

**Vision, Strategy & Plans**

- Plans were felt to be ambitious, but exciting.
- It was suggested that it might be useful to make a link between the new research awards and the desire to work more with non-native speaker teachers.

**English Global Products Phase 1**

- Suggested that there is a considerable gap in the market in availability of videos of classroom teaching, especially involving non-native speaker teachers. Could BC do this using local materials and curriculum?
- This could also be linked to different stages of teachers' careers.
- BC should consider teachers' own levels of English. The current Teaching English site is not easy enough for many teachers.
- BC needs quick and easy products for teachers with limited time.
- BC should Build regional communication and distribution networks dimension into future project design
- BC should focus on gathering data on levels of use and teacher and user feedback
- There is a danger of the British Council spending so much time and money on developing and promoting an impressive quantity of products that the actual pedagogic quality of some of the products suffers. The only way to substantiate the claim to be the leading provider of ELT products is to ensure that the products not only look and seem impressive but that they are of real pedagogic value too. That inevitably means spending money recruiting and utilising proven talent and developing systems which actually do achieve quality control. (emailed comment from Brian Tomlinson)

**Transform Section of Teaching English**

- BC needs to improve on project documentation for the track record section. The current level of information is not sufficient.
- Project reports would be improved by the addition of more human interest stories related to these to emphasise the impact made.
- Some methodology resources are perhaps not ELT specific enough: they could apply to the teaching of any subject.

**Relations with UK Constituency**

- BC should have a list of all UK university ELT departments and a named contact for each.
- IELTS events would be a popular way to engage with university departments.
- BC could also use BAAL to increase the reach of our communications.
- Modern Languages departments should also be of interest to BC because their students will become language assistants and therefore need ELT support.
- Some universities would be interested in helping BC with the evaluation of impact. Perhaps BC could set up an impact and evaluation unit, staffed by university secondees.
- BC should be looking at the intercultural teaching work being done in Modern Foreign Languages.
- BC should consider making show-casing presentations at major sector conferences, incl. BAAL. BAAL Teaching and Learning SIG should be contacted.
- There is opportunity for BC to have more involvement with EFL exams. The EFL exams equivalence chart should be updated.

## **EO&D Project**

- BC should investigate the intercultural aspects of this, for example by finding and studying relevant case studies from overseas.
- An initial focus on implementing EO and D policies in Teaching Centres would be a good way forward

## **India & China Event**

- BC needs to be more specific about the opportunities in order to attract people to the event. Examples of specific opportunities need to be given.
- The event needs to be more than just a briefing and should be a whole day rather than half a day.
- Any survey should look at the whole range of English Language use, especially media and web, but in the case of India, also literature ( emailed comment from John McGovern)