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# **Theoretical and Methodological Support for the Integration of International Understanding into Primary English Teaching**

## **Teacher Needs Analysis Survey Report**

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## Introduction

This report presents the analysis and results from the needs analysis survey undertaken by Staffordshire University (UK) with assistance from Chengdu Education Center for International Exchanges with regards to this British Council China research project. The primary purpose of the needs analysis is to identify and understand Chengdu's primary teachers' professional development needs in the teaching of English. In 2020 there were 61,677 qualified teaching staff in Chengdu across 623 primary schools where there are 1.06 million primary school pupils/students. The target for the needs analysis was 500 teachers, approximately 1% of the teaching workforce in Chengdu's primary schools.

The target teachers for this project, we envisage, are early-career and mid-career teacher professionals who recognise the need for continuous professional development (CPD). The project aims to promote International Understanding and Global Competencies which stem from the OCED's Sustainable Development Goal 4, which recommends quality education for all. Ethical approval for this needs analysis research was granted by Staffordshire University Ethics Committee. The research adheres to the tenets of the British Educational Research Associations Ethical Guidelines (BERA, 2018).

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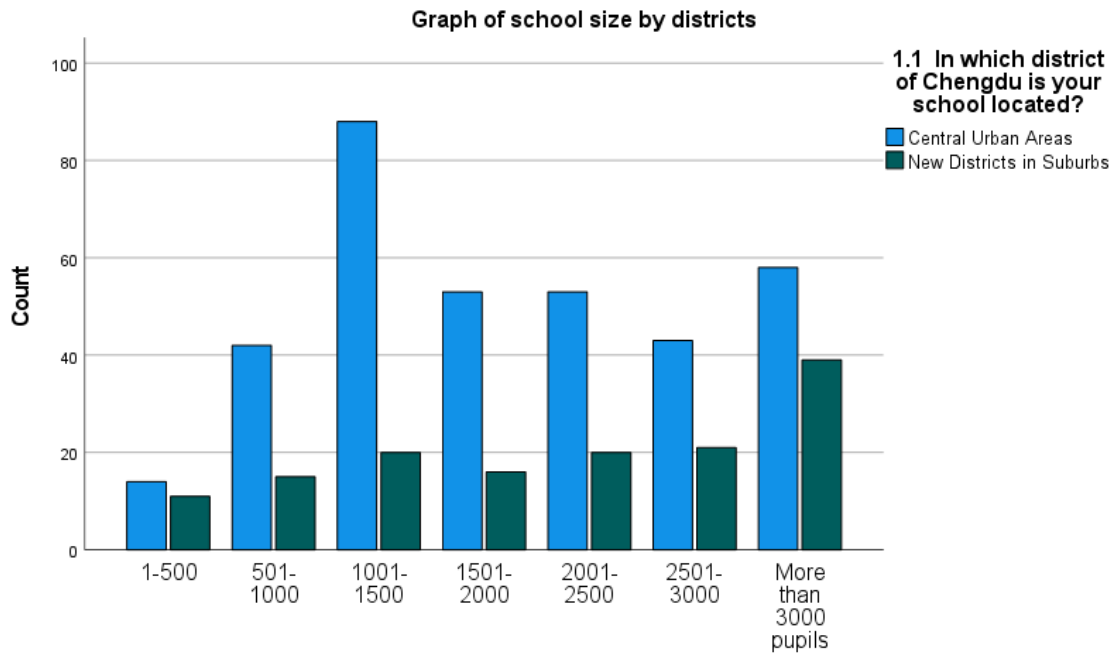
## 1. Characteristics of the participating schools and professionals in the sample

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### 1a. School districts, pupil numbers, respondents' roles (Qs 1.1, 1.2, 1.3)

Primary teachers of English in the Central Urban Areas and Chengdu's New Districts in Suburbs were invited to participate in this survey (see Appendix 1). They received a Participant Information Sheet and Consent Form (see Appendices 2 and 3).

Of the 493 respondents in the sample, 71.2% (n= 351) are in schools in the Central Urban Areas and 28.8% (n=142) in schools in New Districts in Suburbs. The schools vary in size; New Districts have a higher percentage of 3000+ pupils (27.5%), Central Urban Area have highest proportion as 1001-1500 pupils (25.1%) (see Appendix 4 and Graph 1). Of the 493 respondents, 25 (5.07%) work in schools with 500 pupils or less and 97 (19.7%) with more than 3000 pupils. Approximately one fifth (21.9%) of all respondents worked in a school with between 1001 and 1500 pupils (n=108) which was the most common school size in the sample.



**1.2 Approximately how many pupils attend your school?**

Graph 1: Number of students attending primary schools, split by district

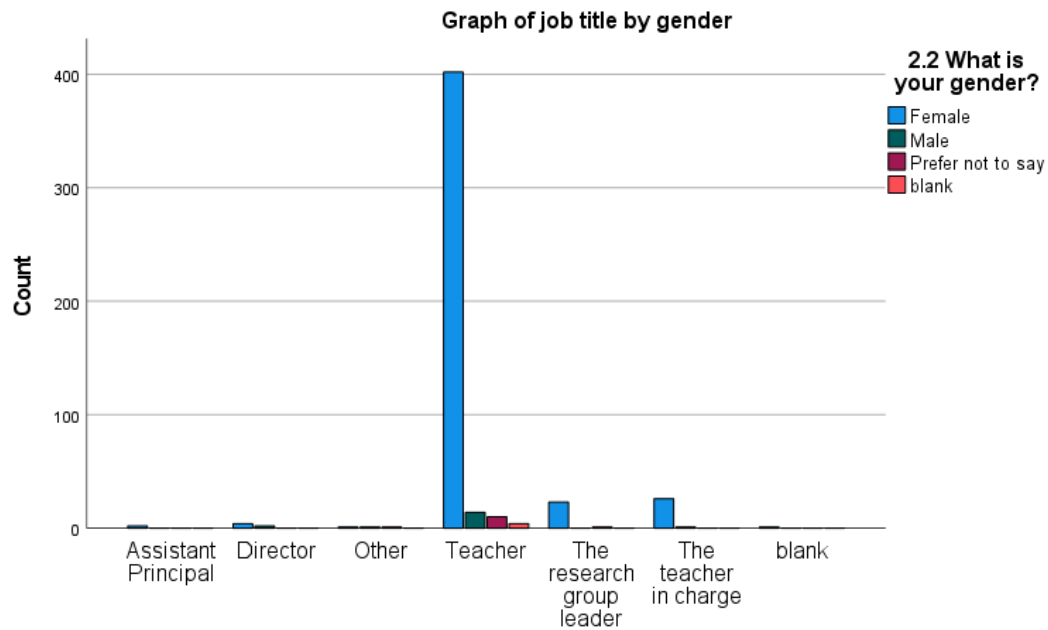
Of the respondents, the majority identified as a teacher (n=430, 87.2%). There are 27 (5.5%) respondents with the role of teacher in charge and 24 (4.9%) who are a research group leader. Furthermore, there were responses from a few directors (n=6, 1.2%) and two (0.4%) assistant principals. The percentage of teachers, research group leaders and teachers in charge participating in the survey is almost the same in the two districts (see Appendix 5). Almost all respondents (n=489, 99.2%) are a qualified teacher as recognised by the Chinese government. See Appendices 6 and 7 for further details.

A small number of respondents (n=3, 0.81%: 2 female, 1 male) identified as not qualified teachers as recognised by the Chinese government, and 1 did not answer. Further details on this group can be found in Appendix 8.

**1b. Respondents' nationality, gender and age (Q 2.1, 2.2, 2.3)**

The participants in the study are Chinese (n=490, 99.4%) and mostly female (n=459, 93.1%). This split by gender has been regarded, for purposes of this report, as reasonably representative of primary teaching in Chengdu, which, like many other nations has a feminised profession. The World Bank's collection of development indicators, compiled from officially recognised sources shows female primary teachers in China were reported at 70.2% in 2020 (Trading Economic, 2022). The sample for this needs analysis includes a small number of male teacher respondents (n=18) and, again, this is thought to be reasonably representative of the public school, primary teacher population in Chengdu. Twelve participants chose not to state their gender and 4 did not respond to this question, which totalled 3.2% of the sample.

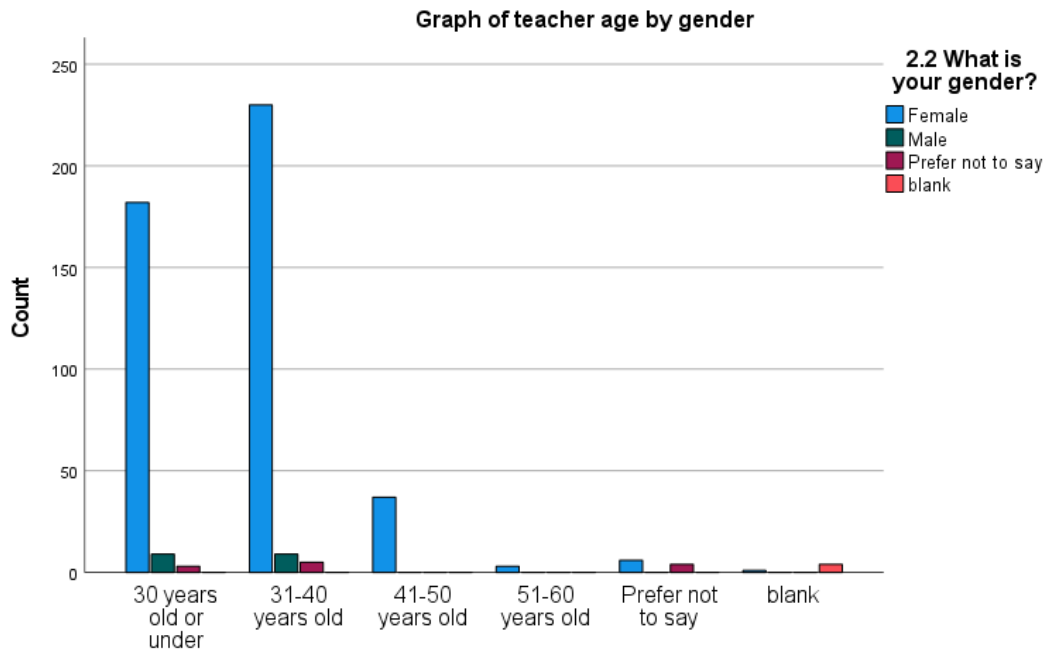
In Appendix 9, 87.6% females, compared to 77.8% of males classed themselves as a teacher (compared to other categories). Thus, there is a higher proportion of men who are in other roles (however, note the sample comprises a small number of males). See Graph 2.



**1.3 Which title best describes your role?**

Graph 2: Job title by gender

In terms of age, 88.9% of the participants are aged 40 years-old or under. All males in the sample are under 40 years of age and 89.8% females are under 40 (see Appendix 10 and Graph 3).



