

English Programmes

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# Publications

2022

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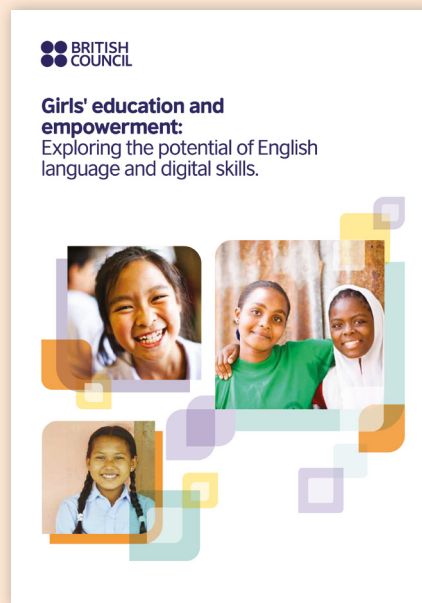
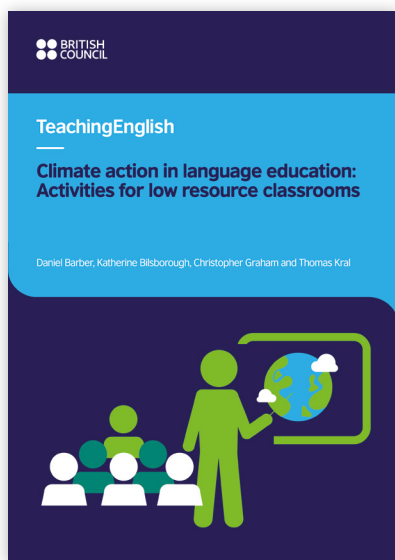
United Kingdom

## Research and practical insights into English language teaching and learning

### Climate action in language education: Activities for low resource contexts (2022)

*By Daniel Barber, Katherine Bilsborough, Christopher Graham and Thomas Kral*

This publication provides a bank of 30 activities, based on ten climate change themes. The activities cover a range of levels and age groups, and explore climate change through topics ranging from sports to storms, and farming to fashion. The ideas here can be integrated within existing curricula and are designed for use without audio equipment, printing or photocopying facilities.



### Girls' education and empowerment: Exploring the potential of English language and digital skills (2022)

*By British Council*

This report presents summaries of 11 scoping studies conducted in early 2021 to assess the need for a British Council programme designed for adolescent girls in communities that are remote and/or socio-economically marginalised. The report also gives valuable insights for other organisations working in this sphere.

## Research and practical insights into English language teaching and learning

### Understanding the effectiveness of professional development opportunities for teachers delivered remotely (2022)

By Steve Mann

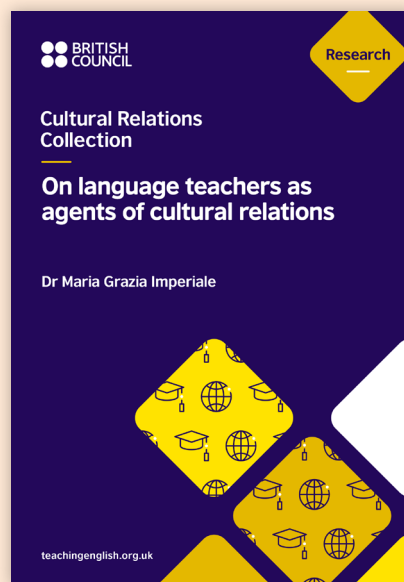
This report generates insights into the nature, challenge and opportunities of remotely delivered professional development for teachers, provides recommendations around good practice in the organisation of such kinds of teacher learning, and puts forward the case for a continued emphasis on remote delivery.



### On language teachers as agents of cultural relations (2021)

By Maria Grazia Imperiale

This essay is about the important role of English language teachers across the world. It introduces the theoretical concepts related to cultural relations and teacher agency. Empirical evidence is presented from ODA (official development assistance) contexts which shows how teacher agency can be manifested, and further reflections and implications are discussed.



## Remote teaching tips (2021)

By TeachingEnglish

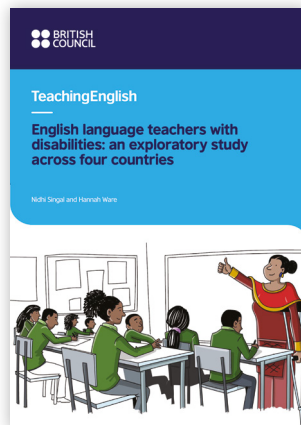
Technology has completely changed the ways in which we communicate and access information and learning. The more that teachers understand what makes effective and appropriate remote learning, the better. This collection provides new ideas for teachers less familiar with remote teaching and also gives fresh insights for those who already have some experience.



