

The Future of English: The why and the how Programme

Friday 3 March 2023
British Council Head office,
Stratford, London

Welcome

On behalf of 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 initial insights and research 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.

In addition to presentations from the four projects, we are very pleased to welcome two internationally renowned scholars, Professor Suresh Canagarajah of Pennsylvania State University and Professor Angela Creese of Stirling University, who will add depth and wider perspectives to today's discussions. The day closes with an open discussion that seeks to engage the plenary speakers, the project researchers and all of our guests today, in-person and online.

We hope you enjoy the day, and most importantly that you are able to actively take part in opportunities throughout the day to share your questions, thoughts, and ideas, and to contribute to what we intend to be the start of a continuing and long-term discussion.

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
<https://www.britishcouncil.org/future-of-english>

Research Forum programme overview

Time	Subject
09.00 – 09.30	Registration
09.30 – 09.40	Welcome – Michael Connolly, British Council
09.40 – 10.40	Invited speaker – <i>The Future of English: the why</i> – Prof Suresh Canagarajah, Pennsylvania State University
10.40 – 11.10	Presentation – <i>Research into digitally-mediated EMI communication in higher education classrooms: why and how?</i> – CRELLA, University of Bedfordshire
11.10 – 11.30	Break
11.30 – 12.00	Interview – <i>The future of English in basic education: global views</i> – University of Warwick and Aston University
12.00 – 12.15	Talk – <i>The Future of English: global perspectives</i> – Mina Patel, Mike Solly and Steve Copeland, British Council
12.15 – 13.00	Lunch
13.00 – 13.30	Presentation – <i>How can corpus linguistics tell us about the future of English?</i> – Lancaster University
13.30 – 14.00	Interview – <i>Researching equality in access to English and technology in East and South Asia</i> – The Open University
14.00 – 15.00	Invited speaker – <i>The Future of English: the how</i> – Prof Angela Creese, University of Stirling
15.00 – 15.15	Break
15.15 – 16.30	Discussion – <i>The Future of English: the way forward</i>
16.30	Closing – Prof Barry O’Sullivan, British Council

Programme schedule

09.30 – 09.40

Welcome from Michael Connolly, Director English Programmes, British Council

09.40 – 10.40

Invited Speaker – The Future of English: the why

Prof Suresh Canagarajah

**Edwin Erle Sparks Professor, Departments of Applied Linguistics
and English, Pennsylvania State University**

Suresh teaches courses in Global Englishes, Multilingual Academic Writing, Sociolinguistic Methods, and Postcolonial Studies. He taught earlier in the University of Jaffna, Sri Lanka, and the City University of New York. He was formerly the editor of the TESOL Quarterly and President of the American Association of Applied Linguistics. His Routledge Handbook on Language and Migration (Routledge 2017) won the 2020 best book award from the American Association of Applied Linguistics. His latest publication is *Language Incompetence: Learning to Communicate through Cancer, Disability, and Anomalous Embodiment* (Routledge, 2022).



10.40 – 11.10

Presentation – Research into digitally-mediated EMI communication in higher education classrooms: why and how?

Dr Fumiyo Nakatsuhara

Reader 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, rating scale development, and the relationship between listening and speaking skills. She is the Convenor of the British Association for Applied Linguistics: Testing, Evaluation, and Assessment Special Interest Group, an Expert Member of the European Association for Language Testing and Assessment, and an Academic Advisor for the Japanese Language Proficiency Test.



Dr Chihiro Inoue

Senior Lecturer in Language Assessment, CRELLA, University of Bedfordshire

Chihiro specialises in the assessment of speaking and listening skills. She has led a number of national and international English testing projects, working with ministries, universities and examination boards. In addition to her language assessment expertise, Chihiro brings to projects her insights from teaching in secondary and higher education in Japan and a deep understanding of the challenges in English education in EFL countries.



11.10 – 11.40

Interview – The future of English in basic education: global views

Prof Fiona Copland

Professor of TESOL, Head of the Department of Education Studies, University of Warwick

Fiona has extensive experience of working overseas in 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 a range of research interests within TESOL and has published widely on teacher education. She has been involved in 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 and linguistic ethnography.



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

Sue lived in Bologna, Italy before joining Aston and worked at the Universities of Parma and of Modena and Reggio Emilia where she taught academic English to students from a range of faculties.

At Aston she has taught across a range of undergraduate and postgraduate modules on English programmes, especially in the area of TESOL, and held a number of roles, including Director of Postgraduate Programmes in English and Associate Dean Education.

Sue's research interests are in the areas of language teacher education, particularly teacher beliefs, classroom discourse and language-in-education policy and its implementation. Together with Fiona Copland, she is series editor of a major book series called International Perspectives on ELT, published by Palgrave Macmillan.



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

Philip works as Senior Lecturer in Applied Linguistics at The Open University, where he teaches and researches language and communication. He has written and edited a dozen academic monographs, textbooks and collections on topics ranging from World Englishes, language and social media to language and creativity.



Interviewer

11.10 – 11.30
Break

12.00 – 12.15
Talk – The Future of English: global perspectives

Mina Patel
Assessment Researcher, British Council

Mina's background is in English language teaching and training. She has worked in the UK, Greece, Thailand, Sri Lanka and Malaysia as a teacher, trainer, materials developer and ELT projects manager and has extensive experience working with Ministries of Education in East Asia. Mina has presented at numerous national and international conferences on ELT related matters. Her academic interests lie in the area of English language testing and assessment and more specifically in language assessment literacy and the impact of testing and assessment. She is currently a PhD student with CRELLA at the University of Bedfordshire, UK.