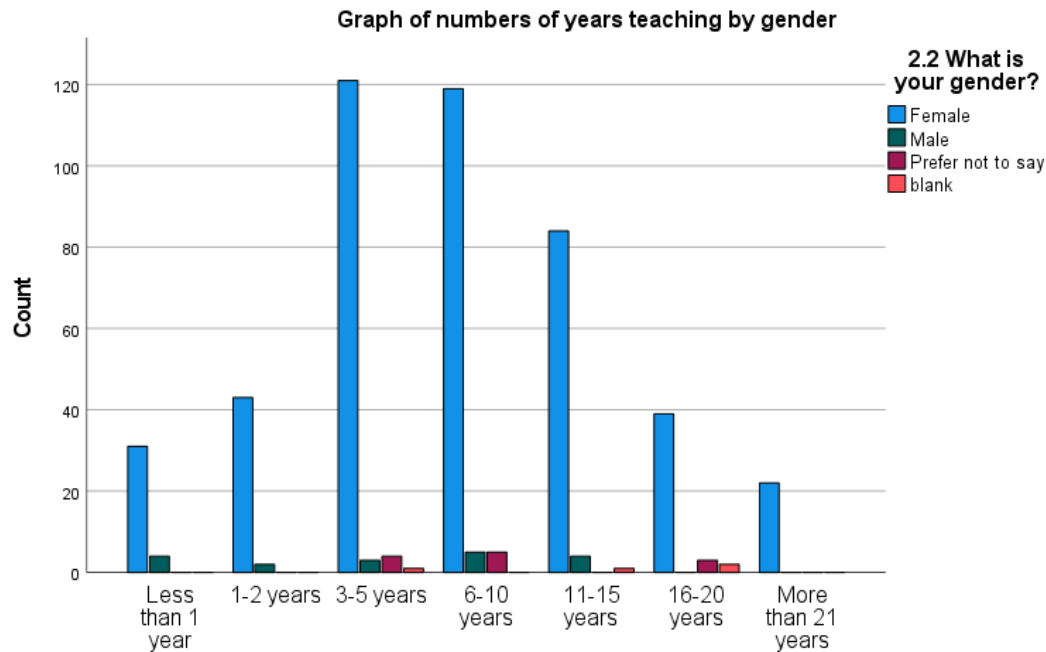
**2.3 What is your age?**

Graph 3: Teacher age by gender

Thirty-seven respondents (7.5%) are aged between 41-50 years old, and 3 (0.6%) are between 51-60 years old. None of the respondents are over 61 years old. Ten preferred not to state their age and 5 did not respond to the question, which totalled 3% of the sample. There appears an even distribution across school size and age of teachers (see Appendix 11).

### 1c. Length of service in the teaching profession (Q1.7, 1.8)

The duration of time a teacher has served varies from less than 1 year (n=35, 7.1%) to more than 21 years' service (n=22, 4.5%) (see Graph 4). The most common length of time in the profession is between 3-5 years and 6-10 years (both n=129, 26.2%). Of teachers with teaching experience of less than a year 94.3% are aged 30 years or younger. As Appendix 12 shows, when comparing the length of service with age groups nothing significant stands out. The results show that generally between 30-70% of teachers have been working in their current school for the same amount of time as teaching (see Appendix 13), but it is noted that 100% percentage of respondents with a smaller number of years of teaching with the same number of years at their current school. No males had teaching experience of over 15 years (see Appendix 14 and Graph 4).



**1.7 How long have you been in teaching?**

Graph 4: Number of years teaching by gender

Almost two thirds of respondents (n=307, 62.3%) have worked in their current school for 5 years or less with 18.5% (n=91) being at their current school for less than 1 year. Just under one third of respondents (n=151, 30.6%) have been at their current school between 6 and 15 years, while 27 (5.5%) have been there between 16 and 20 years and 7 (1.42%) have been there for over 21 years.

The following results also includes data from those describing themselves as teachers (sample size 430). All other roles were categorised as 'other' and the data file was split, so that analysis could be carried out which compared the two groups. In terms of age, overall, 40.9% of teachers are under 30, 90% are aged 40 or younger, with 7% over 40 (3% blank or prefer not to say). In the group identified as 'other', 27.4% are younger than 30, 80.6% are 40 or younger, and 16.1% are 41 or older (3.2% blank or prefer not to say).

## 1d. Respondents qualifications (Q1.5)

Overall, the most common qualification held is the Government approved Teacher Certificate following the Teacher Qualification Examination (n=485, 98.4%). One individual (0.2%) has an international English Language Teaching award. There are 349 (70.8%) with a bachelor's degree. A master's degree is the highest level of attainment and held by 76 (15.5%) respondents (64 teachers [14.9% of total teachers] and 12 others [19.4% of total others]) (see Appendix 15). There is a slightly higher proportion of males in both teacher and other group holding a master's degree (see Appendix 15). Otherwise, there is a similar spread of qualifications by gender.

Within the teacher group, a higher percentage of teachers with less experience hold a master's degree, namely those serving under 1 year and 1-2 years in the teaching profession



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(27.3% and 37.2% respectively) (see Appendix 15). This may be due to recent policy (e.g., newly qualified teachers recommended to have a master's degree, perhaps) which could possibly explain this but would need to be verified. In relation to class sizes, only 5 from the teachers' group work in class sizes of 30 pupils or less and none of these teachers hold a master's degree. With regards to school size, there is no discernible result or pattern evident in the data in relation to teacher qualifications.

## 1e. Respondents' English language qualifications (Q1.6)

A range of English language qualifications were listed in the survey question (Q1.6) to ascertain certification and competency levels. With regards to English Language qualifications 58% (n=286) respondents have attained the Test for English Majors-Band 4 (TEM-4) with 206 (41.8%) having attained Majors-Band 8 (TEM-8) (see Table 1). The TEM is a locally based and administered examination and the TEM-4 is lower than TEM-8. We are led to believe, the TEM focuses more on language knowledge (probably a major focus on grammar and vocabulary knowledge) rather than overall proficiency, and we believe the TEM does not test speaking. We believe that the TEM, although a proficiency test, may be based on an old Chinese syllabus, and this will need to be verified. However, we are suggesting that holding this qualification may not always be a good guide (for us) to gauge the ability to use the English language. The College English Test-Band 4 (CET-4) is held by 45.8% (n=226) of the respondents and Test-Band 6 (CET-6) is held by 55.2% (n=272) (see Table 1). The CET is a national English as a foreign language test which has two levels, CET-4 and CET-6 (CET-4 is lower than CET-6). The CET is a prerequisite for a bachelor's degree and mandatory for undergraduate and postgraduate students in China. The CET examines reading, writing and listening. It does, as well, have a separate test for speaking and only students with a CET Band-4 score higher than 550 or a CET Band-6 higher than 485 are eligible, we believe, for the speaking test. Passing the CET would thus seem important for Chinese college student in terms of being able to get a degree as well as for graduates in terms of being able to get a good job. It is our understanding that the CET is designed to examine English proficiency to ensure students reach the required English levels specified in the National College English Teaching Syllabuses (NCETS). The International English Language Testing System (IELTS) is internationally recognised as one of the major assessments for English-language testing. The testing comprises listening, reading and writing and also speaking which may be tested at the same day or up to a week before or after the other tests. The results are denoted in bands where Band 6 is a Competent user and Band 7 is a Good user. Of the survey respondents 21 (4%) hold this qualification with 3 respondent holding Band 6 overall, 11 attaining Band 6.5 overall and 7 respondents with Band 7 overall (see Table 1). The Test of English for International Communication (TOEIC) is an internationally recognised proficiency test, which is similar, for example to IELTS or Aptis (an assessment developed by British Council experts in language testing). The TOEIC is graded upwards on a scale of 10 to 990 points, so the higher the better. Of the survey respondents, 4 have obtained the TOEIC qualification. One has a score of over 700 points, 2 over 800 points and 1 over 900 points (see Table 1).

Our understanding of the qualifications is that the TEM and the TOEIC are not comparable, essentially.



English language qualification held	Number of respondents	% of total respondents
Test for English Majors-Band 4 (TEM-4)	286	58.01
Test for English Majors-Band 8 (TEM-8)	206	41.78
College English Test-Band 4 (CET-4)	226	45.84
College English Test-Band 6 (CET-6)	272	55.17
International English Language Testing System (IELTS) overall score 6	3	0.61
International English Language Testing System (IELTS) overall score 6.5	11	2.23
International English Language Testing System (IELTS) overall score 7	7	1.42
Test of English for International Communication (TOIEC) over 700 points	1	0.2
Test of English for International Communication (TOIEC) over 800 points	2	0.41
Test of English for International Communication (TOIEC) over 900 points	1	0.2
Other	27	5.48
Without English language qualification	7	1.42%

Table 1: English language qualifications attained by all respondents

Of the 4 respondents who have obtained the TOEIC qualification, 3 are teachers and 1 is a teacher in charge, with 2 males and 2 females. Both males hold a masters qualification. The responses to their approaches to teaching English in terms of reading, speaking, listening, and writing, showed that one, male respondent felt established across all measures, two felt established or developing across the measures, while the fourth and male answered developing, with several responses as Minimal. Comparison of mean scores of those with the TOEIC qualification against those who have not obtained them, show higher values for approaches to teaching English in terms of reading, speaking, listening, and writing (see Appendix 16). (Note however the small sample size).

Twenty-seven respondents identified the English qualification as 'other' and we do not know what these qualifications might be or their significance. Seven respondents stated they do not have an English Language qualification; 5 are teachers, 1 is teacher in charge and the other is a research group leader. 4 of the respondents have been teaching for more than 16 years and 5 respondents teach for more than 10 hours a week. Analysis of the mean scores of approaches to teaching English, show that those with no English Qualification had lower means for reading, speaking, and listening but a higher mean for writing, although all means were similar (see Appendix 17). Within this group, 4 out of the 7 were aged 41 or older, which represents 10% of this age group, compared to 0.68% of the 3 aged 40 or younger.

## **1f. Grade(s) in which respondents currently teach English (Q1.9, 1.10, 1.11)**

Most respondents (n=476, 96.6%) identified Grade 1 as when pupils in their school start learning English. A small number (n=4, 0.8%) identified Grade 2 as the starting point and a

few indicated that Grade 3 (n=18, 3.7%) was when pupils start learning English. The table below (Table 2) shows the percentage of respondents who teach Grades, within each district and size of school. New Districts in Suburbs have a higher percentage of the teachers sampled teaching Grade 3, 4, 5 & 6. Central have higher percentages for Grade 1 and 2.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Central	26.4%	21.8%	26.9%	27.2%	24.6%	24.6%
New District in Suburbs	21.4%	20.4%	33.8%	38.0%	35.2%	30.3%
1-500	44.0%	24.0%	28.0%	32.0%	16.0%	28.0%
501-1000	36.8%	19.3%	33.3%	26.3%	36.8%	38.6%
1001-1500	28.3%	17.0%	28.3%	31.1%	28.3%	31.1%
1501-2000	20.3%	26.1%	33.3%	23.2%	34.8%	24.6%
2001-2500	17.8%	19.2%	30.1%	42.5%	20.5%	19.2%
2501-3000	25.0%	21.9%	25.0%	23.4%	25.0%	25.0%
More than 3000	18.6%	24.7%	25.8%	32.0%	26.8%	20.6%

Table 2: Overall percentage of respondents teaching Grades by district and school size

Overall, the average number of pupils in the English classes that most respondents (n=349, 70.8%) teach is between 31 and 40 pupils. Five (1%) respondents teach in classes of 20 pupils or less while 84 (17%) teach classes of over 50 pupils. Over half of the respondents (n=279, 56.6%) teaches English for over 10 hours per week, and over a quarter (n=139, 28.2%) teaches 6-10 hours of English per week and n=90 (18.3%) teaches English 5 hours or less per week. Appendix 18 shows 86.3% of respondents from Central regions have average class sizes of 41 or greater and 91.6% from New Districts in Suburbs have average class sizes of 41 or greater.

Some respondents teach English to more than one Grade in their primary school. The most common Grade taught is 4 (n=150, 30.43%) (see Table 3).

Primary Grade where teachers currently teach English	Number of respondents	% of total respondents
1 (age 6)	124	25.15
2 (age 7)	106	21.5
3 (age 8)	142	28.8
4 (age 9)	150	30.43
5 (age 10)	136	27.59
6 (age 11)	130	26.37

Table 3: Number of respondents teaching English by Grades

### 1g. Grades and testing (Q1.9, 1.10, 3.27, 3.28)

In Grades 1 and 2 testing pupils every semester is now forbidden in China to avoid undue pressure on young pupils. In Grades 1 and 2, English is regarded as a subject whereby the focus is to familiarise pupils with different cultures and lifestyles of countries where English is spoken, rather than teaching English as a language. In Grade 3, pupils begin to learn English as a language, and they are examined every semester via quizzes and tests which provide results on their progress. There are mid-semester assessments providing results and at the end of a semester there is a written test. Schools will devise and set their own tests and, as

such, there may be some differences across schools. In Grades 4 and 5 pupils take district examinations. These are standardised tests which enable comparisons to be made. In the past, the test result may have influenced subsequent secondary school allocation. Now, though, pupils attend secondary schools in the districts in which they live.

