing immediate support for rural and under-developed areas by the national government. Areas that fall under this category may include: considering what is needed to support current online initiatives; identifying what might specifically support under-developed areas in online teacher CPD content and resources; considering how ministries of education can best utilise internal and external online resources to offer development pathways to their teachers; exploring whether digital solutions are a viable long term strategy for teacher development or simply a

¹ The listed areas and descriptions will be constantly revisited and revised in line with changes or trends in national policy or priorities identified. Areas may not all be included in the final awards scheme.

meeting an immediate need; considering whether online learning can help English become more relevant to learners' daily lives.

□ **Assessment reform and English teacher's assessment literacy:**

Assessment reform has been incremental in China, in part due to the high stakes exams currently employed in basic education and the ripple effect of any significant change. On a macro level, consideration of how English language assessment may develop in future and what changes may be introduced is important, as is what is being done to support or move this forward. On a micro level considering what needs and challenges teachers face in areas of formative and developmental English assessment in basic education can support improvement in teacher capacity, as might exploring what local initiatives are being promoted. Other questions that may be explored may include: what are teachers' responses to changes in formative or summative assessment? How familiar are teachers with different forms of assessment, their purpose and how to best manage them? Are assessments inclusive and fair? Does assessment create barriers to developing holistic learning practices?

▪ **New curriculum and material development:**

Research into how curricula are changing in China and what this means for English language teaching at all levels of basic education is an area that requires further investigation. Developing a better understanding of areas such as English for International Understanding, 21st century skills/core competencies integration and the development of more holistic curriculum objectives - and what this means in China - is becoming more relevant with each curriculum update. Areas under this category of research may therefore include: how are curriculum changes being implemented in the English language teaching context? What are the challenges? What is needed to support curriculum changes? Are they making English more relevant to learners, particularly in rural areas? Is there support for multilingual approaches in ethnic minority areas? What materials are needed to support teacher CPD or training on a large scale? What content is needed by English teachers in local contexts, particularly in rural areas?

▪ **Broader English teacher CPD and policy:**

This category may include delving into areas of research in national, provincial or municipal policy that relates to English teacher CPD and may include, insight into current and proposed ELT content and guidelines, and what resources or training might be needed to support these - now or in future; landscaping the needs and conditions of both pre-service / Initial Teacher Training (ITT) teacher training and in-service English language teachers. This may also include investigation of emerging national initiatives that impact English teaching in public education systems and how these are being implemented, including national level programmes that are specifically designed to support rural and under-developed areas.