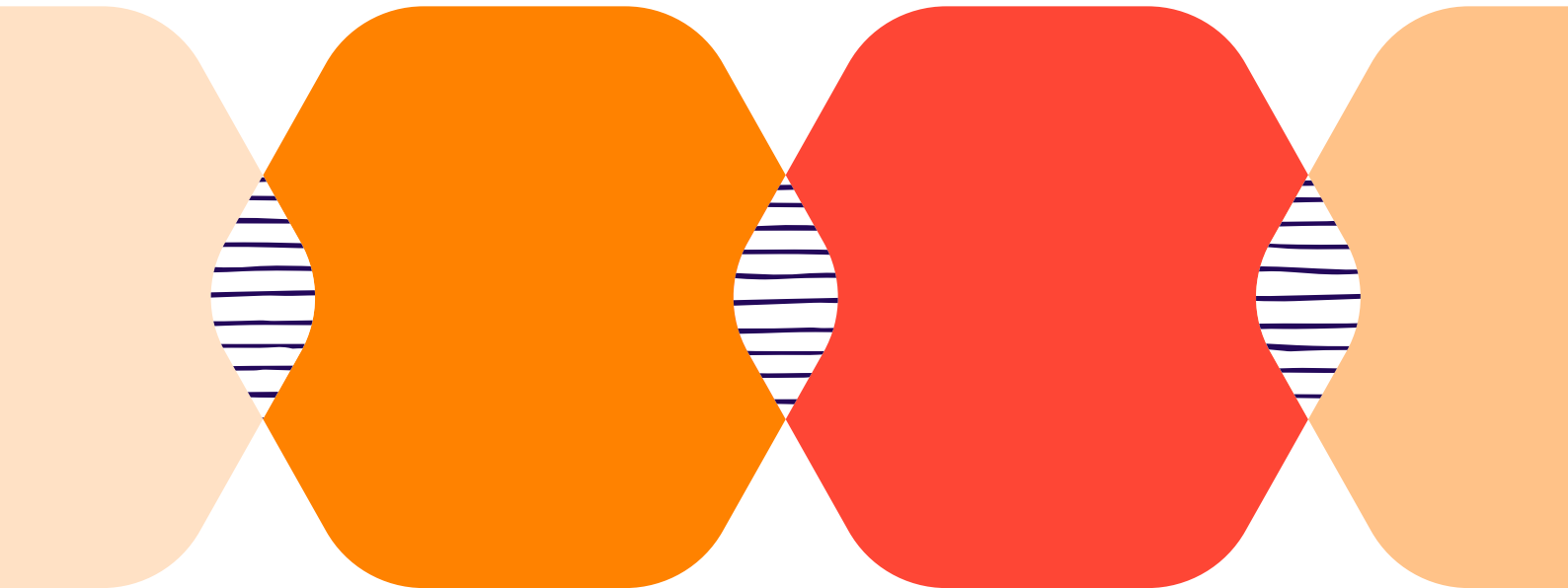




English and
School Education

Publications

2024



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Being a teacher with disabilities: Perspectives, practices and opportunities (2024)

By Professor Nidhi Singal, Dr Patricia Kwok and Dr Thilanka Wijesinghe

This publication explores the challenges, opportunities, and support networks for teachers with disabilities in Brazil, Jordan, Rwanda, Spain, and Sri Lanka. Featuring interviews with 25 teachers and a policy review, the report offers recommendations and insights for inclusive education programmes and highlights the importance of supporting teachers with disabilities globally.



