Welcome

On behalf on the British Council, I’d like to welcome everyone, both those of you here in person and those joining us online, to this exciting event designed to share progress and initial findings from the Future of English Research Grant Scheme.

This scheme sits within a wider, long-term Future of English research programme initiated by the British Council. Our aim is to engage with users of English globally in order to help build a clearer picture of the trends driving the use of English as a global language and provide actionable insights that can help policy makers, educators, and researchers. We recognise that the picture that emerges will be diverse, and we hope that insights from the programme will contribute to building a better understanding of the varied roles that local communities see English playing in work, education and society in the future.

Today brings together researchers from four international projects led by leading UK research institutions which were awarded as part of the first round of Future of English Research Grants. The event will give the researchers a chance to exchange ideas and share findings with a wider audience of academics and educators interested in this important area of study.

We are also very pleased to welcome David Shariatmadari, the Guardian's non-fiction books editor and author of *Don’t Believe A Word: The Surprising Truth About Language*, who will add his own perspective to today’s discussions.

The Future of English programme is about different realities and perspectives; with that in mind we hope that you enjoy the day, and most importantly that you are able to actively take part in opportunities to share your questions, thoughts and ideas, and to contribute to the continuing – discussion on the future of English.

Michael Connolly, Director English Programmes, British Council

Background to the Future of English Research Forum

In recent years there have been signs that the role of the English language as the de facto lingua franca of international business and education is changing. This research challenge has resulted in the starting of a cross British Council initiative called the Future of English Programme. It is designed to make a significant contribution to global thinking and understanding of the role of the English language over the coming decades. The programme will provide a series of research release publications and events which will contribute to our long-term agenda to work with partners in the UK and around the world to build a comprehensive evidence base for future English language policy, development, and implementation.

The Future of English Programme was started in 2021 and is expected to complete its initial programme of research in April 2025 across three phases. The two initial phases included revisiting David Graddol’s earlier predictions and gathering perspectives from around the world to identify trends and themes around the Future of English. These research phases will culminate in the launch of the Future of English publication in April 2023. Informed by findings in the first two phases of the programme, phase three sets out a long-term research agenda that includes four principal research universities investigating four separate but related subject projects over three years.

To learn more about the programme, visit [www.britishcouncil.org/future-of-english](http://www.britishcouncil.org/future-of-english)
## Research Forum programme overview

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.30 – 10.00</td>
<td>Registration</td>
</tr>
<tr>
<td>10.00 – 10.20</td>
<td>Welcome</td>
</tr>
<tr>
<td>10.20 – 11.00</td>
<td>Presentation: How diverse are communication patterns in digitally-mediated EMI classes and HEI stakeholder voices? – CRELLA, University of Bedfordshire</td>
</tr>
<tr>
<td>11.00 – 11.40</td>
<td>Interview: Investigating diversities across primary English educational contexts – University of Warwick</td>
</tr>
<tr>
<td>11.40 – 12.10</td>
<td>Break</td>
</tr>
<tr>
<td>12.10 – 12.50</td>
<td>Presentation: The future of English in Asian higher education: What can we learn from students’ and teachers’ current perceptions and experiences? – Open University</td>
</tr>
<tr>
<td>12.50 – 13.20</td>
<td>Presentation: Building a corpus of student academic writing in EMI contexts: Data collection across diverse international higher education settings – Lancaster University</td>
</tr>
<tr>
<td>13.20 – 14.10</td>
<td>Lunch</td>
</tr>
<tr>
<td>15.10 – 15.55</td>
<td>Coffee and conversations in style</td>
</tr>
<tr>
<td>15.55 – 16.55</td>
<td>Discussion</td>
</tr>
<tr>
<td>16.55 – 17.00</td>
<td>Closing</td>
</tr>
</tbody>
</table>
Programme schedule

10.00 – 10.20
Welcome
Prof Shivani Sharma, Deputy Dean People, Culture and Inclusion, Aston University
Mina Patel, Head of Research, Future of English, English Research, British Council

10.20 – 11.00
Presentation: How diverse are communication patterns in digitally-mediated EMI classes and HEI stakeholder voices? – CRELLA, University of Bedfordshire

Fumiyo Nakatsuhara
Professor in Language Assessment, Centre for Research in English Language Learning and Assessment, CRELLA, University of Bedfordshire

Fumiyo’s main research interests include the nature of co-constructed interaction in speaking tests, task design, the development of rating scales, and the relationship between listening and speaking skills. She has led numerous international projects commissioned by examination boards, governmental bodies, and professional organisations. Fumiyo is an Expert Member of the European Association for Language Testing and Assessment, as well as an Academic Advisor for the Japanese Language Proficiency Test and the EIKEN Foundation of Japan.