Regarding the analysis by Grade, teachers chose more than one Grade, as they can teach more than one. The data is structured awkwardly in Excel, so it is not straightforward to make comparisons- but this could be investigated if considered useful.

Respondents were asked whether they prepare pupils for any national tests for English (Q3.27) and 226 (45.8%) stated they do with 261 (52.9%) saying they do not. With regards to pupils receiving a grade at the end of each school year to indicate their performance in English (Q3.28) 332 (67.3%) respondents stating that grades are given and 153 (31%) stating they are not.

Analysis of the mean scores of approaches to teaching English, show that those who prepared their students for any national tests for English Qualification or gave their students a grade at the end of each school year, had lower means for approaches to teaching English for reading, speaking, and listening but a higher means for writing (see Appendix 19) [see also Section 6]. The existence of an assessment process for teachers, who either prepare their students for national tests or are required to provide a grade the end of the year, may explain why teachers in these groups have higher means in writing. Writing may be the focus of these assessments (this would need to be checked, however) and thus potentially could be impacting on knowledge, skills etc. in the teaching of writing.

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## 2. Teachers' approaches to teaching English

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### 2.1 Introduction

Respondents were invited to select the most appropriate response in reply to each statement. They were offered four choices of 'No Knowledge', 'Minimal Knowledge', 'Developing' and 'Established'. The descriptions of these scales are outlined in Table 4:

Scales	Descriptor
No Knowledge	I have no experience of this approach to teaching English
Minimal Knowledge	I have minimal knowledge and skills in this approach to teaching English
Developing	I have some knowledge and skills in this approach to teaching English, but may lack confidence when using in my practice
Established	I can confidently demonstrate full competence in this area

Table 4: Description of scales used for responses for questions in section 2, 3 and 4 of this report

### 2.2 Teachers' responses in respect of teaching reading in English

Four statements were posed to ascertain teachers' responses in respect of teaching reading in English. Overall, Developing was selected mostly by respondents to each of the four

statements with Established being somewhat less but still considerably higher than those respondents stating they have either Minimal Knowledge or No Knowledge (see Table 5).

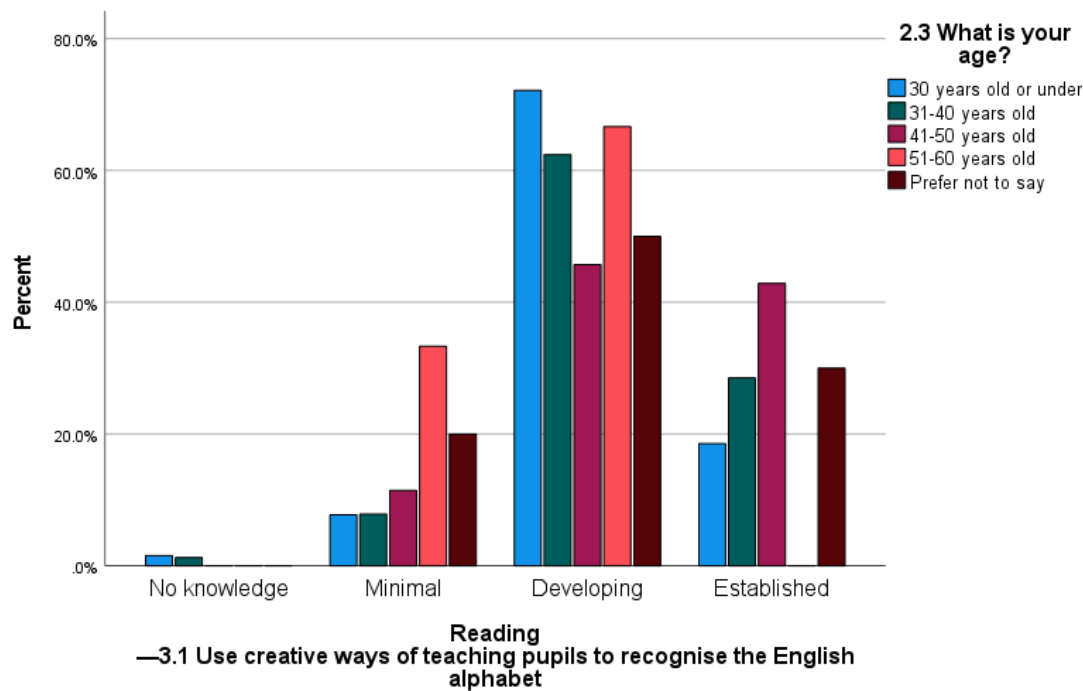
In terms of using creative ways of teaching pupils to recognise the English alphabet (Q3.1), 63.7% (n=314) consider they are Developing, 25% (n=123) are Established, 8.3% (n=41) think they have Minimal Knowledge and 1% (n= 6) claim No Knowledge. Regarding views on teaching pupils to read key vocabulary through recognising words on sight (Q3.2), 54.3% (n=268) consider they are Developing, 38% (n=188) are Established, 4.1% (n=20) think they have Minimal Knowledge and 1% (n= 7) claim No Knowledge. With regards to teaching pupils to recognise English sounds (Q3.3), 58% (n=286) consider they are Developing, 34.1% (n=168) are Established, 4.1% (n=20) think they have Minimal Knowledge, and 1% (n=6) claim No Knowledge. In respect of teaching phonics to support pupils' reading (Q3.4), 54.8% (n=270) consider they are Developing, 36.5% (n=180) are Established, 5.1% (n=25) think they have Minimal Knowledge, and 1% (n=7) claim No Knowledge.

<b>When teaching English I ...</b>	<b>No Knowledge</b>	<b>Minimal Knowledge</b>	<b>Developing</b>	<b>Established</b>
3.1 Use creative ways of teaching pupils to recognise the English alphabet	6(1.22%)	41(8.32%)	314(63.69%)	123(24.95%)
3.2 Teach pupils to read key vocabulary through recognising words on sight	7(1.42%)	20(4.06%)	268(54.36%)	188(38.13%)
3.3 Teach pupils to recognise English sounds	6(1.22%)	20(4.06%)	286(58.01%)	168(34.08%)
3.4 Teach phonics to support pupils' reading	7(1.42%)	25(5.07%)	270(54.77%)	180(36.51%)

Table 5: Overall responses in respect of teaching reading in English

These results show that in terms of using creative ways of teaching pupils to recognise the English alphabet (Q3.1), this statement has the highest number across the four statements of those who believe they are Developing indicating respondents feel they have some knowledge and skills in this approach to teaching English but may lack confidence when using in their practice [see also Section 6]. Across the statements this one (Q3.1) has the highest number of respondents who consider they have Minimal Knowledge. Just under 90% (88.6%, n= 437) feel their knowledge is either Developed or Established in relation to this statement and this is the highest difference between those who consider their knowledge is Developing and those who consider their knowledge is Established (n=191). Therefore, it would appear there is a particular training need here, greater than indicated in the other three statements, to enhance and secure more teachers' knowledge about using creative practices in their teaching [see also Section 6].

Further analysis for using creative approaches (Q3.1) was conducted (see Appendix 20). In terms of age, 41–50-year-olds had the highest proportion (42.9%, n=15) of respondents answering as Established (see Graph 5). Only respondents under the age of 40 answered No Knowledge (n=6). Nearly a third of respondents with over 11 years of teaching (n=51) stated they were Established. There was no discernible variation by respondents choosing established by hours of teaching



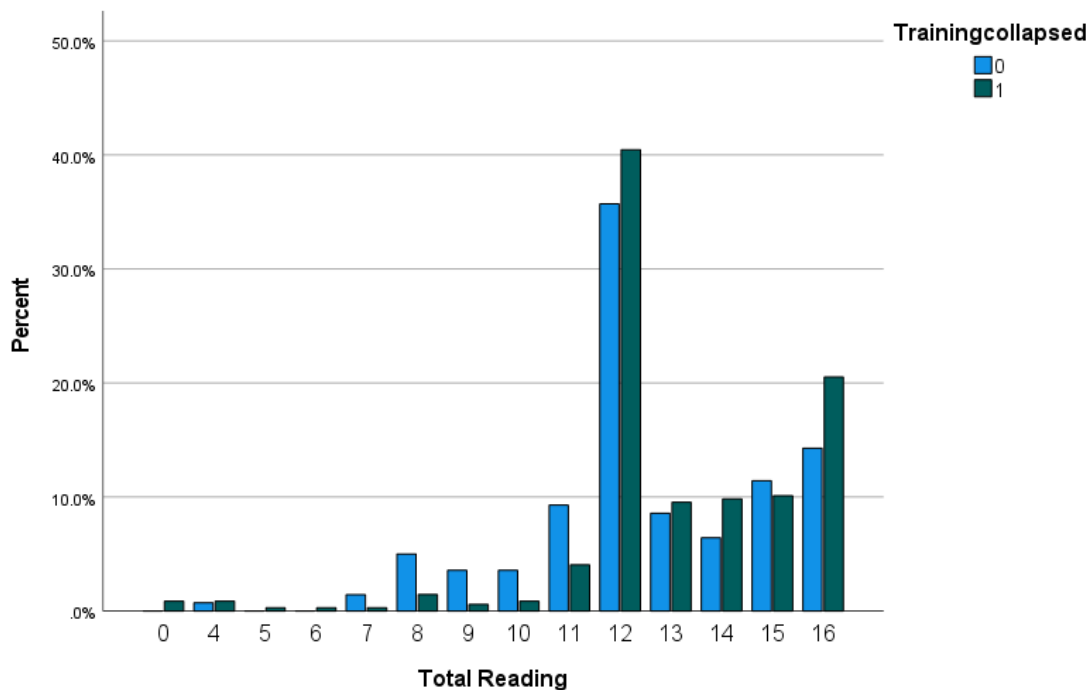
Graph 5: Percentage of respondents using Creative ways of teaching pupils to recognise the English alphabet by age

Regarding teaching pupils to read key vocabulary through recognising words on sight (Q3.2), this statement has the highest number of responses for those who consider their knowledge is Developed or Established (92.5%) and shares (with Q3.3) the lowest number for those who perceive their knowledge as Minimal (n=20, 4.1%). These results suggest greater belief in professional knowledge around teaching pupils to read key vocabulary through recognising words on sight (Q3.2), and this is the lowest difference between those who consider their knowledge is Developing and those who consider their knowledge is Established (n=80). This would suggest, of the four statements relating to the teaching of English, teachers appear to have a greater sense of knowledge and skills relating to teaching pupils to read key vocabulary through recognising words on sight [see also Section 6].

The following were noted and could be investigated further. The results for teaching pupils to recognise English sounds (Q3.3) has the greatest responses of the four statements for those who feel their knowledge is Developing or Established (92.1%, n=454). For teaching phonics to support pupils' reading (Q3.4) the combined responses for Developing or Established is 91.3% (n=450).

There were 8 different respondents who answered No Knowledge for Q3.1,3.2,3.3 and 3.4. All these respondents had obtained English Qualifications and were under the age of 40. In terms of job title, 6 were teachers, 1 other and 1 unknown. Six of the respondents teach for over 10 hours per week. There appears to be no discernible pattern in the respondents who answered No Knowledge for these questions.

An overall numerical score for teaching reading was calculated for each respondent, where No Knowledge=1, Minimal=2, Developing=3 and Established=4, ranging between 4 and 16. Graph 6 shows the percentage by number of hours of training by teaching reading score. More than 9 hours of training appear to result in a higher percentage of respondents recording a higher teaching reading score. This suggests that a minimum number of training hours per year may be a training need which could be considered. [see also Section 6].



