Appendix 8

China partner proposed project details

UK - China Research and Materials Development Awards

**Title:** Teaching Methodology for ICT in ELT

**Award type:** EMaDA

**China partner/Created by:** School of Foreign Studies (SFE), South China Normal University

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| research focus |
| This project will focus on locally identified pedagogical issues related to the application of new information technologies in K-12 English classrooms in China that can be explored, and from this exploration, practical content that supports English teacher CPD will be developed for inclusion with the two MOOCs. The following possible research questions are of interest to this project:  Based on the China K-12 ELT context,   1. how can teachers better use new information technologies to support language outputs (viz. speaking and writing)? 2. how can teachers better develop students’ multiliteracies through the application of multimodal resources? 3. how can teachers better use digital resources for lesson planning? 4. how can teachers better use information technologies for language assessment?   One of these research questions, or a similar suggested question posed by the UK organisation, will be studied through the following activities:   1. Online surveys understanding and baselining teachers’ current knowledge in the agreed area and exploring how content might support teachers practically to work towards the China Curriculum Standards. 2. UK-China Teaching Forums (online). Online discussion activities will be held with/for teachers. Experts from both UK and China research teams will be invited to host these online discussion activities, so that teachers can exchange their personal experiences and methods of applying technology in daily teaching. 3. Other activities may be agreed as appropriate. |
| |  | | --- | | Description of specific outputs required as part of the research activity |   In the initial plan, the outputs of this joint research and development project might be:   1. A collaborative research report that explores needs within the identified area of ICT-related pedagogy offering specific recommendations for future CPD support for English teachers in this area, and relevant observations of wider significance. 2. Creation of relevant content that can be used to supplement teacher CPD in China through the national MOOC offers in the areas of need identified. |
| |  | | --- | | Potential/Desired Impact | | China’s English Curriculum Standards (2020 & 2022 editions) emphasize the role of information technology in basic English education and teacher development, require “using modern information technology and broadening the channels for learning and using English”, and propose that “teachers, especially those who teach in the remote areas, should be provided with training on modern information technology to help them get to know the technology, learn to use it, and ultimately become proficient in applying modern information technology in English teaching”.  Within this context, a team led by Professor Xiaobin Liu from South China Normal University has developed two highly impactful MOOCs on ICT in ELT for K-12 English teachers. The courses are underpinned by relevant research findings and demonstrate how theories can be applied in K-12 English classrooms through teaching case studies. The MOOC platform can be accessed from both rural and suburban areas. As of December 2022, registered English teachers attending the two MOOCs amounted to approximately 100,000 in each course.  Building upon the courses’ wide reach, this joint research adds insights and collaboratively developed materials from the UK partner, making the courses more internationalised, which will form a new attraction for K-12 English teachers. Co-developed content will help teachers understand the methodology framework for ICT in ELT, so as to guide them to use technology more effectively in English teaching, to better adapt to the requirements of the new Curriculum Standards and adapt to the needs of the digital age.  Desired impact of this project might be:   1. The project will have supported the principled improvement of renowned nationally and openly available MOOC resources to enhance Chinese English teachers CPD options nationally. 2. The project will have contributed to greater access to high-quality CPD resources for K-12 teachers interested in ICT for ELT in China. | |