Katherine Halley
PhD Student and Early Career Researcher in Language Assessment, CRELLA, University of Bedfordshire

Katie is a second year PhD student at CRELLA. She was awarded a studentship from the British Council in 2022 to complete her PhD in accordance with the University of Birmingham’s digital EMI project. Katie previously completed her BA and MA in Applied Linguistics at the University of Reading and attained the Alan Tonkyn Dissertation award and Prize for Outstanding achievement for her studies. Recently, Katie presented at the Language Testing Forum in Stratford London, and the Oxford EMI Symposium. Her research interests are in speaking assessment/skills, multimodality, and embodied resources. She is also part of the UKALTA Post-graduate Research Network steering group.

Chihiro Inoue
Associate Professor of Language Assessment, CRELLA, University of Bedfordshire

Chihiro specialises in the assessment of speaking and listening, with keen interest in the relationship between test-taker characteristics, task design, and learner language. Her current externally funded projects include the review of test accommodations in IELTS, dyslexia and time-extension accommodation in the Duolingo English Test, and the roles of notes in listening-into-speaking tasks. Her publications have appeared in Language Assessment Quarterly, Assessment in Education, and Language Learning Journal.

Parvaneh Tavakoli
Professor of Applied Linguistics, University of Reading

Parvaneh’s main research interest lies in the interface of second language acquisition and language assessment. Over the past two decades, Parvaneh has led several international research projects investigating the nature of language acquisition, the construct of spoken language and its assessment. Her research, widely cited in the field, has been published in the form of articles in prestigious peer-reviewed journals (e.g., The Modern Language Journal, SSLA and Language Learning), policy reports (e.g., Report to Welsh Government), and monographs by key publishers (e.g., Cambridge University Press, TESOL Press and Equinox).
Programme schedule

Angel Chater
Professor in Health Psychology and Behaviour Change and Director of Institute for Sport and Physical Activity Research, University of Bedfordshire

Angel’s expertise is in intervention design, delivery, evaluation and adoption systems (IDDEAS), encapsulating the use of psychological theories, models and techniques to change behaviour. Her research, teaching, training and practice applies behavioural science to understand and intervene with factors that influence behaviours that impact on health, illness and how we interact with the health care system.

Jim McKinley SFHEA
Professor of Applied Linguistics at University College London

Jim has taught in higher education in the UK, Japan, Australia, and Uganda, as well as US schools. His research targets implications of globalization for L2 writing, language education, and higher education studies, particularly the teaching-research nexus and English medium instruction. Jim is co-author and co-editor of several books on research methods in applied linguistics. He is an Editor-in-Chief of the Journal System, and a co-Editor of the Cambridge Elements series Language Teaching (Cambridge University Press).

11.00 – 11.40
Interview: Investigating diversities across primary English educational contexts

Fiona Copland
Professor of TESOL, Head of the School of Education, Learning and Communication Sciences (SELCS), University of Warwick

Fiona has extensive experience of teaching overseas, including Nigeria, Japan and Hong Kong. On her return to the UK, she worked in a number of institutions where she directed various MA and MSc programmes in TESOL and held leadership roles. She has published widely on teacher education and linguistic ethnography. She has led research projects on teaching English to young learners and edited the Routledge Handbook of Teaching English to Young Learners (2018) with Sue Garton. Fiona has also published on materials for ELT, native speakerism, classroom languages, and the experiences of international students. Fiona is Fellow of the Academy of Social Sciences and a National Teaching Fellow.

Bekki Preston
PhD researcher, Aston University, Birmingham

Bekki is a PhD Researcher examining Primary English coursebooks to establish trends in topics, skills, pedagogy and gender representation. Having previously studied Russian and Spanish at the University of Leeds, she joined Aston in 2021 to study MA TESOL and Translation Studies before taking up PhD research in 2022.

Sue Garton
Professor of Applied Linguistics (TESOL), School of Social Sciences and Humanities, Aston University, Birmingham

Sue has been an English language teacher and teacher educator for nearly 40 years, working with teachers from all over the world. At Aston she teaches across a range of undergraduate and postgraduate courses in TESOL and had held a variety of leadership roles. She has led and participated in a number of Erasmus+ and British Council projects on teaching young learners, language teacher education, CLIL and EME. She has published widely in the area of TESOL including The Routledge Handbook of Teaching English to Young Learners and is co-series editor of the 15-volume International Perspectives in ELT series, published by Palgrave Macmillan (both with Fiona Copland). Her research interests are in language teacher education, teaching young learners, materials in ELT and classroom discourse.
Programme schedule

11.40 – 12.10
Break

12.10 – 12.50
Presentation: The future of English in Asian higher education:
What can we learn from students’ and teachers’ current perceptions and experiences?