## English language teachers with disabilities: An exploratory study (2021)

By Nidhi Singal and Hannah Ware

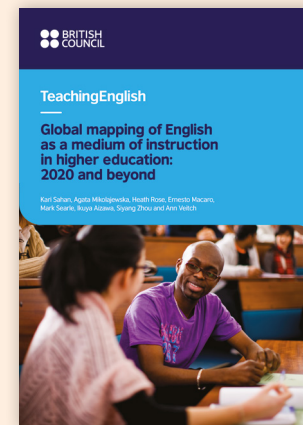
This exploratory project provides a snapshot of the experiences of English language teachers with disabilities in four countries eligible for Official Development Assistance (Nepal, India, Rwanda and South Africa) in order to understand how to better support inclusion in English Programmes run by the British Council.



## Global mapping of English as a medium of instruction in higher education: 2020 and beyond (2021)

By Kari Sahan, Agata Mikolajewska, Heath Rose, Ernesto Macaro, Mark Searle, Ikuya Aizawa, Siyang Zhou and Ann Veitch

This report presents a snapshot of current EMI (English Medium of Instruction) provision, practice, and potential future trends in countries eligible for Official Development Assistance (ODA). It explores EMI provision, EMI drivers and difficulties, students and staff demographics on EMI programmes, and language requirements and support systems in low and middle-income countries.



Watch a short video 

## Research and practical insights into English language teaching and learning

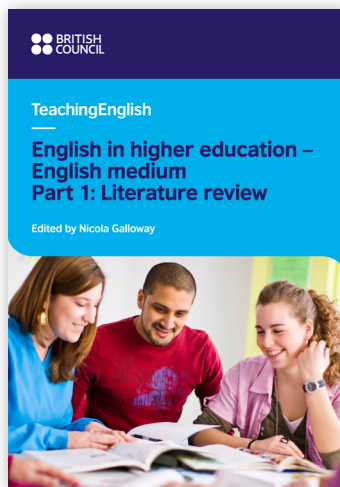
### English in higher education – English medium (2020)

#### Part 1: Literature review

#### Part 2: A British Council perspective

This report is a review of research on English medium (EM) in higher education. Part 1 highlights practical examples of EM policy and implementation and identifies gaps in EM in higher education research. Part 2 provides the British Council's perspective on English-medium education in HE and is designed to facilitate further discussion about the role of English in HE.

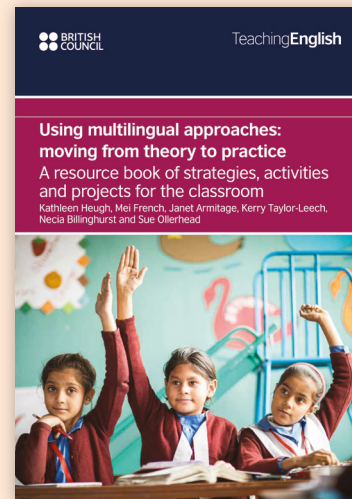
Watch a short video 



### Using multilingual approaches: Moving from theory to practice (2019)

*By Kathleen Heugh, Mei French, Janet Armitage, Kerry Taylor-Leech, Necia Billinghurst and Sue Ollerhead*

This book aims to introduce important evidence relating to language learning in multilingual contexts and develop the practice of using multilingual approaches in the classroom. It has been especially designed to support teachers who teach English as a subject and for teachers who use English as the medium of instruction (EMI) in classrooms with students in linguistically diverse and often resource-poor communities.



## Developing expertise through experience (2019)

*Edited by Alan Maley*

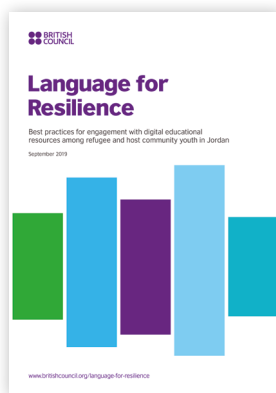
This collection of teachers' stories is inspired by Prabhu's concept of 'the teacher's sense of plausibility', which suggests that whatever training and professional development teachers receive, they will make sense of it in their own way, drawing on their values, beliefs and experiences. This book offers fascinating insights into the way places, publications, ideas and key people influence professional and personal development. An accompanying e-file gives practical ideas on how to harness such experiences for teacher development.