Graph 6: Overall teaching reading score by number of training hours (0=8hours or less, 1=9+hours)

### 2.3 Teachers' responses in respect of teaching writing in English

Three statements were posed to ascertain teachers' responses in respect of teaching writing in English. The option Developing was selected by over 60% of respondents to each of the three statements with Established being significantly lower but nevertheless reasonably higher than those respondents stating Minimal or No Knowledge (see Table 6).

When teaching English I ...	No Knowledge	Minimal Knowledge	Developing	Established
3.5 Use active learning strategies in spelling tests to check students' spelling ability	11(2.23%)	60(12.17%)	309(62.68%)	102(20.69%)
3.6 Encourage practical application of	8(1.62%)	68(13.79%)	306(62.07%)	99(20.08%)

grammatical points in creative writing				
3.7 Teach phonics to support pupils' reading	9(1.83%)	41(8.32%)	297(60.24%)	136(27.59%)

Table 6: Overall responses in respect of teaching writing in English

In terms of using active learning strategies in spelling tests to check students' spelling ability (Q3.5) 62.7% (n=309) consider themselves to be in the Developing category, 20.7% (n=102) located themselves in the Established category, 12.2% (n=60) consider their knowledge to be Minimal and 1% (n= 6) declare No Knowledge. With regards to encouraging practical application of grammatical points in creative writing (Q3.6) 62.01% (n=306) consider they are Developing, 20.1% (n=99) located themselves in the Established category, 13.8% (68) consider their knowledge to be Minimal and 1.6% (n= 8) declare No Knowledge.

In respect of teaching phonics to support pupils' writing 60.2% (n=297) consider they are Developing, 36.5% (n=180) are Established, 5.1% (n=25) think Minimal and 1% (n=7) claim No Knowledge.

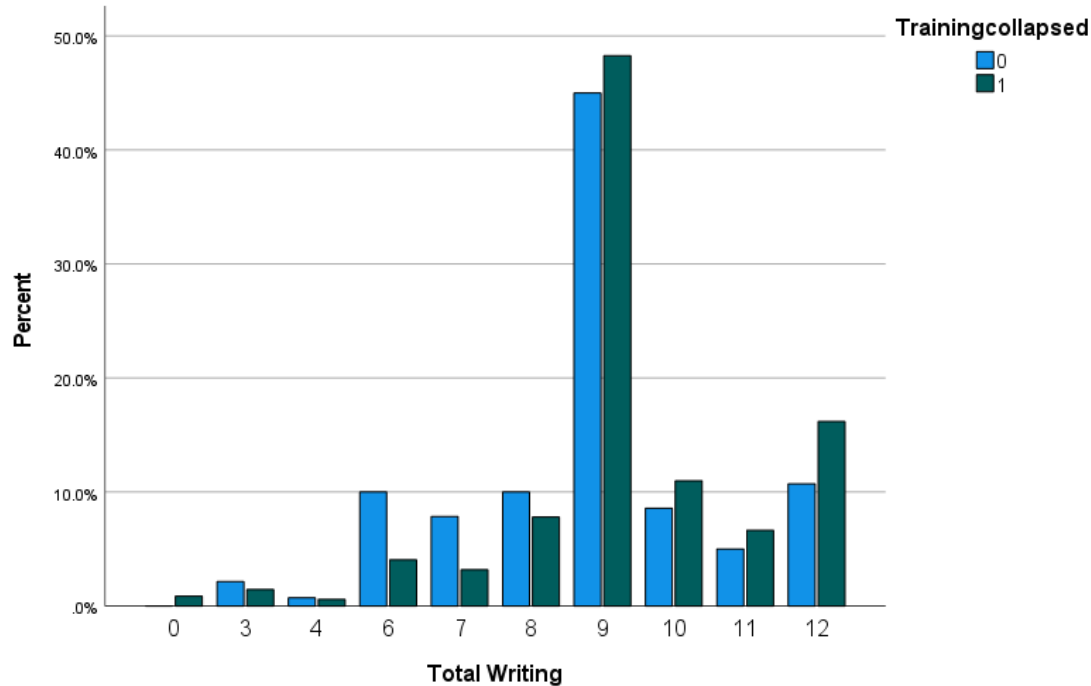
With regards to the approaches to writing, the numbers of respondents locating themselves in the Developing category (Table 6) is higher than those for the teaching of reading (Table 5) but also lower for the Established category (Table 6) than for Reading (Table 5). The numbers of respondents seeing their knowledge as Minimal or claiming No Knowledge is also higher than those for the teaching of reading (Table 5). The percentages of responses in the Minimal category for reading ranged from 4.1% to 8.3% whereas for writing the range for the Minimal category is 8.3% - 13.8%. This suggests that teachers perceive their knowledge and skills in teaching writing in English as less secure than teaching reading in English [see also Section 6].

The results of teachers' responses to the three statements in respect of teaching writing in English show that there is less difference between them. However, when comparing the results for teaching phonics for reading and writing differences can be usefully discerned. In relation to the teaching of phonics to support pupils' writing while 87.8% (n=433) consider they are Developing and Established this is slightly lower when compared to the teaching of phonics to support pupils' reading which is 91.28 % (n=450). Comparing the results for those respondents choosing the Minimal category this is higher for writing (8.3%, n=41 - compared with 5.1%, n=25) which similarly indicates that overall teachers feel less secure in their knowledge and skills for the teaching of phonics for writing than they do for reading [see also Section 6].

The following were noted and could be investigated further. The results for teaching pupils to recognise English sounds has the greatest responses of the four statements for those who feel their knowledge is Developing or Established (92.1%, n=454). For teaching phonics to support pupils' reading the combined responses for Developing or Established is 91.3% (n=450).

An overall numerical score for teaching writing was calculated for each respondent, where No Knowledge=1, Minimal=2, Developing=3 and Established=4, ranging between 4 and 12. Graph 7 shows the percentage of overall teaching writing score by number of hours of training. More than 9 hours of training appear to result in a higher percentage of respondents

recording a higher teaching writing score. Again, this suggests that a minimum number of training hours per year may be a training need which could be considered [see also Section 6].



Graph 7: Overall teaching writing score by number of training hours (0=8hours or less, 1=9+hours)

## 2.4 Teachers' responses in respect of teaching speaking in English

Five statements were established to glean teachers' responses in respect of teaching speaking in English. Overall, as with reading and writing, the category of Developing was selected mostly by respondents to each of the five statements with Established being somewhat less but still considerably higher than those respondents stating they have either Minimal Knowledge or No Knowledge (see Table 7).

When teaching English I ...	No Knowledge	Minimal Knowledge	Developing	Established
3.8 Use a variety of approaches to teaching individual English sounds (graphemes)	9(1.83%)	58(11.76%)	288(58.42%)	130(26.37%)
3.9 Use a variety of approaches to teaching word and sentence level pronunciation	6(1.22%)	63(12.78%)	290(58.82%)	127(25.76%)
3.10 Use verbal activities that	6(1.22%)	37(7.51%)	305(61.87%)	138(27.99%)



check pupils' understanding				
3.11 Include activities to promote structured conversation practice between pupils	6(1.22%)	26(5.27%)	278(56.39%)	174(35.29%)
3.12 Use conversation activities such as role play to develop fluency and creative use of language	6(1.22%)	23(4.67%)	280(56.8%)	173(35.09%)

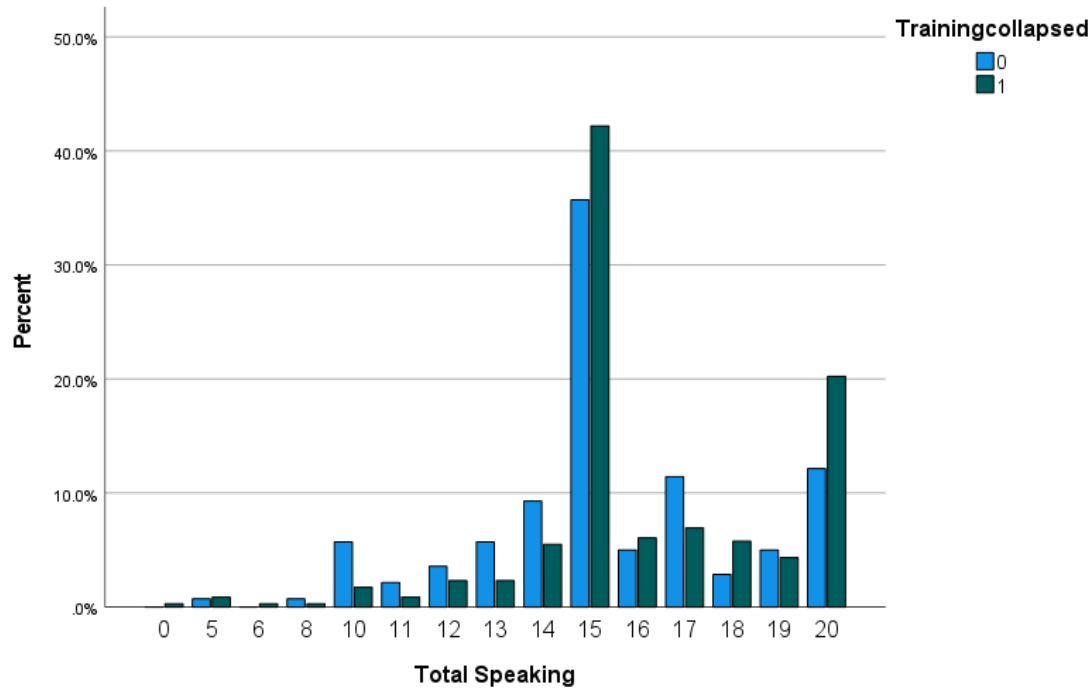
Table 7: Overall responses in respect of teaching speaking in English

In terms of using a variety of approaches to teaching individual English sounds (graphemes) (Q3.8), 58.4% (n=288) consider they are Developing, 26.4% (n=130) are Established, 11.8% (n=58) think they have Minimal Knowledge and 1.8% (n=9) claim No Knowledge. Regarding views on using a variety of approaches to teaching word and sentence level pronunciation (Q3.9), 58.8% (n=290) consider they are Developing, 25.8% (n=127) are Established, 12.8% (n=63) think they have Minimal Knowledge and 1.2% (n=6) claim No Knowledge. With regards to using verbal activities that check pupils' understanding (Q3.10), 61.9% (n=305) consider they are Developing, 28% (n=138) are Established, 7.5% (n=37) think they have Minimal Knowledge and 1.2% (n=6) claim No Knowledge. In respect of including activities to promote structured conversation practice between pupils (Q3.11), 56.3% (n=278) consider they are Developing, 35.3% (n=174) are Established, 5.3% (n=26) think they have Minimal Knowledge, and 1.2% (n=6) claim No Knowledge. In relation to using conversation activities such as role play to develop fluency and creative use of language (Q3.12), 56.8% (n=280) consider they are Developing, 35.1% (n=173) are Established, 4.7% (n=23) think they have Minimal Knowledge, and 1.2% (n=6) claim No Knowledge. There appears to be a slight percentage increase (2%) for conversational activities to practice fluency which teachers are Developing or Established in. This may suggest teacher confidence in providing activities which will support fluency [see also Section 6].

As can be seen in Table 7, the number of respondents indicating Developing or Established across three of the statements (verbal activities that check pupils' understanding (n=443); activities to promote structured conversation (n=452); and conversation activities to develop fluency (n=453) is similar. However, there are more responses in the Developing category for verbal activities that check pupils' understanding (n=302) and the greater difference compared with the Established category (n=167, compared to n=104 and n=107). Teacher confidence in respect of teaching speaking in English is a notable strength which provides a solid platform to develop creative approaches to the teaching of the other aspects of English (particularly reading and writing) [see also Section 6].