Philip Seargeant
Senior Lecturer in Applied Linguistics, School of Languages and Applied Linguistics,
The Open University

Philip teaches and researches language and communication. He has written and edited
dozens of monographs, textbooks and collections on topics ranging from World
Englishes, language and social media, to language and creativity. His most recent book is The Future of Language (Bloomsbury, 2023).

Saraswati Dawadi
Research Associate, Institute of Educational Technology, The Open University

Saraswati has over 15 years in the education field. Prior to starting her work at The Open University, she was a teacher educator at Tribhuvan University, Nepal and a teacher trainer at Nepal English Language Association (NELTA). She brings a significant experience of teaching and research, and engagement with external/internal stakeholders to ensure educational and developmental programmes are tailored to local needs and contexts. At the Open University, she is currently co-investigating two different projects: while one looks at equality, diversity and inclusion (EDI) issues in higher education in relation to the opportunities to use technology and the English language, another one focuses on English as a medium of instruction in South-Asian higher education. She is also working on a project that explores the use of mobile technology for teachers’ professional learning in marginalised communities of Bangladesh. Additionally, with an aim of controlling human trafficking, she has co-organised several stakeholder engagement events in Nepal, Nigeria and Uganda.

Agnes Kukulska-Hulme
Professor of Learning Technology and Communication Learning,
Institute of Educational Technology, The Open University

Agnes leads the Learning Futures Research and Innovation Programme and the Innovating Pedagogy series of reports. Her work encompasses online distance education, mobile learning and language learning. In addition to well over 300 academic publications and papers, she has authored policy and practice reports for the British Council, UNESCO, Commonwealth of Learning, International Research Foundation for English Language Education and Cambridge University Press. Currently she leads and works on several large-scale research projects in the UK and across Asia, focusing on diverse experiences of individuals using technology and the English language for access to online services and for formal and informal learning.

Ram A. Giri
Academic, Teaching & Research, English, Monash College/Monash University

Ram has been an Academic Teaching & Research at Monash College/Monash University, Melbourne since 2009. He had his education in Nepal, the US, and Australia. For his doctoral research at Monash, he case-studied five nations to recommend an inclusive language education policy for Nepal. His research interests include language (education) policy, EMI, TESOL, and language testing. During his two-decade-long career abroad, Ram has published in international journals, written book chapters and published co-edited books. His recent co-edited book English as a medium of Instruction in South Asia: Issues in Equity and Social Justice was published by Routledge in 2024.
Programme schedule

Mian Md. Naushaad Kabir
Associate professor of English Language,
Institute of Modern Languages, University of Dhaka

Naushaad has published papers and co-edited books at national and international levels. He is the founder executive editor of BELTA Journal and founder managing editor of TESOL Bangladesh Journal. He co-edited The Routledge Handbook of English Language Education in Bangladesh (2021), EMI in South Asia: Issues in Equity and Social Justice (Routledge, 2024) and Language in Society in Bangladesh and Beyond: Voices of the Unheard (Routledge, 2024). He is also the Vice President of TESOL Society of Bangladesh.

12.50 – 13.10
Presentation: Building a corpus of student academic writing in EMI contexts: Data collection across diverse international higher education settings

Dana Gablasova
Senior Lecturer, Department of Linguistics and English Language, Lancaster University and a researcher in the Centre for Corpus Approaches to Social Science (CASS).

Dana’s research interests include the development of L2 corpora and application of corpus methods to language learning, teaching and assessment, with particular attention to formulaic language and pragmatics. She has worked on the development and analysis of learner corpora such as the Trinity Lancaster Corpus and the Aptis Corpus. She is also the director of the Corpus for schools project, which focuses on the development of corpus-based English teaching materials.

Raffaella Bottini
Lecturer in Corpus Linguistics, Department of Linguistics and English Language, Lancaster University

Raffaella’s research interests include corpus linguistics, language testing and language teaching. She has specialised in the application of corpus methods to the analysis of lexical complexity in L2 English speech to inform language assessment. She has co-authored a book chapter on statistics and data visualization for the Routledge Handbook of Scientific Communication and one on spoken learner corpora for the Routledge Handbook of Corpora in English language teaching and learning.

Haoshan (Sally) Ren
Senior Research Associate, Department of Linguistics and English Language, Lancaster University

Sally’s research applies corpus linguistics methodology to language teaching and language assessment. After earning her PhD from Georgia State University, Sally joined Lancaster University as a Senior Research Associate in 2022. In addition to research, she has worked extensively as a language teacher, instructing ESL/EFL classes in academic writing and speaking. Sally also worked as an instructional designer and tutoring specialist for English for Specific Purposes in disciplines such as economics, biomedical sciences, and law.