## Language for Resilience Best practices for engagement with digital educational resources (2019)

*By LearnJam*

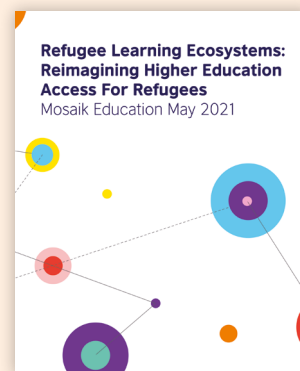
This report draws together current thinking in digital engagement, with voices from the field including disadvantaged youth in Jordan from refugee and host communities. This paper provides insight into geographic, demographic and psychographic profiles of priority audiences for Language for Resilience programmes in the Middle East and North Africa.



## Language for Resilience Refugee Learning Ecosystems: Reimagining higher education access for refugees (2021)

*By Mosaik Education*

Learning Ecosystems are 'open and evolving communities of diverse providers that cater to the variety of learner needs in a given context or area'. They offer a learner-driven model which can be applied in a range of formal and informal learning spaces. This research explores examples of refugee Learning Ecosystems, to understand what enables ecosystems to develop and how they contribute to refugee learning.



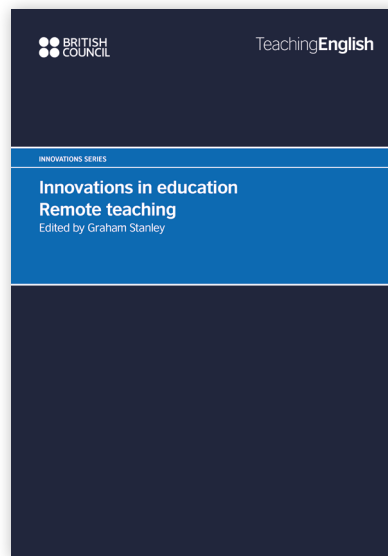
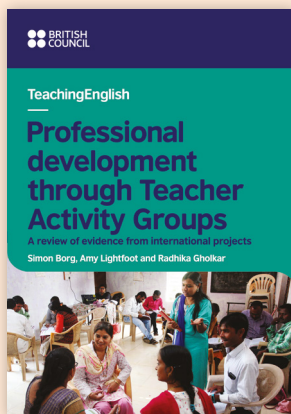
## Research and practical insights into English language teaching and learning

### Professional development through Teacher Activity Groups: A review of evidence from international projects (2020)

*By Simon Borg, Amy Lightfoot and Radhika Gholkar*

This report examines use of a model of continuing professional development called Teacher Activity Groups (TAGs). Drawing on evidence from six British Council projects in different countries, the analysis reviews the implementation of TAGs, their impact on teachers and students, and the challenges that TAGs may give rise to. Recommendations for setting up TAG projects are also provided.

Watch a short video



### Innovations in education: Remote teaching (2019)

*Edited by Graham Stanley*

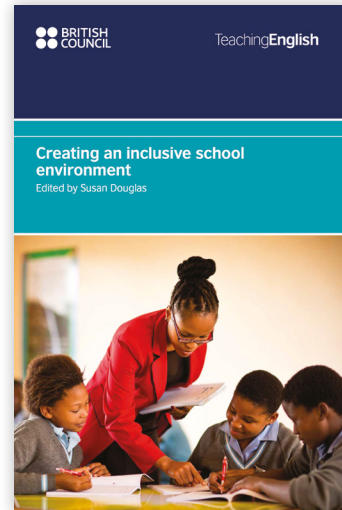
This collection of articles, research papers and case studies offers an insight into live online language teaching. Many of the chapters focus on Ceibal en Inglés, an innovative programme teaching primary children in Uruguay. Others include case studies from the UK, Argentina, Mexico and Iraq. This publication will appeal to practitioners, policy makers and those interested in language teaching and teacher training via videoconferencing.



## Teaching for Success self-study guides (2019)

*Edited by Alison Sharpe*

Featuring a range of engaging and accessible activities, this series of booklets helps teachers to identify areas for development and find a variety of ways to improve their teaching knowledge and develop their skills in and out of the classroom. Teacher educators can make use of these materials to work with developing teachers to help assess and address their learning needs. The guides provide useful theory and practice for teaching English effectively, including short case studies and professional development activities which can be done individually or with colleagues.