Mike Solly
Head of English Research and Insight, British Council

Mike is Head of English research in the Research and Policy Insight Unit, at the British Council, UK. Mike has worked in English Language Education for more than 30 years, as a teacher, trainer, materials writer, and academic project manager and has lived and worked in Eastern Europe, the Middle East, Sub-Saharan Africa and South Asia. He also worked as a Senior Lecturer in International Education for 7 years at the Open University where his research and publications were in the area of the language needs of migrant workers. Mike has presented and facilitated numerous sessions at conferences and events around the world.



Steve Copeland
Research and Insight Lead, British Council

Steve was previously the British Council's Global Examiner Manager and Head of Examiner Standards for IELTS, prior to which he spent 20 years in English language education as a teacher, examiner, teacher trainer, materials writer and academic director in South-East Asia, South America, North Africa and the UK.



12.15 – 13.00

Lunch

13.00 – 13.30

Presentation – How can corpus linguistics tell us about the future of English?

Dr Raffaella Bottini

Lecturer in Corpus Linguistics, Department of Linguistics and English Language, member of the ESRC Centre for Corpus Approaches to Social Science (CASS), Lancaster University

Raffaella's main research interests are corpus linguistics, vocabulary, and language testing. In particular, she focuses on the application of corpus methods to the analysis of lexical complexity in L2 English speech to inform language assessment. Her expertise lies in the development of quantitative methods and automatic tools for learner corpus research. Statistical analysis and data visualization are a central area of her research which expands to the fields of register analysis, second language acquisition, and language teaching. She has co-authored a book chapter on statistics and data visualization for the Routledge Handbook of Scientific Communication and one on learner corpora for the Routledge Handbook of Corpora in English language teaching and learning.



Haoshan Ren

Senior Research Associate, Lancaster University, PhD candidate at Georgia State University

Haoshan Ren's doctoral work focuses on bridging corpus linguistics to language assessment and language training, specifically for non-native English-speaking instructors in English speaking countries or EMI settings. She acquired her master's degree at Pennsylvania State University on Teaching English as a Second Language. Her research interests include corpus linguistics, language assessment, and second language writing and speaking. In the area of corpus linguistics, she conducted research projects focusing on applications in pedagogy, language assessment, and legal analysis. In the area of language assessment, she published on topics focusing on test comparison and test validation.



13.30 – 14.00

Interview – Researching equality in access to English and technology in East and South Asia

Prof Agnes Kulkulska-Hulme

(Modish-EDI project lead), Professor of Learning Technology and Communication, Institute of Educational Technology, The Open University

Agnes leads the Learning Futures Programme. Her research encompasses mobile learning, pedagogical innovation and social inclusion.



Dr Saraswati Dawadi

Research Associate, The Open University

Saraswati has extensive experience of researching/working with marginalised students. Her research focuses on girls' empowerment, roles of technology in promoting/reducing inclusion in education, technology use for teachers' professional development and school leadership.



Prof Sue Garton

Professor of Applied Linguistics (TESOL), School of Social Sciences and Humanities, Aston University
(Biographic information listed above)



Interviewer

14.00 – 15.00

Invited speaker – The Future of English: the how

Prof Angela Creese

Prof of Linguistic Ethnography, Faculty of Social Sciences, University of Stirling

Angela is an experienced researcher and is committed to reflecting on the processes, possibilities and challenges of producing knowledge in team research. She has taught applied linguistics in Lebanon, UK and USA as well as given presentations in many different parts of the world. She started her career as an English language teacher. She is a Fellow of the Academy of Social Science. In 2010 she received the Helen C Bailey Award (Alumni) for 'Outstanding contribution to educational linguistics', from the University of Pennsylvania. She was Distinguished Visiting Fellow, Advanced Research Collaborative, City University New York, 2019-2020.



Her research interests are in sociolinguistics, multilingualism and interaction in everyday life. She has co-written on linguistic ethnography (with Fiona Copland 2014), and multilingualism (with Adrian Blackledge, 2010). She has edited several large handbook collections on superdiversity (with Blackledge 2017), multilingualism (with Martin-Jones and Blackledge) and heteroglossia (with Blackledge, 2010). She has also published on collaborative teaching in linguistically diverse classrooms (2008). Her recent research with Blackledge explores the use of ethnographic poetry and drama to represent the complexity of social practice in superdiverse city contexts.

15.00 – 15.15

Break

15.15 – 16.30

Discussion – The Future of English: the way forward

Facilitated by Steve Copeland, British Council

Prof Fiona Copland, University of Warwick

Dr Fumiyo Nakatsuhara, University of Bedfordshire

Prof Luke Harding, Lancaster University

Prof Agnes Kulkulska-Hulme, The Open University

Prof Suresh Canagarajah, Pennsylvania State University

Prof Angela Creese, University of Stirling

Prof Luke Harding

Professor of Linguistics and English Language, Lancaster University

Luke Harding is a professor in Linguistics and English Language at Lancaster University (UK). His research interests are in applied linguistics and language assessment, particularly assessing listening and speaking, World Englishes and English as a Lingua Franca, and language assessment literacy. Luke's research has been published in journals such as Applied Linguistics, Language Assessment Quarterly, Language Teaching, and Language Testing. He is the co-editor, with Glenn Fulcher, of the second edition of the Routledge Handbook of Language Testing, and recently completed a five year term as editor of the journal Language Testing. Luke has performed consultancy work on language assessment for various government and non-profit organisations around the world. He was previously a member of the TOEFL Committee of Examiners and is currently a member of the British Council's Assessment Advisory Board. Luke is currently Vice-President of the International Language Testing Association (ILTA).



16.30

Closing from Prof Barry O'Sullivan

Head of Assessment Research and Development, British Council

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
<https://www.scarletdesign.com/>



Feedback survey

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.

Please scan the QR code or click **here** to link to the form.

