

Call for Grant

**UK-Thailand HEI Partnership
Research Grant:**

**Pre-Service English Language
Teacher Education in Thailand**

Submission Deadline: 13th March 2022

About the grants

The British Council is pleased to announce its call for **UK-Thailand Research Grants**.

This Call for Grants aims for a partnership between a Thai higher education institution (HEI) and a UK HEI to conduct high quality research on **Pre-Service English Language Teacher education in Thailand**. The maximum funding available is £30,000. The project should run from March/April 2022 – March 2023. The resulting report should detail the “as-is” situation in pre-service English teacher development in Thailand, highlighting major issues and recommendations for potential interventions that could be made by HEIs, schools, the Ministry of Education (MoE) and/or the Ministry of Higher Education., Science, Research and Innovation (MHESRI). Resulting articles will be published as part of the British Council Research Papers series online.

The deadline to submit your research proposal is **23.59 GMT on 13 March 2022**. Applications should be returned to: pattanavimol.israngkura@britishcouncil.or.th and davideg.gilmartin@britishcouncil.org.vn

Purpose of the grants

To conduct research on pre-service English language teacher training in Thailand through a partnership between a Thai HEI and a UK HEI

To facilitate the production of research in the Official Development Assistance (ODA) context to benefit pre-service teacher education in Thailand.

1. Introduction and Background

Overview of the British Council

We build connections, understanding and trust between people in the UK and other countries through arts and culture, education and the English language. We work in two ways – directly with individuals to transform their lives, and with governments and partners to make a bigger difference for the longer term, creating benefit for millions of people all over the world.

We help young people to gain the skills, confidence and connections they are looking for to realise their potential and to participate in strong and inclusive communities. We support them to learn English, to get a high-quality education and to gain internationally recognised qualifications. Our work in arts and culture stimulates creative expression and exchange and nurtures creative enterprise.

We connect the best of the UK with the world and the best of the world with the UK. These connections lead to an understanding of each other's strengths and of the challenges and values that we share. This builds trust between people in the UK and other nations which endures even when official relations may be strained.

We work on the ground in more than 100 countries. In 2019-20 we connected with 80 million people directly and with 791 million people overall, including online and through our broadcasts and publications.

We are funded by a grant-in-aid from the UK government and with significant additional income from partnership agreements, contracts, teaching and exams.

Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body.

English in Education Systems

The British Council's work in English for Education Systems (EES) aims for transformational change in English language policy and practice. We believe that better teaching and learning of English increases academic and career opportunities and enables people to participate actively in a global society. Our research and innovation with UK and overseas partners provide evidence of 'what works' in English language teaching and learning and contribute to the development of English language teaching and learning worldwide. We support language teaching and learning in a multilingual world, helping to ensure inclusive and equitable quality language education in line with UN Sustainable Development Goal 4.

As of 2021, our EES programmatic framework is thematically organised into three key impact areas:

- ELT in Education,
- English and Empowerment
- English Connects (digital)

Underpinning these priorities is our approach harnessing UK expertise in teacher education, education technologies and inclusive pedagogies and research, insight, and innovation. We seek to document and share learning gained from practical experience. Our role in global English means that advancing thought and positioning the UK as leaders in English language education are at the heart of our mission.

Context of pre-service English language teacher education in Thailand

Thailand's 4.0 strategy aims to internationalise, develop skills, nurture creativity and innovation to develop a high value economy and greater social equality. English is an important foundation for this strategy, yet 75 per cent of teachers of English in Thailand have a Common European Framework of Reference for Languages (CEFR) level of English at only A2 or below. English teaching in Thailand has been grammar-focused rather than communicative, resulting in poor outcomes for students. This strategy led to government demand to improve the low levels of English teaching in the school and university system across curriculum, materials, teaching methodology and assessment. Alongside this has been recent reform to pre-service teacher education in Thailand, that has included reducing the number of study years at HEI from five years to four years ([Sairattanain and Loo, 2021](#)). The full impact of such reforms is, as yet, unclear.