## Creating an inclusive school environment (2019)

*Edited by Susan Douglas*

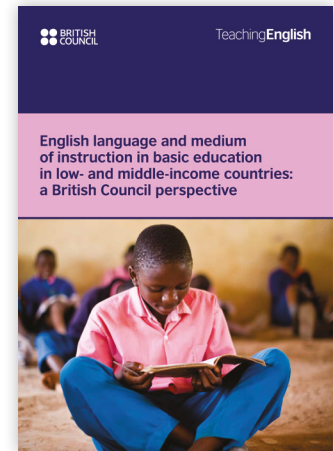
This collection of papers includes research and conceptual pieces that are evidence based, describing practical experiences of working to create inclusive school environments. The book focuses on teacher and school leader capacity and development, providing examples of best practice in both continuing professional development and initial teacher training. We hope the collection will offer policy makers, school leaders and teachers food for thought as they consider the challenges and opportunities of creating more inclusive school environments.

## Research and practical insights into English language teaching and learning

### English language and medium of instruction in basic education in low- and middle-income countries: A British Council perspective (2017)

By John Simpson

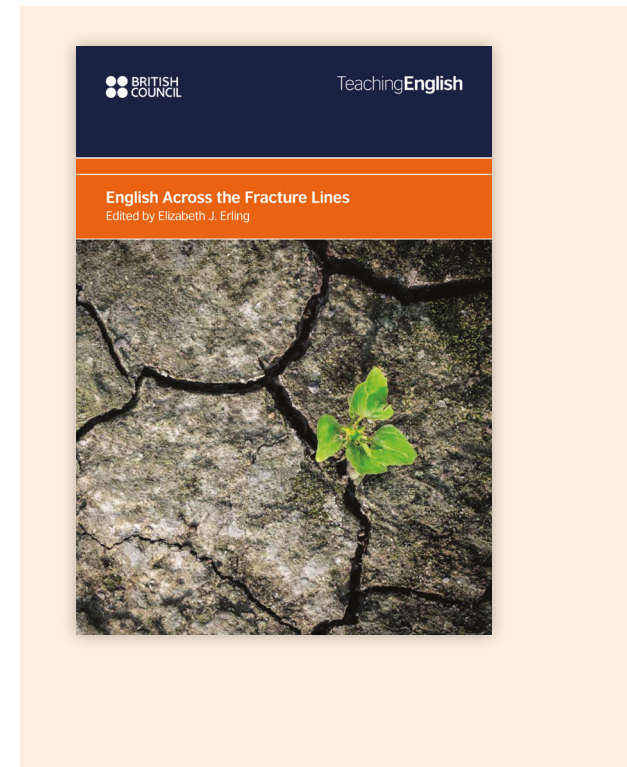
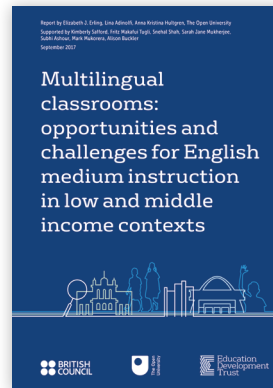
The British Council aims to use the ideas presented within this organisational position paper in conversations with education ministries and to support those who teach English around the world. It is hoped that this paper will open up discussions on the role of English in multilingual education and be of practical help to policy makers and advisers, to project managers and implementers and to English language teachers.



### Multilingual classrooms: opportunities and challenges for English medium instruction in low and middle income contexts (2017)

By Elizabeth Erling, Lina Adinolfi and Anna Kristina Hultgren

This report recognises both the arguments for education to be in a familiar language and the demand for English. It reviews the global literature on medium of instruction and learning, drawing lessons from existing research, and looks in depth at the policy and practice of EMI in primary schools in Ghana and India.

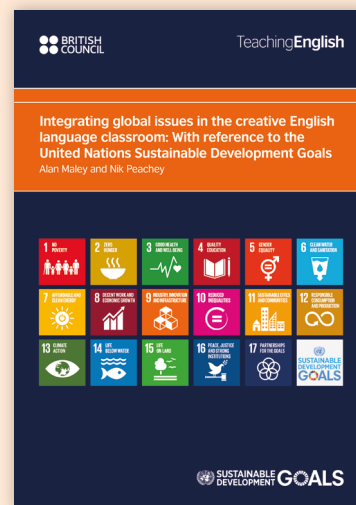


## Integrating global issues in the creative English language classroom (2017)

*Edited by Alan Maley and Nik Peachey*

The UN Sustainable Development Goals (SDGs) present an agenda to alleviate poverty and increase opportunity in a practical way. They can provide a framework for rich classroom activities, and editors Alan Maley and Nik Peachey have built on their earlier book 'Creativity in the English Language Classroom', offering articles from around the world with creative classroom activities based on the SDGs.

