

**EMaDA & RIA Interim Progress Sharing Event**

**Supporting Sustainable English  
Teacher Professional  
Development in Yunnan Province**

12 January 2023

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# Overview

**Three projects with a professional learning focus:** The basic project shape was designed by the Chinese partner: The University of Warwick team worked with this basic project shape to create the specific project design and methodology.

**Project 1 – with Dali University (Team leader – Professor Liu Fengqin)**

**Aim:** To develop new curriculum for pre-service English language teacher education.

**Project 2 – with Yunnan Education Centre for International Exchanges in partnership with Kunming University of Science and Technology (Team leader – Professor Wang Ying)**

**Aim:** To establish a professional learning community across two schools in Yunnan

**Project 3 – with Yunnan Normal University (Professor Hou Yunjie)**

**Aim:** To provide a professional learning programme for expert teachers working with professional learning communities

**This an on-going project for one year (March 2022-March 2023)**

# Project design: common methodology

## Needs analysis (questionnaire and focus groups)

### Questionnaire

Each questionnaire had a common core designed by the University of Warwick team based on a previous needs analysis work: revised with reference to the European Profiling Grid and the Technological Pedagogical Content Knowledge (TPACK) framework.

Each had additional elements specific to the project focus:

- Project 1 – aspects of pre-service learning

- Project 2 – experience working professional learning communities

- Project 3 – experience of working in and facilitating professional learning communities

Developed in English and translated into Chinese – delivered bilingually online

### Focus groups

Conducted online in Chinese by Chinese partners. Transcribed and translated into English for analysis.

## Educational development (curriculum, workshops, etc.)

# Project 1

## Needs analysis

### Questionnaire

102 respondents: 34 early career (1-5 years), 32 mid-career (6-15 years), 36 experienced (>15 years)

17 male, 85 female, only 1 male early career teacher.

### Focus group

6 focus groups = 18 teachers, all early career teachers

**Project 1 also involved a survey of current students in English pre-service programs and a review of existing curricula at graduate level for future teachers of English.**

# Project 1: Some main findings

Particular areas of concern for early career teachers

enhancing motivation and participation (and dealing with students' mental health/wellbeing)

teaching classes made up of students with diverse levels of English

teaching in large classes

designing their own materials (reliance of textbooks)

linking theory to practice

developing communicative language use (rather than language knowledge)

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# Project 1: Some main findings

The curriculum for pre-service English language teachers varies across universities.

The majority of core content is focused on topics outside English language teaching specifically (about one third of core modules).

Early career teachers' confidence in teaching correlates with their perceptions of what is covered in the curriculum.

# Project 1: Educational development

Redesign of a module for the Master level program for English Language Teaching.

Pedagogy focused – across the broad range of English language teaching areas.

Includes a focus on differentiation in teaching

Includes a focus on using pedagogy to enhance motivation.

Currently, the overall curriculum description has been completed, a teachers' guide is in preparation.

# Project 2

## Needs analysis

### Participants (across 2 schools)

### Questionnaire

26 respondents: 15 early career (1-5 years), 8 mid-career (6-15 years), 2 experienced (>15 years)

1 male, 25 female

### Focus group

1 focus group = teachers from both schools



## Project 2: Main findings

The majority of teachers use a very small range of teaching approaches, usually with a focus on language forms. However a wide range of practices were reported as being used across the group.

Teachers had difficulty in managing class time and conflicting demands on time.

The teachers express difficulties in teaching students whose level is lower than the curriculum standard for their year level, and in teaching multilevel classes.

Motivation and engagement are major problems for the teachers.

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# Project 2: Educational development

**Establishing a cross-school professional learning community**

**Four workshops – planned and delivered collaboratively with KUST colleagues**

What is a professional learning community

Dealing with diverse demands on teachers' time

Students' proficiency and motivation

Making training effective

**Handover to the Chinese partners to continue the professional learning community**

# Project 3

## Needs analysis

### Participants

### Questionnaire

43 respondents: 0 early career (1-5 years), 13 mid-career (6-15 years), 20 experienced (>15 years)

9 male, 32 female,

### Focus group

3 focus groups = 11 teachers

## Project 3: Main findings

Many of the expert teachers were relatively new to the role (12 with less than 2 years experience).

They saw professional development as central to their roles, but were less experienced in facilitating professional learning communities than in more teacher-centred forms of professional development (workshops, demonstration teaching, competitions).

Much of their work was episodic professional development rather than sustained collaborative work.

There was limited knowledge/confidence about doing action research as professional development.

Engaging teachers in professional learning is a major problem – need to be advocates with schools for the importance of learning.

Localising professional learning is a key issue for expert teachers leading professional development.

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# Project 3: Educational development

## Four workshops – planned and delivered collaboratively with YNU colleagues

Leadership of a professional learning community and sustainable continuous professional development

Learner-centeredness and experiential teaching

Reflective practice and online and offline teacher development

Linking practice to research

**Development of an online resource to support expert teachers | establishing and facilitating professional learning communities.**