

# EMaDA & RIA Interim Progress Sharing Event

## Theoretical and methodological support for the integration of International Understanding into Primary English Language Teaching

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**INSTITUTE OF  
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Supported by



# 1. Project Background

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# 1. Project Background

## **One Opportunity:**

British Council and CECIE provided the funds

## **Three Reasons:**

1. The importance of the Core Competencies (CC)
2. The significance of International Understanding (IU) and Global Competency (GC)
3. The deficiency in English Language Teaching (ELT)

## **Two Directions:**

1. Investigate primary school English teachers' CPD needs and understanding of IU and GC in GT
2. Research and develop support materials for classroom teacher--an easy-to-use Teacher Manual

# 1. Process

## We worked hand in hand



## We did three things

A comparative report between China and the UK;

Needs analysis of Primary English language teachers in Chengdu;

Teacher Guidance and Instruction Manual.

## 2. Global Education



## 2. Global Competences

### What are they?

UN Education Sustainable Development goal #4: Quality Education

OECD PISA Global Competence: knowledge, skills, values and attitudes

### Why are they important?

Economic development, respecting other cultures, international cooperation and addressing global and local issues

### 3. Comparative Report

“ Both countries recognise that the value of learning an additional language lies beyond simple communicative utility but in developing a broader range of values necessary for working in an interconnected world.”

(Hindmarch et al., 2022, p.17)



### 3. Comparative Report: Key Findings

#### **Global competences are:**

- Implicitly developed within the English primary curriculum
- Directly developed in the Chinese primary curriculum through International Understanding Core Competency

#### **Further development:**

- Explore opportunities to fully participate, share practice and learn from the OECD PISA global competence assessment



## 4. Needs Analysis

**Online survey** designed by SU, translated and administered by CECIE.

5 sections: Demographics; Teachers' approaches to teaching English; Teachers' knowledge and skills; Teachers knowledge of CC, IU and GC; Teachers' CPD.

**Ethical approval granted** by the University's Ethics Committee.

**Survey respondents:** Total (n=493) Primary teachers of English (n=430, 87%) worked in Chengdu's Central Urban Area (71%) and New Districts (29%).

Females, n=459 (93%); Males, n=18 (4%)

**Data analysis** using SPSS.

## 4. Needs Analysis: Key findings

### Section 4: Teachers' knowledge of CC, IU and GC

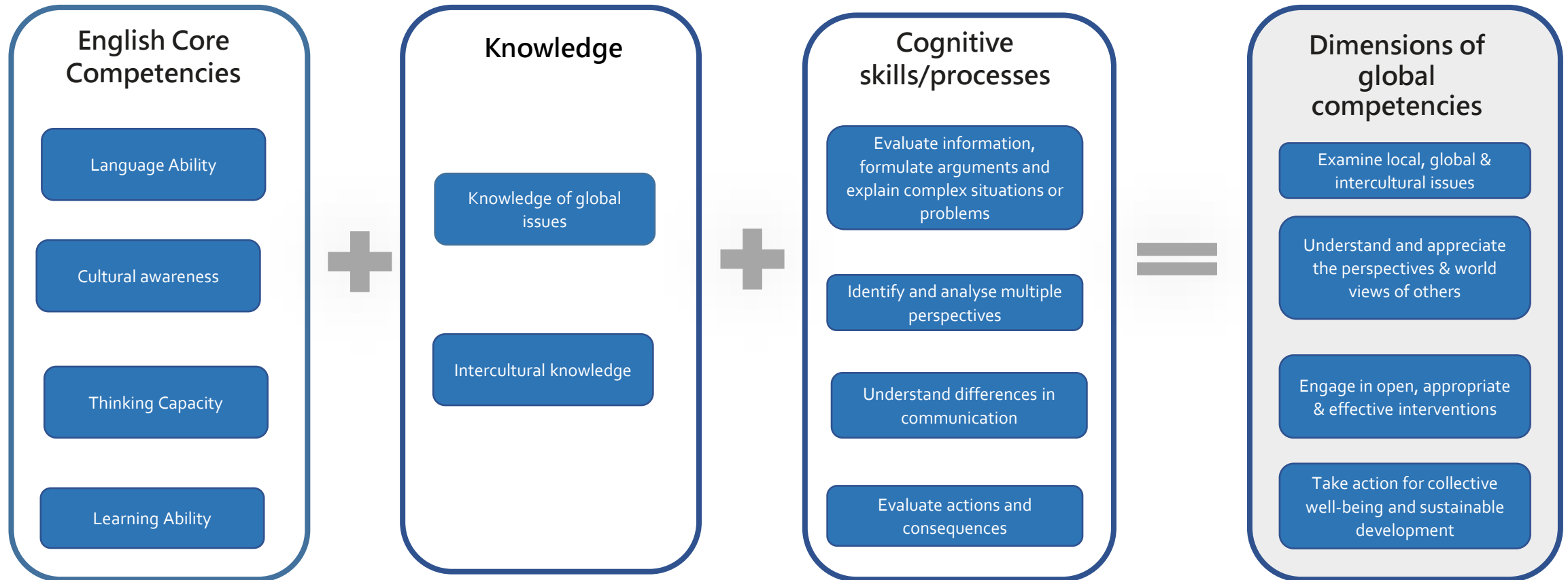
Less than 20% felt they could demonstrate full competence in effectively drawing upon IU and GC to support their teaching of English.