Artificial intelligence and English language teaching: Preparing for the future (2023)

By Dr Adam Edmett, Neenaz Ichaporia, Dr Helen Crompton and Ross Crichton

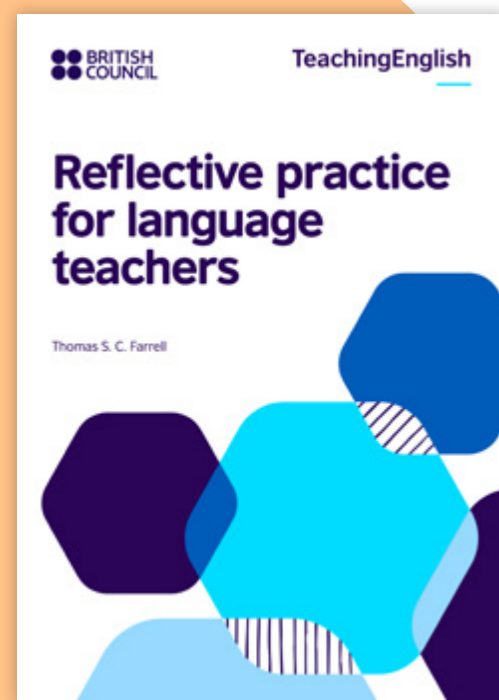
How is artificial intelligence (AI) being used for English language teaching and learning (ELT/L) worldwide? What are the opportunities, issues, and challenges? This report draws on evidence from the current literature, a teacher survey and interviews with experts to present and understand a range of views on this subject.



Reflective practice for language teachers (2024)

By Thomas S. C. Farrell

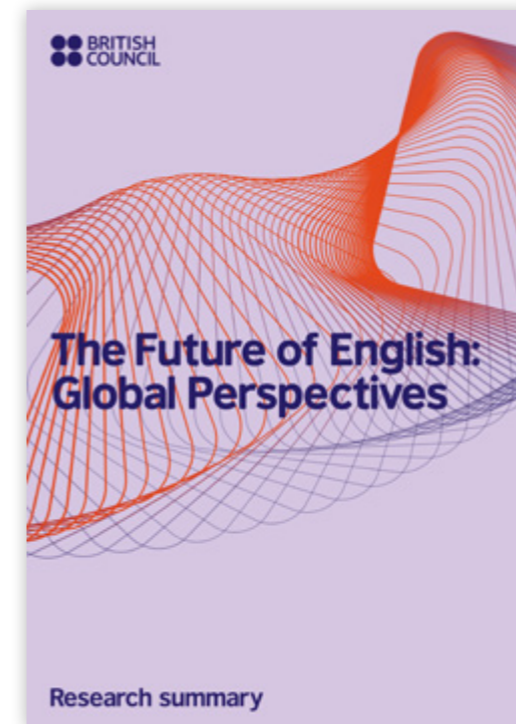
This book introduces the importance of reflective practice to language teachers. It offers a clear framework to follow, with examples from the English foreign language classroom, and includes practical reflective tools and 'Reflective breaks' to help teachers think about their teaching. The book is easy to use and aims to help teachers improve and grow professionally.



Creating more inclusive schooling (2024)

Edited by Susan Douglas

This publication shares research, insights, and case studies on creating inclusive schools. It addresses challenges faced by pupils with special needs, disabilities, girls, displaced children, and those excluded due to language, culture, or social status. Highlighting intersectionality, it offers policy makers, school leaders, and teachers thoughtful perspectives on inclusive education to ensure no child is left behind.



The Future of English: Global Perspectives (2023)

By Mina Patel, Mike Solly and Steve Copeland and edited by Professor Barry O'Sullivan and Professor Yan Jin

This insightful book explores the diverse uses of English for social, educational, and professional purposes based on global roundtable discussions with policymakers and influencers. It serves as a crucial resource for English language education, providing valuable data and emphasising the importance of ongoing research in this dynamic field. The book also acts as a springboard for future research, examining current trends in English usage and studying their implications for the language's global role.

Global priorities for enhancing school-based climate change and sustainability education (2023)

By Elizabeth A.C. Rushton, Sarah Sharp and Nicola Walshe

This report looks at ways that international non-governmental organisations can enable climate change and sustainability education to flourish, including through partnership and reciprocal learning, and dialogue between educators, policy makers, young people and children across the world.



English-medium education and gender equality (2024)

This study examines how English affects gender equality in Nigeria and Nepal. Despite progress, gender gaps remain in low- and middle-income countries using English for education. The research explores how English impacts participation and inclusion, especially for marginalised girls. The findings offer practical resources for gender-sensitive teaching, aimed at teachers, school leaders, and informal educators.