Given the key role played by teacher education in developing quality English language teachers, since 2020, British Council has developed initial plans with the Ministries of Higher Education, Science, Research and Innovation and the Ministry of Education, as well as HEI and potential partners around pre-service teacher development, particularly focusing on the development of English language teaching, with the final goal being to create a new generation of teachers. Previous, successful projects have included a collaboration with the Thai Ministry of Education that established the [Regional English Training Centres \(Bootcamp\)](#) project that upskilled over 17,000 English teachers in Thailand and co-trained 40 Thai Master Trainers with British Council trainers for two years. As a result, 40 Thai Master Trainers are now working with the Ministry of Education to cascade the training to the next generation of teachers in Thailand. We continue to support the Thai Master Trainers (especially in Continuing Professional Development) to enhance their teaching skills and exchange knowledge with other teachers at an international level. British Council seeks to build on this success by extending its educational research, with the aim of providing evidence that will lead to solutions that can be applied by the Thai Ministry of Education, Ministry of Higher Education, Science, Research and Innovation, HEIs and schools.

Research on pre-service teacher education

International scholarship attests to the importance of pre-service teacher education. Teachers are central to responding to a changing world as they are responsible for enabling children and young people to live with and tackle the global challenges of both today and tomorrow. Therefore, the education of such teachers is also of utmost importance ([Darling-Hammond, 2017](#)), as is high quality research to inform practice ([Tatto, 2021](#)). This applies equally to English language pre-service teacher training in Thailand. However, by working closely with the ministries, teachers and www.britishcouncil.org

teacher educators at both school level and HE level, it has become apparent that there are some issues surrounding the quality of teachers, the connection between their theoretical understanding and practical application, and the type of support system available for student teachers before entering into the in-service teaching system. For example, recent work carried out by the British Council in Rajabhat universities (former teacher training colleges) in Thailand found that while student teachers of English language receive up-to-date theories on language acquisition from their training course, they receive limited exposure to 'best practice' and are unable to 'contextualize' the theoretical input in the programme. This was attributed to: the lack of opportunity for them to observe 'best practice'; lack of encouragement to critically analyse examples of teaching practice and therefore confusion around how to assess their own practice; the fact that observational feedback is not sufficiently standardised or based on practical solutions; and inconsistency in input between the main course and the teacher mentor's guidance during the teaching practicum. It was also found that teacher educators in Thailand were not confident that current teacher training programmes adequately prepare student teachers for the teaching profession, with inadequate level of English language skills, inadequate curriculum for teaching English language teachers, and lack of resources cited as key explanations. Other investigations carried out by British Council found that many teachers are not well equipped with 21st century teaching skills, leading to classrooms being run using direct teaching methods (like a lecture) rather than in a communicative, dialogic way.

However, the number of published research papers that focus on English language teacher education, especially those written in English, is still quite limited (some notable recent exceptions include [Prabjandee, 2020](#); [Todd & Darasawang, 2020](#)). Additionally, key to producing high quality research that is publishable in peer-reviewed English language journals, for example, is collaboration between institutions, and international collaboration in particular has the potential to enrich the research capacity in the field. Therefore, in 2022, British Council will conduct international collaborative research in this area in order to have a better understanding of the "as-is" situation of pre-service English language teacher development in Thailand. The research findings are expected to inform recommendations for future pre-service teacher education development activities, including potential interventions that could be made by HEIs and other relevant institutions.

2. Research areas

Potential research areas and questions may include (but are not limited to) one or more of the following:

1. The Teacher Education 'Pipeline'

- What are the key existing components of English language pre-service teacher education in Thailand?
- What is the pipeline from pre-service English language teacher education through school placements and practicum to placement in the school system and what are its strengths, challenges and areas for improvement?
- To what extent does the current English language teacher training system support student teachers to develop as confident practitioners?
- To what extent has the change from 5 years of training to 4 years had an impact on the quality of English language teacher education?
- What role is played by critical reflection in English language teacher education?

2. Training in Curriculum and Pedagogy

- What are the dominant curricula used to train student English language student teachers and how do teacher educators, mentors and students interpret and apply them?
- What are the dominant pedagogies that English language student teachers are trained in and to what extent are they able to interpret and apply them?
- To what extent do the curricula and pedagogies equip English language student teachers to teach a diverse range of learners in schools?

3. The Role of the Teaching Practicum

- What are English language student teachers' experiences of teaching practicum?
- To what extent does the practicum link with the training received at HEIs?
- To what extent does the practicum prepare English language student teachers for employment in schools?

4. The Role of Teacher Educators and In-School Teacher Mentors

- How do the roles of English language teacher educators and in-school teacher mentors operate?
- What are the key aspects of a successful English language student-teacher educator or student-teacher mentor relationships?
- How might these roles be changed to ensure more successful relationships?