An overall numerical score for teaching speaking was calculated for each respondent, where No Knowledge=1, Minimal=2, Developing=3 and Established=4, ranging between 4 and 20. Graph 8 shows the percentage for overall teaching speaking score by number of hours of

training. A higher percentage is found for respondents with a score of 20 or answering Established, for those with 9 hours or more of training, compared to those with 8 hours or less. It is the same for those with a score of 15 or answering Developing; there is a larger percentage of those who have 9 hours of training or more. Again, this suggests that a minimum number of training hours per year may be a training need which could be considered. [see also Section 6].



Graph 8: Overall teaching speaking score by number of training hours (0=8hours or less, 1=9+hours)

## 2.5 Teachers' responses in respect of teaching listening in English

To explore teachers' responses in respect of teaching listening in English, two statements were presented in the survey.

Regarding views on using techniques to encourage respectful listening and turn taking during conversation practice (Q3.13), 58% (n=286) consider they are Developing, 34.3% (n=169) are Established, 4.9% (n=24) think they have Minimal Knowledge and 1.2% (n=6) claim No Knowledge.

With regards to using a range of listening activities to develop listening ability (Q3.14), 58% (n=286) consider they are Developing, 34.3% (n=169) are Established, 4.9% (n=24) think they have Minimal Knowledge and 1.2% (n=6) claim No Knowledge. (See Table 8)

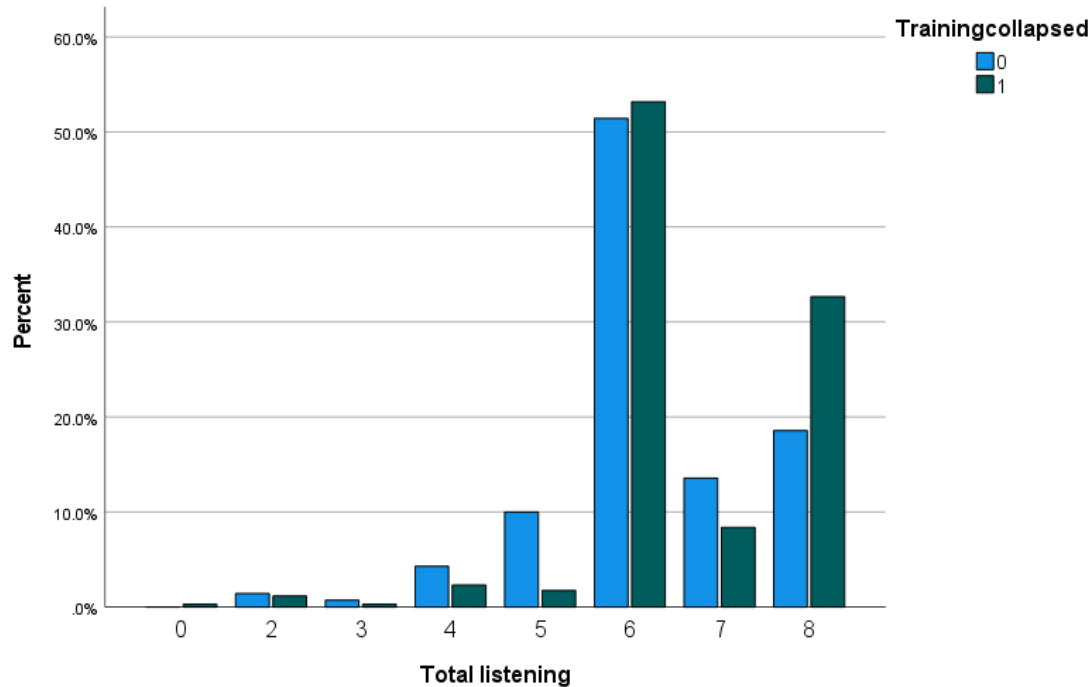
The development of speaking and listening skills are co-dependent. Responses suggest that there is a positive correlation between confidence in the teaching of speaking and listening. As noted in section 2.4, this is a notable strength which provides a solid platform to develop creative approaches to the teaching of the other aspects of English (particularly reading and writing) [see also Section 6].

When teaching English I ...	No Knowledge	Minimal Knowledge	Developing	Established
3.13 Use techniques to encourage respectful listening and turn taking during conversation practice.	6(1.22%)	24(4.87%)	286(58.01%)	169(34.28%)
3.14 Use a range of listening activities to develop listening ability	6(1.22%)	22(4.46%)	296(60.04%)	160(32.45%)

Table 8: Overall responses in respect of teaching listening in English

Overall, compared to the percentages of respondents choosing Developing or Established for reading, writing and speaking, listening has higher percentages, suggesting teachers may be more confident in this area [see also Section 6].

An overall numerical score for teaching listening was calculated for each respondent, where No Knowledge=1, Minimal=2, Developing=3 and Established=4, ranging between 4 and 8. Graph 9 shows the percentage for an overall teaching listening score by number of hours of training. A higher percentage is found for respondents with a score of 8 or answering Established, for those with 9 hours or more of training, compared to those with 8 hours or less. Only a small percentage of those with a score lower than 6, or answering Developing, had 9 hours or more of training. Again, this suggests that a minimum number of training hours per year may be a training need which could be considered [see also Section 6].



Graph 9: Overall listening score by number of training hours (0=8hours or less, 1=9+hours)

Appendices 24 to 27 show the breakdown of overall respondents with under 9 hours of English training and 9 hours or over. They suggest that respondents with less than 9 hours of English training have fewer who feel Established and more who have the Minimal Knowledge and skills. This is consistent across all the measures about their approach to teaching English and has been discussed alongside Graphs 6,7,8 and 9 above.

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### 3. Teachers' knowledge and skills in developing pupils' capacity to learn

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#### 3.1 Introduction

Ascertaining teachers' knowledge and skills in developing pupils' capacity to learn is important as, arguably, pupils benefit from teachers' knowledge and skills imparted during English lessons. For teachers to enable their pupils to become globally competent they must, arguably, first themselves hold and/or develop appropriate knowledge and skills and know how to foster them in their pupils.

#### 3.2 Exploring teachers' knowledge and skills

Eleven questions (Q3.14-3.25) were designed to elicit teachers' perceptions of their knowledge and skills particularly in relation to how they assess pupils in their classes, the methods utilised and the extent of their knowledge and skills. The overall responses in respect of developing pupil capacity to learn are presented in Table 9 (see also Table 4 for scale descriptors).

	No Knowledge	Minimal Knowledge	Developing	Established
3.15 Use informal quizzes to check pupils' application of key grammar points	8(1.62%)	48(9.74%)	305(61.87%)	125(25.35%)
3.16 Tell individual pupils how well they are doing	7(1.42%)	51(10.34%)	312(63.29%)	115(23.33%)
3.17 Use a variety of questioning techniques to encourage participation of all learners	6(1.22%)	27(5.48%)	299(60.65%)	150(30.43%)
3.18 Assess learners' English ability through play activities	5(1.01%)	26(5.27%)	296(60.04%)	151(30.63%)
3.19 Assess learners' English ability through written assessments/comprehension tests	6(1.22%)	30(6.09%)	312(63.29%)	136(27.59%)
3.20 Encourage informal self-assessment	6(1.22%)	46(9.33%)	309(62.68%)	123(24.95%)
3.21 Encourage informal peer-assessment	6(1.22%)	46(9.33%)	308(62.47%)	125(25.35%)
3.22 Give individual pupils information about how they might do better	5(1.01%)	37(7.51%)	292(59.23%)	144(29.21%)
3.23 Encourage pupils to set their own targets for English language development	6(1.22%)	31(6.29%)	306(62.07%)	138(27.99%)
3.24 Use ongoing assessment in lessons to test a range of pupils' knowledge and skills	5(1.01%)	36(7.3%)	324(65.72%)	119(24.14%)
3.25 Involve parents in homework activities relating to the teaching of English	14(2.84%)	73(14.81%)	300(60.85%)	96(19.47%)

Table 9: Overall responses in respect of developing pupil capacity to learn

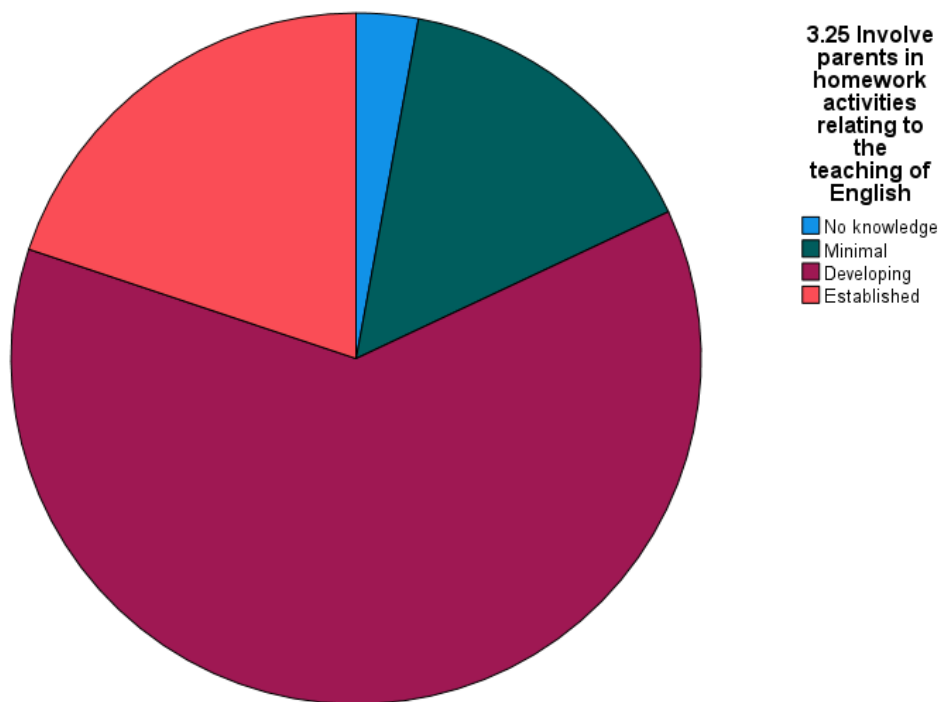
As can be seen in Table 9 and the responses for Established, the percentages of the sample are generally around or slightly more than 25%, so a quarter of the sample are indicating they can confidently demonstrate full competence in these areas. Most responses for each question fall in the Developing category where the range of responses is between 59.2% and 65.7%. This suggests under two thirds of the sample are indicating they have some knowledge and skills in this approach but may lack confidence when using in their practice. Those stating Minimal or No Knowledge comprise between 6% to 17% although most questions are around 10% of the sample. Immediately below are a few areas from the results in Table 9 which may be of particular interest to the developers of the CPD framework and the teacher manual.

Comparing teachers' responses to Q3.16 (Tell individual pupils how well they are doing) and Q3.22 (Give individual pupils information about how they might do better) there are more teachers stating Established for Q3.22 (n=144) than Q3.16 (n=115). With regards to Developing, there are more teachers in this category for Q3.16 (n=312) than Q3.22 (n=292). It should be noted that Q3.16 has the second highest number of responses of those claiming Developing across the whole set of questions and, in relation to Minimal responses (n=51),

this is the highest across number of responses across the whole set of questions [see also Section 6].

There is little variation between the responses for Q3.20 (Encourage informal self-assessment) and Q3.21 (Encourage informal peer-assessment) The wording of the questions could explain the similarity. However, further investigation of those with No Knowledge found these were 8 individuals, 4 of which answered No Knowledge for both. Three of these answered No Knowledge for largely every question.