Watch a short video 



## English across the fracture lines (2017)

*Edited by Elizabeth Erling*

This volume takes stock of contexts around the globe in which English is being used and taught as a means of alleviating conflict and promoting security, stability and peace. The book provides new insights into the various communicative needs in such situations, and shows the impact and potential of programmes promoting English as a means of reconciliation, resilience, environmental sustainability and intercultural understanding.

Watch a short video 

## Language for Resilience Cross-disciplinary perspectives (2018)

*Edited by Tony Capstick*

This publication brings together viewpoints from a group of specialists working in five areas: home language and literacy, qualifications and training, social cohesion, trauma, and institutional strengthening. It provides new perspectives on the role of language in enhancing the resilience of refugees and host communities.



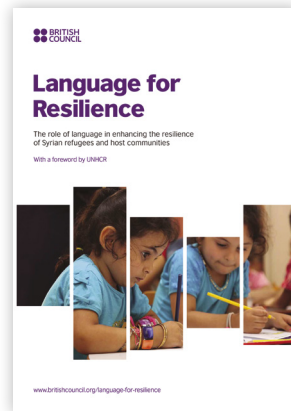
## Research and practical insights into English language teaching and learning

### Language for Resilience

#### The role of language in enhancing the resilience of Syrian refugees and host communities (2017)

By Tony Capstick and Marie Delaney

This formative Language for Resilience report examines the impact of language on refugees and host communities affected by the Syrian crisis, identifying the different ways that language skills enhance resilience and providing suggestions for programme responses that address key needs.



### Conference Collections

#### IMMLE Conference 2019: academic publications

This collection of papers comes from the Inclusion, Mobility and Multilingual Education (IMMLE) Conference: 'Exploring the role of languages in education and development', which brought together the 13th Language and Development Conference and the 6th Multilingual Education Conference. It was co-hosted by the British Council and UNESCO Bangkok on behalf of the Language and Development Conference Trustees and AsiaPacific Multilingual Education Conference.

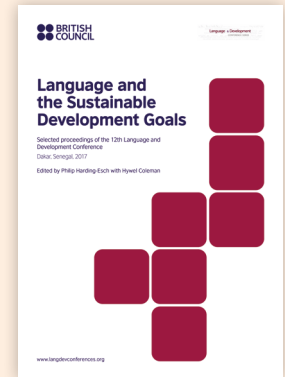


### Conference Collections

#### Language and Development Conference – Language and the Sustainable Development Goals

This collection of papers is from the 12th Language and Development Conference (LDC) which took place in Dakar, Senegal in 2017.

The proceedings include the following four sections: Multilingualism for quality, equitable and inclusive education – perspectives on policy (SDG 4: quality education); Multilingualism for quality, equitable and inclusive education – perspectives on practice (SDG 4: quality education); Languages, skills and sustainable economic growth (SDG 8: decent work and economic growth); Communication, peace and justice (SDG 16: peace, justice and strong institutions).