5. Student Teacher Motivations and Identities

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- What are English language student teachers' motivations to go into teaching?
 - What barriers might English language student teachers face in becoming successful teachers, and to what extent does this vary according to students' backgrounds (class, ethnicity, gender, etc.)?
 - How do English language student teachers conceptualise their professional identities?

Expected outcomes and outputs

- Outcome – High quality research on pre-service teacher education completed through a Thai-UK university partnership
- Output 1 – Research report of at least 30 pages
- Output 2 – Policy brief of approximately 2 pages outlining key findings and recommendations for Ministry of Education (MoE) and Ministry of Higher Education, Science, Research and Innovation (MHESRI)
- Output 3 – Research presentation of approximately 20 slides to be delivered to MOE and MHESRI, outlining the key findings and recommendations

3. Research Methodology and Partnership

The methodology and approach taken by the partnership is flexible and should be carefully detailed in Annex 1 (Application Form). It may be either desk-based research (such as a literature review, combined with a policy and curriculum review) and/or fieldwork in pre-service teaching institutions (such as a survey or interviews and observations). The proposed research must involve substantial collaboration between a Thai university and a UK University. The Thai University should be the lead partner, with the UK university acting in a supporting and advisory role. Similarly, the majority of the budget should be allocated to Thai-based work and staffing. Given the Covid-19 pandemic situation, care should be taken in selecting appropriate methods and contingency plans should be made where appropriate.

4. Eligibility guidelines and application process

Who may apply?

Any person resident in Thailand with an affiliation to a Thai higher educational institution and any person resident in the UK with an affiliation to a UK educational institution is eligible to apply. The grant will be awarded to the two HEIs as a partnership. The award agreement will be with the two institutions and not with individuals. The Thai institution will be the lead institution and so the Principal Applicant should make the application on behalf of the partnership.

Please note the following:

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- The research must not have already taken place or be underway.
 - This Grant is not intended to fund the field work of Ph.D. candidates or similar.
 - The proposal must make clear what expenditure items the award will fund (details are to be indicated in the Annex 2- Budget form). The scheme will not fund items of equipment which institutions would normally be expected to possess (for example computing equipment including laptops). Nor will it fund conference or seminar attendance to disseminate findings unless specifically invited to do so by the British Council.

What proposals are eligible?

1. We are looking for:
 - a) Joint proposals from Thai higher educational institutions (as Lead Institutions) with UK HEIs. A Principal Applicant will make the application on behalf of the Lead Institution.
 - b) collaborative proposals (proposals from academic faculty from more than one university and/or proposals from a university and a third sector organisation).
2. The proposal must clearly demonstrate:
 - a) methodology and approach in designing and carrying out the research
 - b) how data gathered will be used to craft recommendations on ELT development (including any potential UK-Thailand partnerships in relevant ELT areas which are expected to deliver societal and/or economic development outcomes in Thailand as an ODA¹ country
 - c) plan how to engage relevant Thai and/or UK stakeholders and potential participants/users/beneficiaries of the research in order to maximise the potential of this research project to have positive impact beyond the duration of the Grant
 - d) how the research and dissemination activities can be carried from **March 2022 to March 2023** (duration could be extended with agreement).
3. Proposal should be able to outline how the research and its outputs respond to the purpose of the Grant including how it will contribute to ELT development in the context of Thailand's education system.

5. Amount of Grants

The grant amounting to a maximum of £30,000 will be awarded to the Lead Thai institution(s).

Funding will be agreed for a maximum initial period of twelve (12) months. The expected research output/ final report must be in English.

¹ ODA eligible countries are defined as per the OECD Development Assistance Committee (DAC). See for list of ODA eligible nations: <http://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/DAC-List-of-ODA-Recipients-for-reporting-2020-flows.pdf>.

90% value of the award will be paid upon completion of relevant checks and the signing of the contract and 10% will be paid on receipt of the final report.

In the event of any underspend of the Grant, this may be used for further activities under the Project subject to the British Council's prior approval and in accordance with the Standard Terms of Grant Agreement (Annex 3), in particular clause 5 of Schedule 3 (Change Control).

6. How to apply

To apply applicants must complete the following documents and send to pattanavimol.israngkura@britishcouncil.or.th and davideg.gilmartin@britishcouncil.org.vn by **23.59 GMT on 13 March 2022.**

1. Annex 1: Grant Application Form
2. Annex 2: Budget Form
3. Annex 3: Standard Term and Condition of Grant Agreement
4. Annex 4: Eligible and Ineligible Costs

Applicants are responsible for ensuring they complete the forms fully and correctly.