Table 9 and Graph 10 show that overall, the question of ‘Involve parents in homework activities relating to the teaching of English’ (Q3.25) had a larger number of respondents answering No Knowledge (n=14, 2.9%), and fewer as Established (n=96, 19.5%). However, this was found to be for respondents aged 40 or younger; those aged over 41 had no respondent answering No Knowledge and only a small percentage as Minimal Knowledge (n=3, 8.6%). There is therefore a potential training need for teachers, regarding teachers involving parents in homework activities, which may benefit teachers aged under 40 years [see also Section 6].



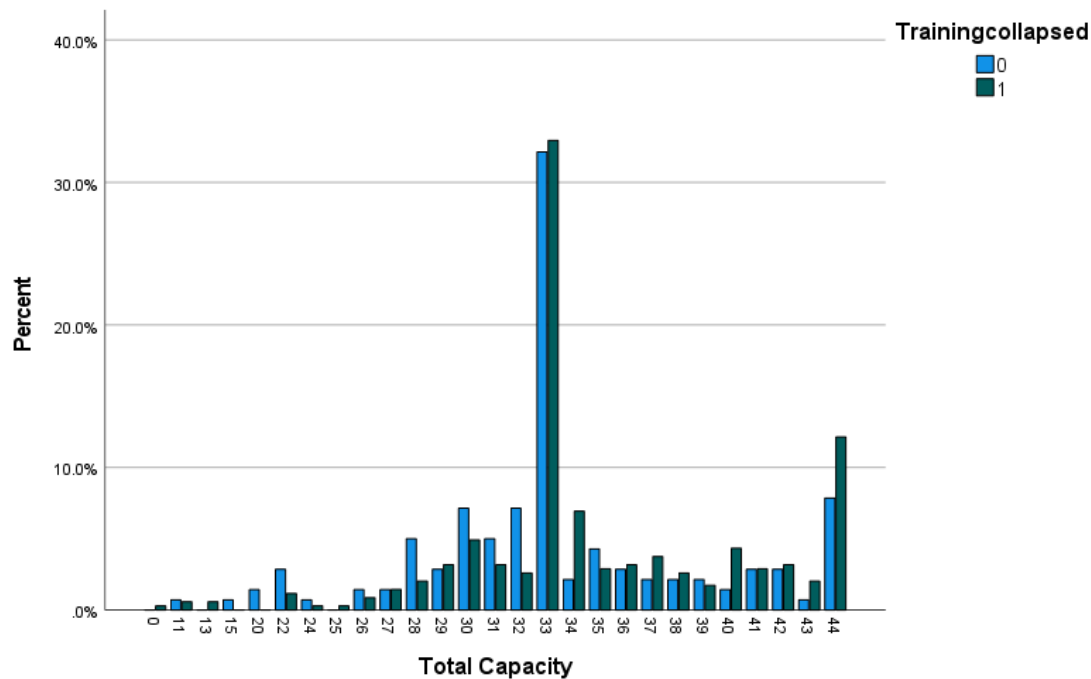
Graph 10: Teachers involving parents in homework activities relating the teaching of English

Further analysis of Q3.15 to Q3.25 found that teachers aged 41-50 years old had the highest percentage of respondents answering as Established, across all questions. This suggests that older teachers, and therefore the likelihood of a higher number of years of experience in teaching, are likely to result in higher scores for developing pupils’ capacity to learn. This could indicate they have greater professional confidence. This could suggest the mentoring of younger staff by older colleagues perhaps, or less experienced by more experienced [see also Section 6].

Analysis of the number of hours training received in a year (see Appendix 28) by developing capacity to learn score, found a higher percentage of those receiving 9 or more hours of training answered as Established compared to those receiving 8 or less hours [see also Section 6]. In particular, Q3.17 (Use a variety of questioning techniques to encourage participation of all learners) and Q3.18 (Assess learners' English ability through play activities) had over a third (33.4% and 33.6%) answering as Established compared to 25% for those with 8 hours or less.

No discernible patterns were found by size of school, or number of hours of English taught. [see also Section 6].

An overall developing capacity score was calculated for each respondent, where No Knowledge=1, Minimal=2, Developing=3 and Established=4, ranging between 11 and 44. Graph 11 shows the percentage for total developing capacity score by number of hours of training. A higher percentage of respondents with 9 hours or more of training have a higher total capacity score than those with 8 hours or less. A minimum number of training hours per year could be a suggestion for the CPD framework and teacher manual [see also Section 6].



Graph 11: Overall total developing pupils' capacity to learn score by number of training hours (0=8hours or less, 1=9+hours)

## 4. Teachers' knowledge of core competencies, international understanding and global competencies, and teaching of English

### 4.1 Introduction

This set of questions investigates teachers' knowledge of core competencies, international understanding and global competencies, and teaching of English. The aim of this project is underpinned by the premise that pupils should not only develop proficiency in the English language but be able to apply, through the situational aspects indicated in the approved textbooks, elements of International Understanding and Global Competencies. This will enable Chinese children to increasingly understand nuances and subtext across and within cultures, preparing them for a preferred future as global citizens.

### 4.2 Exploring teachers' knowledge of core competencies, international understanding and global competencies, and teaching of English

Seventeen questions (Q4.1-4.17) were designed to elicit teachers' perceptions of their knowledge and skills in relation to China's Core Competencies, International Understanding and Global Competencies, and teaching of English. The overall responses are presented in Table 10 (see also Table 4 for scale descriptors).

	No Knowledge	Minimal Knowledge	Developing	Established
4.1 Include songs and rhymes from the English-speaking world	8 (1.62%)	44 (8.92%)	280(56.8%)	150(30.43%)
4.2 Include stories and tales from the English-speaking world	5(1.01%)	66(13.39%)	284(57.61%)	129(26.17%)
4.3 Make use of different kinds of English learning resources such as videos, movies, online resources, radio and TV programmes to promote learning	6(1.22%)	39(7.91%)	284(57.61%)	154(31.24%)
4.4 Support my teaching by using children's picture books written in English	8(1.62%)	57(11.56%)	283(57.4%)	133(26.98%)
4.5 Support my teaching by using English and Chinese bilingual reading books	18(3.65%)	77(15.62%)	292(59.23%)	99(20.08%)
4.6 Include cultural activities, festivals and other events from the English-speaking world	5(1.01%)	54(10.95%)	293(59.43%)	132(26.77%)
4.7 Include cultural activities, festivals and other events from around the world	6(1.22%)	61(12.37%)	300(60.85%)	116(23.53%)
4.8 Teach pupils popular quotes, proverbs or sayings	11(2.23%)	92(18.66%)	296(60.04%)	86(17.44%)



4.9 Have an English learning corner, table, all or space in the classroom to promote English language and cultural awareness.	22(4.46%)	99(20.08%)	288(58.42%)	77(15.62%)
4.10 Organise English language related extracurricular activities	10(2.03%)	78(15.82%)	304(61.66%)	92(18.66%)
4.11 Include activities for pupils to be able to think creatively	6(1.22%)	52(10.55%)	323(65.52%)	101(20.49%)
4.12 Include activities for pupils to be able to develop critical thinking skills	6(1.22%)	60(12.17%)	315(63.89%)	96(19.47%)
4.13 Include activities which require pupils to think, cooperate, ask questions	6(1.22%)	26(7.3%)	315(63.89%)	127(26.76%)
4.14 Include activities which develop cultural understanding of English speaking around eth world	5(1.01%)	48(9.74%)	316(64.1%)	111(23.33%)
4.15 Create supplementary resources to support cross-cultural awareness with people from English-speaking countries	9(1.83%)	73(14.81%)	310(62.88%)	89(18.05%)
4.16 Effectively draw on China's core competencies to support my teaching of English	6(1.22%)	44(8.92%)	321(65.11%)	112(22.72%)
4.17 Effectively draw upon International Understanding and Global Competencies to support my teaching of English	10(2.03%)	75(15.21%)	317(64.3%)	83(16.84%)

Table 10: Overall responses in respect of teachers' knowledge of core competencies, international understanding and global competencies, and teaching of English

As can be seen in Table 10, there is a greater range of percentages for the responses denoting Established compared to Table 9. Here, however, the results in Table 10, show the Established range is between 15.6% and 31.2% (around 25% in Table 9) and, many questions have a response less than 25% of the sample and some lower than 20% of the sample (Q4,8. 4.9, 4.10, 4.12, 4.15, 4.17). As with all other sets of questions in the survey, most responses for each question fall in the Developing category. Here, in Table 10, the range of responses is between 56.8% and 65.5%. As is the case in Table 9, this suggests under two thirds of the sample are indicating they have some knowledge and skills in this approach but may lack confidence when using in their practice. Those stating Minimal as a response to some questions is notably higher in Table 10 and where the range of responses is between 7.3% and 20.8% of the sample. Those in the sample reporting they have No Knowledge is generally a little higher across Table 10 questions compared to Table 9.

Immediately below are a few areas from the results in Table 10 which may be of particular interest to the developers of the CPD framework and the teacher manual.



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The question Q4.3 (Make use of different kinds of English learning resources such as videos, movies, online resources, radio and TV programmes to promote learning) has the highest number of responses for Established (31.2%, n=154). This indicates that of all the areas questioned approximately one third of respondents feel they can confidently demonstrate full competence in this area. The question Q4.17 (Effectively draw upon International Understanding and Global Competencies to support my teaching of English) has the lowest number of responses for Established (16.84%, n=83). This indicates that of all the areas questioned approximately less than 20% of respondents feel they can confidently demonstrate full competence in this area [see also Section 6].

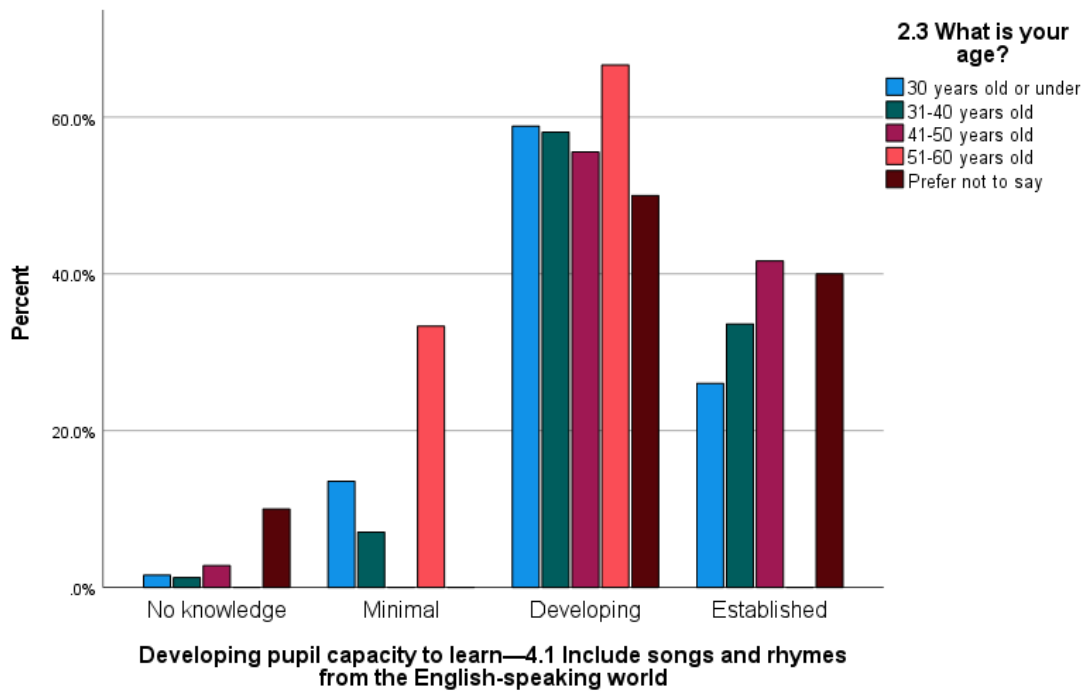
Those stating Minimal takes over 15% of the sample in some questions (Q4.5, 4.8, 4.9, 4.10, 4.17). These results, thus, indicate areas where teachers are saying they have Minimal knowledge and skills in this approach namely, Q4.5 (Support my teaching by using English and Chinese bilingual reading books), Q4.8 (Teach pupils popular quotes, proverbs or sayings), Q4.9 (Have an English learning corner, table, all or space in the classroom to promote English language and cultural awareness), Q4.10 (Organise English language related extracurricular activities) and Q4.17 (Effectively draw upon International Understanding and Global Competencies to support my teaching of English). In addition, those reporting of No Knowledge is especially apparent in similar questions namely, Q4.5 (3.65%, n=18), 4.8 (2.23%, n=11) and Q4.9 (4.46%, n=22) [see also Section 6].