Between 17-24% had minimal knowledge of teaching pupils popular quotes, proverbs or sayings or having an English learning corner, table or classroom space to promote English language and cultural awareness.

85% were confident or fairly confident in using songs, rhymes, stories and tales from the English-speaking world.

Teachers aged 41-50 years had the highest percentage of confidence across all questions in this section.

## 5. Pedagogical Framework



# 6. Teachers' Manual Design

## Teaching & Learning Principles

- ✓ Create a community and classroom culture
- ✓ Active Learning
- ✓ Collaboration
- ✓ Real World Scenarios
- ✓ Learning Ability
- ✓ Assessment

## Principles into Practice

Level 2 Grade 5: A selection of themes

| Dimensions of global competence                                      | ELT   | Example themes   | Possible Language learned  |  | Activities   |
|--|---|--|--|--|--|
|  |   |  | Phrases/sentences  | Vocabulary   |  |
| Understand and appreciate the perspectives and world views of others | TC – observing and differentiating compare the similarities and differences between people, behaviours, things, or opinions in the texts, and make correct moral judgment | <b>Classmates</b><br>Extension: identity and belonging | Who's this? (Name) is (adj) and (adj).<br>What is N like?<br>Is he N?<br>Yes, he is.<br>N is good at...<br>N likes...                                      | Words to describe people/friends e.g. clever, careless, polite, quiet, cute, friendly, helpful, active, popular  | Play guessing game (describe friend – who is it?)<br>Make a fact file about a favourite tv/cartoon character.<br>Ball game: 'I wouldn't be me if...'<br>Make a circle. 'Stand together if...' (you have a brother/you walked to school today). (Children come to the middle. Children build understanding of what goes to make up identity.) |
| Examine local, global, and intercultural issues                      | TC – Summarising and inferring identify, extract, and summarise the key information, main content, thematic connotation, and viewpoints                                   | <b>Animals</b><br>Extension: Endangered species        | I want to see the... at the farm/zoo<br>My favourite animal is...<br>What colour is it? Is it (adjective)? Can it (verb)?<br>What's your favourite animal? | Animal, elephant, panda, horse, cow, pig, sheep, bee, farm, fast<br>(Revision of adjectives to describe animals) | Guess the favourite animal (by questioning)<br>Use information to make fact files about animals/use fact files as prompts in constructing longer sentences<br>Conduct research on endangered species   |

## Case Studies

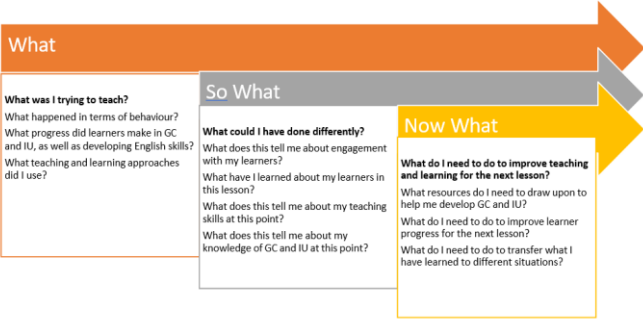


## Appendices



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## Reflective Practice



Rolfe, Freshwater and Jasper (2001)

## 7. Pilot Study

**Ethical approval granted** by the University's Ethics Committee

**Draft teacher manual distributed to 53 teachers**, included one case study example.

**Instrument design and administration**

Survey respondents (n=48) and focus group participants (n=13)

**Data analysis** using SPSS and thematic approach for the qualitative data

### Key findings

All very favorable in relation to: the structure of the manual, content organisation, guidance provided, format of the case study example and enabling the integration of IU and GC into English lessons, incorporating reflective practice. More explanation and detail requested for some aspects of the manual such as in relation to assessment and differentiation.

## 8. Outcomes: what have we learned?

**A general justification/rationale** of why IU and GC should be taught in ELT for a teacher;

**Principles and potential topic areas** from the current China primary curriculum;

**Planning support and lesson design;**

**New content, topic and activity ideas;**

**General Pedagogy and methodology** with case studies;

**Formative evaluation recommendations;**

**A non-punitive developmental framework** of English teachers' IU and GC competencies.

## 9. Influence

**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 IU and GC;

**Practice:** The teachers' 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.**

## 10. Next Steps

**Minor modification to the manual following pilot, then finalising the manual with support from graphics designer**

**Paper presentations** at teacher education and educational research conferences

**Co-authored journal articles** based on the comparative report, and on the design and development of the manual

**Further analysis of the data** with a focus on responses by gender

**Explore possibilities for ongoing collaboration** between partners including a teacher training programme