7. Selection Process

You will have your response evaluated as set out below:

Stage 1: A check will be made to ensure all required documents have been provided according to the specifications. Incomplete or incorrect submissions will be disqualified and not evaluated further.

Stage 2: The proposal will then be evaluated in accordance with the criteria and weightings set out below. If excluded at this point, they will not be evaluated further.

A British Council panel will evaluate the proposals against the following criteria:

Criteria	Weighting
Relevant experience of the team [shows strong background and theoretical knowledge and practical experience in the field of pre-service teacher education and research; shows strong knowledge of pre-service teacher training in Thailand]	35%
Methodology and Approach [shows strong knowledge of research methods and their application; track record of research in pre-service teacher education; capacity of research team to deliver the project is clear]	35%
Commercial [project is value for money; shows potential to deliver on time and to budget]	20%

Social Value [clear focus on producing research that will strengthen pre-service teacher education in Thailand; shows commitment to collaboration between Thai and UK university]	10%
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All decisions of the panel will be final and binding. No correspondence will be entered into with the unsuccessful participants.

We reserve the right to contact applicants to request or negotiate an amendment to any aspect of the proposal, including for example budget items or project timeline, to best meet the objectives of the scheme.

8. Timeframe of the Grants

Activity	Dates
Call for Grant issued to potential bidding suppliers Clarification questions invited	17 February 2022
Deadline for clarification questions (Clarification Deadline)	6 March 2022
British Council to respond to all clarification questions	10 March 2022
Deadline for submission of Proposals by potential applicants (Response Deadline)	13 March 2022
Final Decision	Mid-late March 2022
Contract concluded with winning supplier	End March 2022
Grant agreement signing/ contract start date	End March 2022
Disbursement of Grant (payment 1 at 90%)	By end of March 2022
Inception meeting	April 2022
Quarterly progress meetings	Every three months
Progress report submission	August 2022
Final report submission	December 2022
Disbursement of Grant (payment 2 at 10%)	December 2022
Research dissemination	January-March 2023

- Follow up/clarification questions can be submitted to pattanavimol.israngkura@britishcouncil.or.th and davideg.gilmartin@britishcouncil.org.vn
- Any entry received after the closing date will not be considered.
- The British Council accepts no responsibility whatsoever for any technical failure or malfunction or any other problem with any system, server, provider or otherwise that may result in any entry being lost, delayed or not properly registered.

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- The British Council will inform applicants as to whether the proposal is successful or not. The British Council is not obliged to enter into further discussions or offer advice on proposals. The decision of the British Council regarding the Grant is final.
 - The British Council accepts no responsibility for failure to notify successful applicants where such failure results from the provision of inaccurate contact details by the applicants or from the acts or omissions of any third party (including, without limitation, any internet or postal service provider) and shall have no liability to any applicant if it is prevented from or delayed in delivering any aspect of the opportunity by acts, events, omissions or accidents beyond its reasonable control.

9. Reporting requirements

- A reporting schedule must be included in your proposal. This should cover the following and include an indication of the proposed length of any written outputs:
- **Progress Report** – report on preliminary or initial finding is to be submitted to the British Council by **31 August 2022**.
- **Final Report** - to be submitted to the British Council by **31 December 2022**. This would normally include rationale, methodology, findings, discussion and implications, and references.
- **Detailed Financial Report** - to be submitted to the British Council at the end of your project. Please note that in the event of underspend any re-allocation of funds under the Project must be formalised before the expiration of the Grant Agreement in accordance with the Change Control Clause (see Annex 3: Standard Terms of the Grant Agreement).

10. Project duration

The Project duration is from end **March 2022** to **March 2023**. Research is expected to be undertaken from **March 2022** to **December 2022** with dissemination thereafter. Funding will be transferred to the successful Lead Institution once the grant agreement is counter-signed by the British Council.

Formal project start dates will be set in the grant agreement by the British Council. Expenses incurred by the institutions prior to the effective start date, including any costs incurred in the production of the proposal, cannot be charged to the Grant.

11. Conditions of the award

- The successful institutions will own the intellectual property rights of the research output, including a final report of an agreed length, and will licence these rights to the British Council to use and disseminate the research output / final report at its own discretion with no limitation on time or territory.