With regards to question Q4.9 (Have an English learning corner, table, all or space in the classroom to promote English language and cultural awareness) there is a higher percentage of teachers answered that they had No Knowledge (n=22, 4.5%), and a lower percentage were Established (n=77, 15.6%) [see also Section 6]. Also, Q4.5 (Support my teaching by using English and Chinese bilingual reading books) had a higher percentage of respondents choosing No Knowledge or Minimal (n=95, 19.3%).

High percentages of teachers felt either Established or Developing in using songs and rhymes (Q4.1) (n=430, 87.23%) and stories and tales (Q4.2) (n= 438, 83.8%) from the English-speaking world. Further analysis for Q4.1 (Include songs and rhymes from the English-speaking world) and Q4.3 (Make use of different kinds of English learning resources such as videos, movies, online resources, radio and TV programmes to promote learning), found that schools with more than 3000 pupils had the highest percentage of respondents (Q4.1: n=40, 41.7%) and (Q4.3: n=43, 44.8) answering as Established (see Appendix A) [see also Section 6]. Those aged between 41-50 years also recorded the highest percentage of respondents who answered as Established for Q4.1 (n=15, 41.7%) and Q4.3 (n=16, 44.4%) (see Appendix B) [see also Section 6].

Further analysis of Q4.1 to Q4.17 found that teachers aged 41-50 years old had the highest percentage of respondent answering as Established, across all questions [see

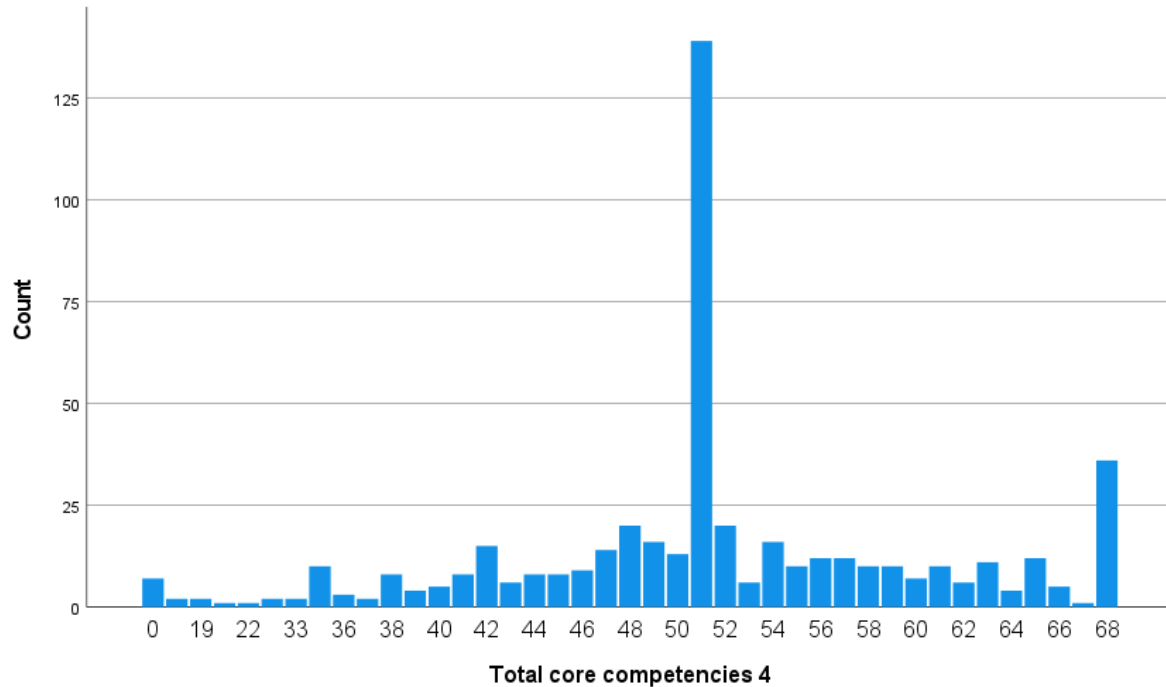
also Section 6]. Graph 12 shows this for Q4.1 and the other percentage splits by age group for this measure (Note small numbers in 51-60 years and prefer not to say).



Graph 12: Percentage of respondent by age categories and 4.1 Include songs and rhymes from the English-speaking world

Analysis of the number of hours training received in a year (see Appendix 29) by teachers' knowledge of Core Competencies, International Understanding and Global Competencies, and teaching of English, found higher percentages of those receiving 9 or more hours of training answered as Established compared to those receiving 8 or less hours across all measures Q4.1 to Q4.17 [see also Section 6]. In particular, Q4.1 (Include songs and rhymes from the English-speaking world) and Q4.3 (Make use of different kinds of English learning resources such as videos, movies, online resources, radio and TV programmes to promote learning) had around third (32.6% and 33.7%) answering as Established compared to 26 or 27% for those with 8 hours or less. Additionally, across all questions, Q4.1 to Q4.17, those with 9+hours of training had smaller percentages of respondents answering No Knowledge or Minimal, compared to those receiving 8 hours or less of training [see also Section 6].

An overall numerical score for was calculated for each respondent by summing up the scores to compare variables and show areas of distribution. As above, No Knowledge=1, Minimal=2, Developing=3 and Established=4. Questions Q4.1 to Q17 were summed up and labelled 'core competencies' for ease of reading. It should be noted that this does not relate to China's Core Competencies. Answers range between 17 and 68 (score of 0 relates to a blank response). Graph 13 shows the percentage for teachers' knowledge of core competencies score.



Graph 13: Distribution of total teachers' knowledge of core competencies scores

A total score of teachers' knowledge of core competencies was calculated for each participant. Analysis by different variables showed similar mean values between districts, if schools prepare pupils for national tests or if students were given a grade at the end of the school year.

Mean teachers' knowledge of core competencies total score by years teaching were calculated (Appendix 30). Those with 11-15 years teaching (52.02) and 6-10 years teaching (52.36) had higher means, with more than 21 years having the lower mean value (47.77). This suggests that those well established in their teaching career, but not over 16 years of teaching, have higher levels of knowledge of core competencies. As a result, focus of training may need to consider less established teachers (less than 5 years of teaching) or those over 21 years of experience [see also Section 6].

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## 5. Teachers' professional skills, knowledge and development

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### 5.1 Introduction

This set of questions investigates teachers' professional skills, knowledge, and development. Some of the question posed are adapted from the UK Teacher Standards. It should be noted that a different scale was used for this set of questions.

## 5.2 Exploring teachers' professional skills, knowledge and development

	Strongly disagree	Disagree	Agree	Strongly agree
5.1 Have sufficient personal knowledge and skills in the teaching of English	4(0.81%)	34(6.9%)	310(62.88%)	134(27.18%)
5.2 Demonstrate secure and confident personal knowledge and skills in the teaching of English	5(1.01%)	44(8.92%)	317(64.3%)	117(23.73%)
5.3 Use a wide range of teaching approaches to ensure that all pupils are consistent and appropriately challenged	4(0.81%)	47(9.53%)	325(65.92%)	107(21.7%)
5.4 Have opportunities to speak English out of school	15(3.04%)	87(17.65%)	304(61.66%)	75(15.21%)
5.5 Keep up to date with the teaching of English	6(1.22%)	56(11.36%)	326(66.13%)	94(19.07%)
5.6 Use this updated knowledge in my planning of teaching	5(1.01%)	53(10.75%)	330(66.94%)	96(19.47%)
5.7 Dedicate substantial periods of time to continually expanding and deepening my knowledge and awareness of teaching English	5(1.01%)	56(11.36%)	314(63.69%)	105(21.3%)
5.8 Reflect on my teaching and evaluate its impact on different kinds of learners	7(1.42%)	33(6.69%)	325(65.92%)	115(23.33%)
5.9 Am confident in my abilities to incorporate Core Competencies in my teaching of English	6(1.22%)	28(5.68%)	338(68.56%)	111(22.52%)
5.10 Have received sufficient training in the teaching of English	6(1.22%)	50(10.14%)	314(63.69%)	113(22.92%)
5.11 Have opportunities for ongoing training in the teaching of English	6(1.22%)	44(8.92%)	321(65.11%)	113(22.92%)
5.12 Have sufficient teaching materials to teach English	8(1.62%)	42(8.52%)	328(66.53%)	102(20.69%)
5.13 Have sufficient teaching methods to teach English	5(1.01%)	38(7.71%)	345(69.98%)	94(19.07%)
5.14 When planning or teaching, I am confident to go beyond the textbook to enrich English lessons	6(1.22%)	60(12.17%)	318(64.5%)	100(20.28%)
5.15 Have a secure knowledge of the teaching of English to foster and maintain pupil's interest in the subject, and address misunderstandings	6(1.22%)	44(8.92%)	333(67.55%)	100(20.28%)
5.16 Demonstrate a critical understanding of	8(1.62%)	59(11.97%)	327(66.33%)	90(18.26%)

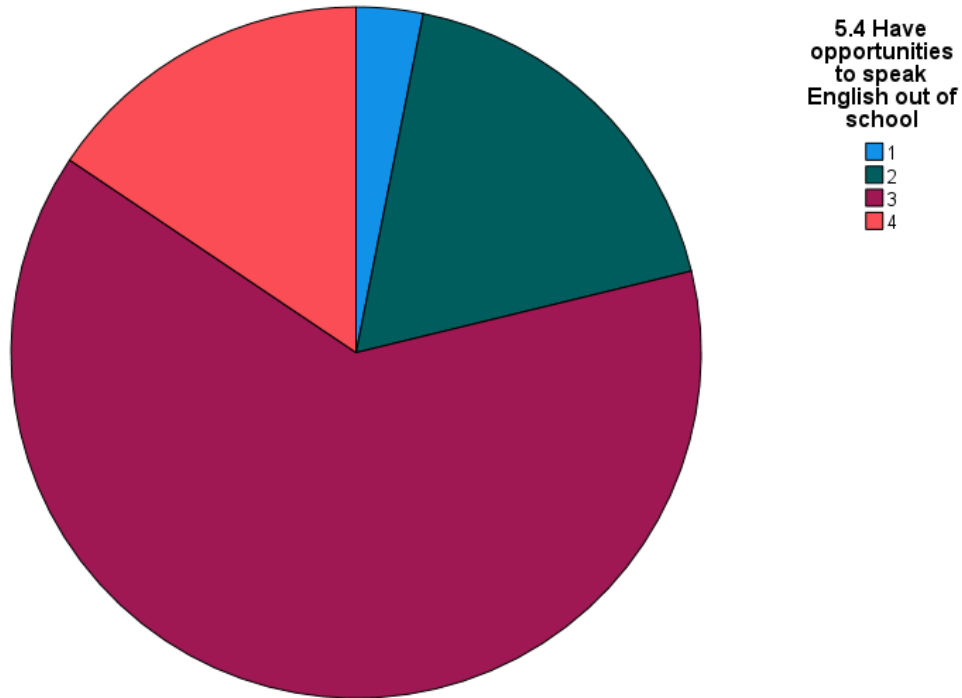
developments for the teaching of English and promote the value of scholarship				
5.17 Demonstrate an understanding of and take responsibility for promoting high standards of literacy articulation and the correct use of standard English	7(1.42%)	54(10.95%)	331(67.14%)	90(18.26%)
5.18 Demonstrate a clear understanding of systematic synthetic phonics (if teaching early reading)	8(1.62%)	46(9.33%)	325(65.92%)	97(19.68%)