13.20 – 14.10
Lunch
Notes on style: text taste and the future of English

As a linguist, I know that language doesn’t behave itself. It defies most attempts to standardise it. It doesn’t care whether you use who or whom, split your infinitives or end a sentence with a preposition. It embraces change and bends the rules. In fact, it constantly creates new rules that feel to many speakers like mistakes. But as an editor working within a particular genre – broadsheet journalism – I know that the true nature of language often counts for little when it comes to putting words on the page and publishing them.

This tension - between what we know as linguists, and the standards we set ourselves and expect in others – raises some interesting questions. Is it a sin to have stylistic preferences? And if linguistics can’t tell us what good style is, where should we look for guidance? Can we define elegance and clarity, without resorting to snobbery or elitism? On a more practical level, what do I do every day, and how have I learned to do it?

Style is pretty contingent – partly it’s just an accumulation of fashions in language use, and random historical junk. But there may be some principles behind it too. Some of these principles are shared with language more broadly, and will shape its future, as they have its past: they include constraints of economy on the one hand, and expressiveness on the other, and certain pretty widespread cognitive tendencies. Beyond that, we don’t know much. What will any variety of English look like in 15, 25, or 50 years? The only thing we can say for certain is that it’ll be fun finding out.
Future of English Research Grant project overviews

University of Bedfordshire (CRELLA)
Digitally mediated EMI communication in Higher Education classrooms: Transforming evidence to practical resources
In light of the significance of digital learning and the use of English as a Medium of Instruction (EMI) in the higher education (HE) sector globally, this research focuses on digitally mediated communication in EMI classes and a range of HE stakeholder voices in Malaysia and Japan. More specifically, it will investigate the nature of communication in online EMI classes and identify the support needed for students and teachers. It will also explore the implications of moving to digital for HE stakeholders both now and in the future, and empirically develop English test tasks for students and teachers in digital EMI contexts.

The Open University
English for the EDI generation: Predicting and tracking the role of English and digital/mobile technologies in Higher Education across East and South Asia
This project investigates predicted trends toward increased online and mobile English language learning and a growing emphasis on equality, diversity, and inclusion, in Higher Education within four countries in East and South Asia – Bangladesh, China, India, and Indonesia. A two-phase longitudinal study focusing on students, teachers, and other stakeholders’ views and experiences enables the development and validation of an ecological research approach for assessing predictions and trends relating to the English language and more equitable teaching, learning, and assessment. The study offers insights into evolving predictions, technological innovation, equality of opportunity, and the role of English alongside other languages.

Lancaster University
Linguistic demands of EMI in Higher Education: A corpus-based analysis of reading and writing in university settings in China, Italy, Thailand, and the UK
English-medium instruction (EMI) is a major pedagogical trend, reflecting and shaping the status of English as a global language. To offer new insights into the linguistic experience of students in EMI in higher education, our study will create and analyse a large database of reading and writing from over 1,000 students at seven universities in China, Thailand, Italy, and the UK. A large-scale quantitative analysis will then be conducted to describe patterns in EMI language use across different academic disciplines, providing an empirical basis for research-informed educational policies that seek to address students’ linguistic needs in this educational context.

University of Warwick
English as a school subject in basic education: Influencing future policy directions
This project focuses on English as a school subject (ESS) in basic education (BE). It has two strands. First, it tracks key trends in ESS in BE through a longitudinal set of surveys, completed in forty countries. Second, by drawing on documents, coursebooks, and interviews/observations with teachers in twenty ODA countries, it will establish a baseline core curriculum of content and pedagogy for Years 1–7. An analysis of gender in the coursebooks will also be undertaken to identify possible gender stereotyping. Findings from the project will be valuable for policymakers and influencers, educational planners, teacher educators, and teachers.

Visual minutes by Fran O’Hara
Fran is the face (and visible pen) of Scarlet Design, the main Visual Facilitator as well as the Creative Director in the studio. As a Communications Specialist, with a 20 year+ international career which includes being a University Lecturer, Fran works extensively delivering design, facilitation, training and strategic visioning across a range of sectors. She is a member of the IFVP, an accredited Visual Facilitator, ’Easy Read’ and RNIB Accessible Information’ practitioner.
Fran uses strategy, design, training and visual facilitation to bring clarity and to create engaging and inclusive communications.
Fran will graphic record a visual map of the day, live in the room on a 1m by 3m chart on the wall. She will capture the key messages and stories live on the day. This map will be shared on the Future of English website and through social media after the event.

Get involved! whether you are joining online or in-person. There will be lots of opportunities to contribute.

Fran O’Hara
Founder and Managing Director, Scarlet Design Group
www.scarletdesign.com
Thank you for joining us. We hope you enjoyed the day.

If you have a few minutes, please help us to make the next one even better by completing this very short questionnaire.

Feedback survey