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| |  | | --- | | Project Context | | The new English Curriculum Standards (2020 & 2022 editions) emphasize the role of information technology in basic English education and teacher development, require “using modern information technology and broadening the channels for learning and using English”, and propose that “teachers, especially those who teach in the remote areas, should be provided with training on modern information technology to help them get to know the technology, learn to use it, and ultimately become proficient in applying modern information technology in English teaching”. Meanwhile, the new Curriculum Standards introduce the ability of "viewing", which “refers to the skill of understanding meaning by making use of graphics, tables, animations, symbols, and videos in multimodal texts” as one of the five language abilities. The cultivation of this language ability is closely related to the application of new media and new ICT. This shows that the policymakers have elevated technology and media from the auxiliary position in the past to nowadays one of the core competencies for teachers and students.  However, there is still a huge gap between the authorities’ requirements and the front-line English teachers’ information literacy. On the other hand, the "National K-12 Teachers' Information Technology Application Ability Improvement Project 2.0" launched by MOE in 2019 and “Teachers’ Digital Literacy” released by MOE in 2022 are mainly aimed at the information technology application ability and awareness in the context of general education, which neglect discipline features, and EFL teachers urgently need to learn systematically teaching methods of using ICT from the perspective of this discipline to solve authentic problems in it.  Therefore, this UK-China research and development project seeks to collaboratively develop content from the pedagogical dimension (e.g. teaching case studies) to enrich the two popular MOOCs and study the above research issues from a more up-to-date and innovative perspective, which, in turn, can benefit K-12 English teachers’ CPD at a national level. Introductions of the two MOOCs are as follows.  MOOC 1: *Technology-assisted Foreign Language Teaching*, founded by Xiaobin Liu, was launched in 2021. This course has been honoured as the *First-class Undergraduate Course of Guangdong Province* and the *High-quality Course of South China Normal University*. It has been held for 4 times with more than 10,000 students by December 2020. Following the requirements of the Basic Education Curriculum Standard (2017 and 2022 version), this course brings together a large number of cases from famous teachers in primary and secondary schools, as well as vocational colleges to introduce how to apply new technology and media in foreign language teaching. The course lasts for five weeks. It has several advantages: (1) Abundant Cases. A large number of recordings of classroom teaching process are provided to show how to apply technology to foreign language teaching. (2) Systematization. This course covers the cultivation of four basic skills (i.e. listening, speaking, reading, reading and writing) and thinking quality, and methods to promote interaction and assessment in foreign language teaching. (3) Short and concise. Each video is designed within 8 minutes to impart one point of knowledge. (4) Specialization. This course focuses on foreign language teaching design supported by technology (5) Forward-looking. It covers the application of various new ICTs in classroom teaching, such as Automatic Speech Recognition (ASR), mobile devices, corpus technology, AR, VR and so on.  MOOC 2: *English Teaching and the Internet*, founded by Jianli Jiao and Xiaobin Liu, was launched in 2016. It was honoured as the *National Classic Course* and *National High-quality Online Course*. As of December 2022, this course has been held for 18 times with more than 100,000 students. This course introduces the application of some technologies such as WEB2.0, new media, social apps in order to address practical problems that English teachers may encounter in teaching design, classroom teaching and assessment. At the same time, some cases of authentic classroom teaching are provided as reference for English teachers when carrying out technology-assisted teaching. | |

China Project Team

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| Professor Xiaobin Liu, Ph.D., is the leader of the project team. He is Chair of English Department, School of Foreign Studies (SFS) at South China Normal University (SCNU). He has published over 50 articles in the field of CALL (Computer Assisted Language Learning) and has extensive experience in teachers’ professional development.  Other members of the team are:  Professor Manfei Xu, Ph.D., is Deputy Dean of SFS at SCNU. Her recent research focuses on corpus linguistics and EFL teacher development.  Associate Professor Zexuan Chen is a teacher from Southern Medical University. She has long been committed to the research of language technology and assessment. |
| |  | | --- | | budget | | The grant award from the British Council is up to 30,000GBP.  The China team need 5,000-10,000GBP partnership research fund from UK partner, from the grant award, to cover relevant cost incurred for the following R&D responsibilities.  The China team will be responsible for:   * setting R& D framework and objectives with UK partner. * implementing research activities with local stakeholders. * co-authoring research report. * co-developing content to include in the MOOCs. * assuring the quality of all China side related work. | |

Note, also, the China team agree that:

* outputs created for the MOOC along with collaboratively designed content will be identified on the joint research (i.e., link the research to the output).
* the UK partner will be acknowledged on the MOOC materials created and uploaded to the platform.