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- The Lead Institution, partner local HEI(s), Principal Applicant and researchers must explicitly acknowledge the support of the British Council in any written or spoken dissemination of the research process and all outputs arising from it.
 - Successful institutions must satisfy the British Council that the expenditure has been incurred in accordance with the original proposal by providing a detailed expenditure report.
 - Institutions must agree to the terms and conditions of the scheme, which will be outlined in detail into the contract for successful applicants.
 - Institutions must agree to the terms and conditions of the scheme, which will be outlined in detail in the contract for successful applicants. Please be advised that Annex 3: Standard Terms of the Grant Agreement is not final and will still be finalised with the winning institution.

Benefits of the award to the successful institution

- Financial support which enables the research to take place.
- Publication and dissemination of the research by the British Council (subject that the research is of appropriate quality) as an example of quality research from the UK with full acknowledgement of the researchers and their affiliated institutions.
- The right to refer to the research as funded by the British Council.
- Support with access to appropriate government partners and higher education institutions overseas as agreed on a case-by-case basis.
- Opportunity to present a webinar through our website or online communities.
- Promotion of the report through British Council internal and external networks.

12. Ethics and research governance

It is essential that all legal and professional codes of practice are followed in conducting work supported by this programme. Applicants must ensure the proposed activity will be carried out to the highest standards of ethics and research integrity. In the online application form, applicants must clearly articulate how any potential ethical and health and safety issues have been considered and how they will be addressed, ensuring that all necessary ethical approval is in place before the project commences and all risks are minimised.

We have a duty of care to safeguard the children and vulnerable adults we work with. Please refer to the Safeguarding policy here: <https://www.britishcouncil.org/about-us/how-we-work/policies/safeguarding>

Where proposals involve any contact with children, each organisation and individual will need to adhere to the relevant national requirements to ensure they have been fully vetted to work with under-18s. Please refer to your research council for research governance regarding ethics and research integrity. Please also refer to the Research Councils UK 'Policy and Guidelines on

Governance of Good Research Conduct' (<http://www.rcuk.ac.uk/Publications/researchers/grc/>), the Inter Academy Partnership report 'Doing Global Science: A Guide to Responsible Conduct in the Global Research Enterprise' (<http://www.interacademycouncil.net/24026/29429.aspx>) or contact us for further guidance.

13. Equality, diversity and inclusion

Applicants are encouraged to ensure equal opportunities in the teams implementing their proposed activity. For the British Council's approach, see our Equality Policy at:

https://www.britishcouncil.org/sites/default/files/equality_policy_1.doc

14. Applicant screening

In order to comply with UK government legislation, the British Council may at any point during the application process carry out searches of relevant third-party screening databases to ensure that neither the applicant institutions nor any of the applicants' employees, partners, directors or shareholders are listed:

- as an individual or entity with whom national or supranational bodies have decreed organisations should not have financial dealings;
- as being wanted by Interpol or any national law enforcement body in connection with crime;
- as being subject to regulatory action by a national or international enforcement body;
- as being subject to export, trade or procurement controls or (in the case of an individual) as being disqualified from being a company director; and/or
- as being a heightened risk individual or organisation, or (in the case of an individual) a politically exposed person.

If the applicant or any other party is listed in a Screening Database for any of the reasons set out above, the British Council will assess the applicant as ineligible to apply for this grant call. The applicant must provide the British Council with all information reasonably requested by the British Council to complete the screening searches.

15. Personal data

The British Council will collect and store the names and email addresses of all applicants and the additional details of applicants as anticipated by the 'How to Apply' and 'Selection Process' sections above.

The British Council will use this personal data for the following purposes:

- managing the relationship between the applicants and the British Council;
- communicating with applicants to answer their queries about the opportunity;
- communicating with successful applicants
- administering and delivering the research grant

Where an applicant has consented to the British Council doing so, the British Council may contact the applicant using the personal data collected to provide information about the goods, services, courses or promotions that the British Council offers.

By participating in the opportunity, applicants consent to their personal data being processed by the British Council in accordance with, and for the purposes set out in, this section of these terms and conditions. The British Council complies with data protection law in the UK and laws in other countries that meet internationally accepted standards. You have the right to ask for a copy of the information we hold on you, and the right to ask us to correct any inaccuracies in that information. If you have concerns about how we have used your personal information, you also have the right to complain to a privacy regulator.