Table 11: Teachers' professional skills, knowledge and development

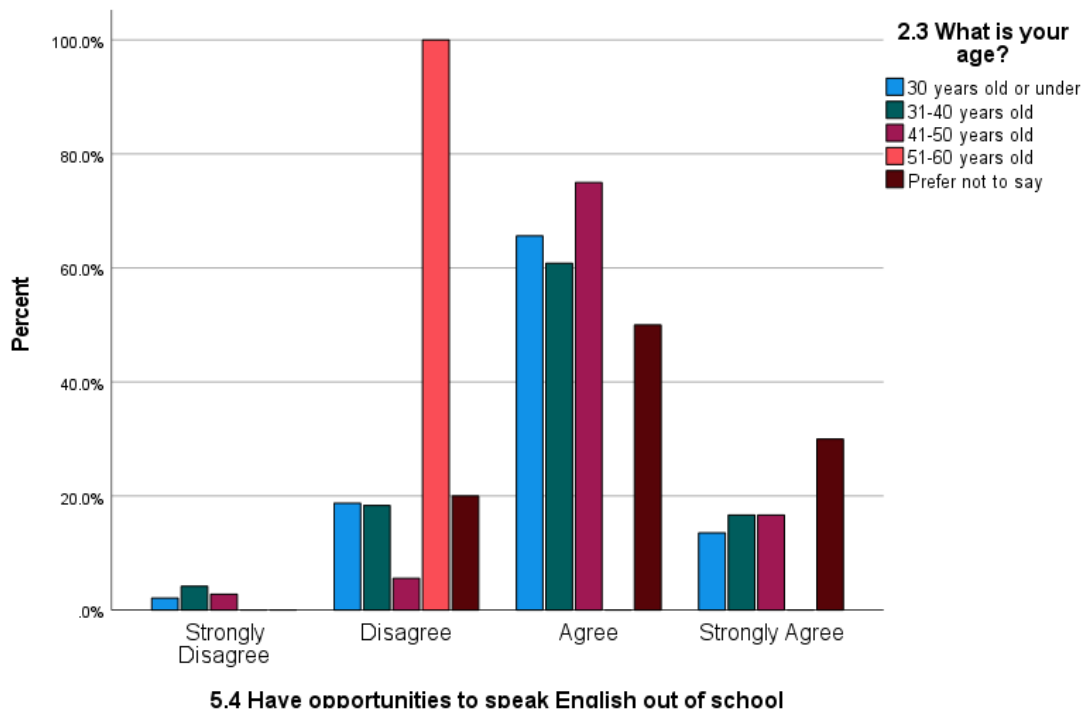
As can be seen in Table 11, there is a narrower range of percentages for the responses denoting Strongly Agree compared to Established in Table 10. Here, however, the results in Table 11, show the Strongly Agree range is between 15.2% and 27.1% (around 16% in Table 10) and, many questions answering as Strongly Agree have a response less than 25% of the sample and some lower than 20% of the sample (Q5.4, 5.5, 5.6, 5.13, 5.16, 5.17, 5.18). As with all other sets of questions in the survey, most responses for each question fall in the Agree (or Developing) category. Here, in Table 11, the range of responses is between 61.7% and 70.0%. This suggests that around two thirds of the sample are indicating they have some knowledge and skills in this approach but may lack confidence when using in their practice. Those choosing Disagree as a response to some questions is similar to those in Table 10 for No Knowledge and where the range of responses is between 5.7% and 17.7% of the sample. Those in the sample reporting they have Strongly Disagree is generally a little lower across Table 11 questions compared to Table 10.

With regards to Q5.4 (have opportunities to speak English outside of school), there is a higher percentage of respondents stating Strongly disagree or Disagree (n=102, 20.7%). Fewer teachers state that they Strongly Agree that they have the opportunity to speak English outside of schools (n=75, 15.2%), and this is lower compared to other Strongly Agree answers. Graph 14 demonstrates the percentages for Q5.4, showing a fifth answered as Strongly Disagree or Disagree, with Graph 14 suggesting that those under the age of 40 have higher percentages who answered Strongly Disagree or Disagree. This suggests that there could be a training need for teachers to have the opportunity to speak English outside of school, which could be considered in the training manual for teacher CPD [see also Section 6].

Overall, the mean Disagree response rate for all questions related to teachers' professional skills, knowledge and development is 9.81%, which suggests that teachers could benefit from further formal and informal opportunities to enhance their subject knowledge and skills development [see also Section 6].



Graph 14: Opportunities to speak English outside of school, where 4=Strongly Agree, 3=Agree, 2=Disagree and 1=Strongly Disagree



Graph 15: Opportunities to speak English outside of school by age (Note small sample size for 51–60-year-olds and prefer not to say)



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### 5.3 Hours of training to support the teaching of English

Analysis of the number of hours training received in a year (see Appendix 31) by teachers' professional skills, knowledge and development, found higher percentages of those receiving 9 or more hours of training answered as Strongly Agree compared to those receiving 8 or less hours across all measures Q5.1 to Q5.18. For Q5.5 (Keep up to date with the teaching of English) and Q5.6 (Use this updated knowledge in the planning of my teaching), nearly one fifth (19.4%) of respondents with less than 8 hours of training responded as Strongly Disagree and Disagree, compared to 9/10% of respondent with over 9+ hours of training. Additionally, Q5.8 (Reflect on my teaching and evaluate its impact on different kinds of learners) had 94.7% of respondents who had 9+ hours of training answering as Agree or Strongly Agree, compared to 84.1% of respondents with 8 hours or less of training. This suggests that teachers may benefit from a greater number of hours of training for teaching English, with 9+ hours suggested as a minimum [see also Section 6].

In terms of Q5.4 (have opportunities to speak English outside of school), analysis by hours of training found that those with over 9+ hours had a higher percentage answering as Strongly Disagree (2.9%) and a lower percentage (16.4%) as Strongly Agree, compared to the other measures. As discussed above, this is a potential training need, which would also benefit those who have 9+hours of training [see also Section 6].

A breakdown of training hours found that of those with under 8 hours of training, 11.4% had 0-2hours, 34.3% had 3-5 hours and 54.3% had 6-8hours (See Appendix 32)

An overall teachers' professional skills, knowledge, and development score was calculated for each respondent, where No Knowledge=1, Minimal=2, Developing=3 and Established=4, Q4.1 to Q5.18 were summed and answers range between 18 and 72 (score of 0 relates to a blank response).

### 5.4 Opportunities to observe others' teaching to support professional development

Being observed by others had a larger mean professional score (55) [see also Section 6], than those not observed by other (52) (see Appendix 33). Overall, 99% of respondents had the opportunity to observe others' teaching to support their own professional development. Only 4 individuals did not have this opportunity and they all had received 8 hours or less of training (see Appendix 34)



## 6. Headline findings from the needs analysis

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This final section presents the key findings from analysis of the questionnaire. It also identifies training needs by each section and aspects that are common across the dataset and findings, which could be included in the CPD framework and teacher manual. For scaling, please see Table 4.

### Overall

- Each section identified a minimum number of training hours as a training need for the CPD framework and teacher manual. Respondents who received over 9 hours of training had a higher number of responses of Established or Strongly Agree (i.e. a higher total capacity score); this was consistent across all measures.
- Respondents aged 41-50 years tended to have higher percentages of Developing/Agree or Established/Strongly Agree across measures.

### Section 2- Teachers' approaches to teaching English

#### *Reading*

- Teachers had some knowledge and skills in creative ways of teaching pupils to recognise the English alphabet but may lack confidence when using in their practice. Therefore, it would appear there is a particular training need, to enhance and secure more teachers' knowledge about creative practices. [page 12]
- Teachers appear to have a greater sense of knowledge and skills relating to teaching pupils to read key vocabulary through recognising words on sight (Q3.2). ([page 12]

#### *Writing*

- Findings suggest that teachers perceive their knowledge and skills in teaching writing in English is less secure than teaching reading in English, which included the teaching of phonics for writing. [page 15]
- Analysis of teachers who prepared for any national tests for English Qualification or gave their students a grade at the end of each school year, found slightly higher average scores in writing, but lower in speaking, listening, and reading. The assessment process may have a bearing on this (focus on written test, perhaps), but this would need to be checked. [page 11]

#### *Speaking*

- Teachers appear to enable conversational practice through activities to support overall speaking. Provision of this in Developing and Establish categories suggest confidence in this teaching approach to support fluency. [page 17]
- Teachers' confidence in this area is a notable strength which provides a strong platform to develop creative approaches to the teaching of other aspects of English. [page 17]

#### *Listening*

- Listening has the higher percentages of respondents choosing Developing or Established for reading, writing and speaking, which suggests teachers may be more confident in this area. [page19]



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- Teachers' confidence in this area is a notable strength which provides a strong platform to develop creative approaches to the teaching of other aspects of English. [page 18]

### **Section 3- Teachers' knowledge and skills in developing pupils' capacity to learn**

There are more teachers stating Established (confidently demonstrate full competence) in giving individual pupils information about how they might do better when compared to telling individual pupils how well they are doing. [page 21]

- Teachers are less secure in involving parents in homework activities. This is a potential training need, and from further analysis those teachers answering No Knowledge or Minimal Knowledge were predominately aged less than 40 years. [page 21]
- Teachers aged 41-50 years old had the highest percentage of respondents answering as Established, across all questions. This could indicate they more experience and greater professional confidence. The mentoring of younger staff by older colleagues perhaps, could be suggested. [page 22]
- A higher percentage of teachers receiving 9 or more hours of training answered as Established compared to those receiving 8 or less hours. [page 22]
- No discernible patterns were found by size of school, or number of hours of English taught. [page 22]

### **Section 4 - Teachers' knowledge of core competencies, international understanding and global competencies, and teaching of English**

- Approximately one third of respondents feel they can confidently demonstrate full competence in making use of different kinds of English learning resources (such as videos, movies, online resources, radio and TV programmes to promote learning). This is the highest number of responses for Established in this area of questioning. [page 26]
- Less than 20% of respondents feel they can confidently demonstrate full competence in drawing upon International Understanding and Global Competencies to support their teaching of English). This is the lowest number of responses for Established in this area of questioning. [page 26]
- Areas where teachers are saying they have Minimal Knowledge (between 17% - 24% of the sample) in relation to, supporting their teaching by using English and Chinese bilingual reading books, teaching pupils popular quotes, proverbs or sayings, having an English learning corner, table, all or space in the classroom to promote English language and cultural awareness, organising English language related extracurricular activities and effectively drawing upon International Understanding and Global Competencies to support their teaching of English. [page 26]
- The highest percentage of teachers who answered that they have No Knowledge was in relation to having of English learning corner, table, all or space in the classroom to



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promote English language and cultural awareness and a lower percentage were Established. [page 26]

- High percentage of teachers felt either Established or Developed in using songs and rhymes and stories and tales from the English-speaking world. [page 26]
- Teachers aged 41-50 years had the highest percentage responding as Established across all questions. [page 26]
- Teachers with less than 5 years of teaching or those over 21 years of experience had lower means for the overall scores in this area of questioning, that those with 6-15 years of teaching. The focus of training may need to consider this. [page 27]

### **Section 5 - Teachers' professional skills, knowledge and development**

- A fifth of all teachers stated that they Strongly Disagree or Disagree will the opportunity to speak English outside of school. Therefore, creating opportunities for this could be considered. [page 30]
- Teachers could benefit from further formal and informal opportunities to enhance their subject knowledge and skills development. [page 30]
- Teachers observed by others had a larger mean professional score compared to those who were not observed. [page 32]

### **References**

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### **Appendices**

See separate document