## Further publications

Click or tap on the title to see the publication

**Exploring teacher agency and identity through the Tree of Life approach (2021)**

*by Maria Grazia Imperiale, Stephen Mander and Damian Ross*

**Current practice in English-medium education in higher education: Case studies (2021)**

*by Andrew Linn, Prithvi Shrestha, Anastasiya Bezbodrova and Kristina Hultgren*

**Mentoring teachers to research their classrooms: A practical handbook (2020)**

*by Richard Smith*

**Mapping the provision of English language to displaced and marginalised youth (2019)**

*by Georgina Hett*

**Early Childhood Education in English for Speakers of Other Languages (2015)**

*edited by Victoria A Murphy and Maria Evangelou*

**Creativity in the English language classroom (2015)**

*edited by Alan Maley and Nik Peachey*

**Innovations in the continuing professional development of English language teachers (2014)**

*edited by David Hayes*

**English as a medium of instruction — a growing global phenomenon (2014)**

*by Julie Dearden*

**Language issues in migration and integration: Perspectives from teachers and learners (2014)**

*edited by David Mallows*

**Innovations in learning technologies for English language teaching (2013)**

*edited by Gary Motteram*

**British Council survey of policy and practice in primary English language teaching worldwide (2013)**

*by Shelagh Rixon*

**English next (2006)**

*by David Graddol*

# Research and practical insights into English language teaching and learning

## A selection of country-focused publications

Click or tap on the title to see the publication

**ELT learning and assessment in Bangladesh (2022)**

*by Duncan Hunter and Tasnim Zaman*

**ELT learning and assessment in India (2022)**

*by Simon Borg, Amol Padwad and Pranjana Kalita Nath*

**ELT learning and assessment in Nepal (2022)**

*by Prithvi N Shrestha and Ganga Ram Gautam*

**ELT learning and assessment in Pakistan (2022)**

*by Martin Nickson and Syeda Nudrat*

**ELT learning and assessment in Sri Lanka (2022)**

*by Bimali Indrarathne and Sharon McCulloch*

**English-Medium Instruction in Higher Education in the Countries of the South Caucasus (2021)** *by Andrew Linn with Saida Radjabzade*

**Champion Teachers Mexico II: Stories of Exploratory Action Research (2021)** *edited by Paula Rebolledo and Deborah Bullock*

**Champion Teachers Mexico: Stories of Exploratory Action Research in Escuelas Normales (2021)** *edited by Paula Rebolledo and Deborah Bullock*

**The state of English as Medium of Instruction (EMI) in higher education institutions in Indonesia (2021)** *by Martin Lamb, Dana Waskita, Kuchah Kuchah, Nilawati Hadisantosa and Nur Fauzan Ahmad*

**Language learning: attitude, ability, teaching and materials in host and refugee communities in Jordan (2019)** *by Chris Sowton*

**Champion teachers Mexico: Stories of exploratory action research (2019)** *edited by Paula Rebolledo and Deborah Bullock*

**La Primaria en Venezuela y la segunda lengua: Educación continua (2019)** *by Rosa López de D'Amico and Mark Gregson*

**Language and education in Nigeria - a review of policy and practice (2019)** *by Barbara Trudell*

**The state of inclusive education in South Africa and the implications for teacher training programmes (2018)** *by Tawanda Majoko and Nareadi Phasha*

**English public policies in Latin America: Looking for innovation and systemic improvement in quality English language teaching (2018)** *edited by Jimena Hernández-Fernández and Javier Rojas*

**Champion teachers Peru: Stories of exploratory action research (2018)** *edited by Paula Rebolledo, Deborah Bullock and Richard Smith*

**English teaching in the early years: Research in Peru (2018)** *by NILE and British Council Peru*

**English language teaching in Nepal: Research, reflection and practice (2018)** *edited by David Hayes*

## Winning papers: British Council ELT Research Awards

Click or tap on the title to see the publication

**K–12 Vietnamese learners’ oral peer feedback in classroom L2 task-based interaction (2022)** by *Phung Dao and Mai Xuan Nhat Chi Nguyen*

**An investigation into English Medium Instruction in higher education in Thailand and Vietnam (2021)** by *Nicola Galloway and Kari Sahan*

**Investigating English for Academic Purposes provision in South Asian higher education: current trends and future needs (2020)**  
by *S McCulloch et al., University of Central Lancashire*

**The knowledge base of CLIL teaching in multilingual primary education settings (2020)**  
by *D Rutgers et al., University of Cambridge*

**Oral skills development in pre-sessional EAP classes and student transition to academic disciplines: an investigation in Anglophone and non-Anglophone EMI settings (2020)**  
by *D Dippold et al., University of Surrey*

**‘Sticky objects’ and pathways to well-being and resilience: teacher understandings of and practices in positive psychology in their classrooms (2020)** by *Siân Etherington, Judith Hanks and Eman Al-Shehri, University of Salford*

**Resilience and language teacher development in challenging contexts: Supporting teachers through social media (2019)** by *Gary Motteram and Susan Dawson, University of Manchester*

**Challenging the translingual turn: TESOL student teachers’ perceptions, practices and networks (2019)** by *Lavinia Hirsu and Sally Zacharias, University of Glasgow*

**Embedding ICT to teach and assess the pragmatic targets of refusals and disagreements in spoken English (2019)** by *Nicola Halenko and Elizabeth Flores Salgado, University of Central Lancashire*