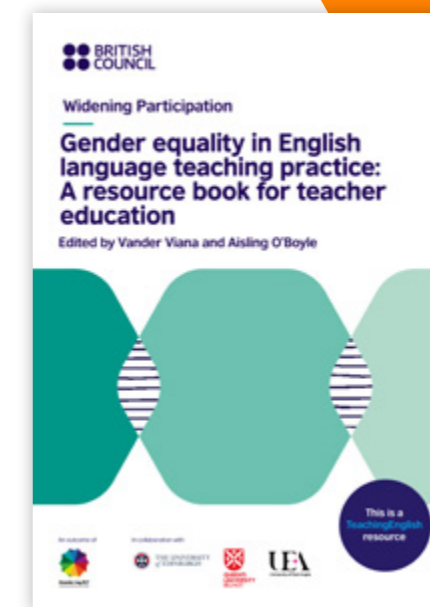
Watch a short video 



Gender equality in English language teaching practice: A resource book for teacher education (2023)

Edited by Vander Viana and Aisling O'Boyle

This is a collection of 30 reflective essays on gender in English language teaching from ten countries. Each section opens with a country profile, which is followed by three essays with pre-reading reflection, post-reading discussion and practical tasks. These activities are wide in scope, and they may be undertaken by teacher educators and student teachers in all country contexts.



ACCESS to gender balance – A toolkit for teachers (2023)

By Ginny Rowlands

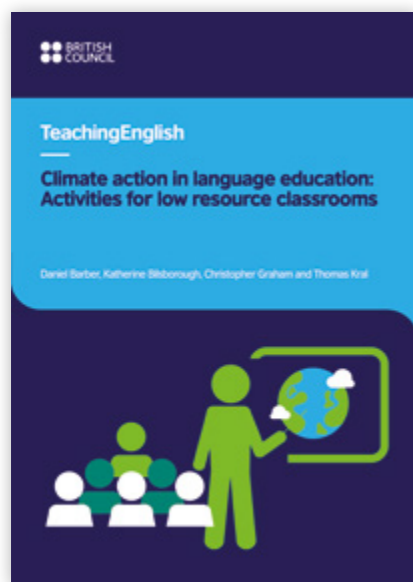
This toolkit is designed for educators who would like to improve their awareness of issues connected to gender bias and gender representation in English language learning materials. It explains some key concepts and then demonstrates problems where gender bias and gender representation might appear. The toolkit is designed to help teachers recognise gender issues through analysing sample learning materials.



Gender-ing English language classes across the globe: Practical lessons for teachers (2023)

Edited by Vander Viana and Aisling O'Boyle

This book contains 40 lessons which show how English language teachers have included a range of gender topics in their teaching. Examples of themes covered include gender and the workplace, gender and education, gender stereotypes and gender (in)equality. The lessons were contributed by teachers from across the globe and can be easily adapted for learners in classrooms everywhere.



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

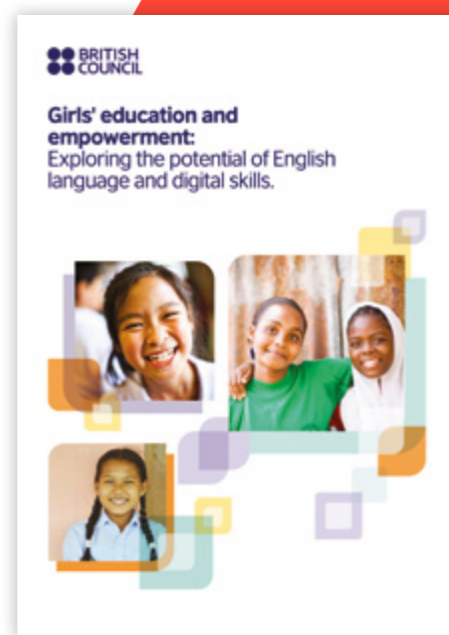
By Daniel Barber, Katherine Bilsborough, Christopher Graham and Thomas Kral

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.



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.



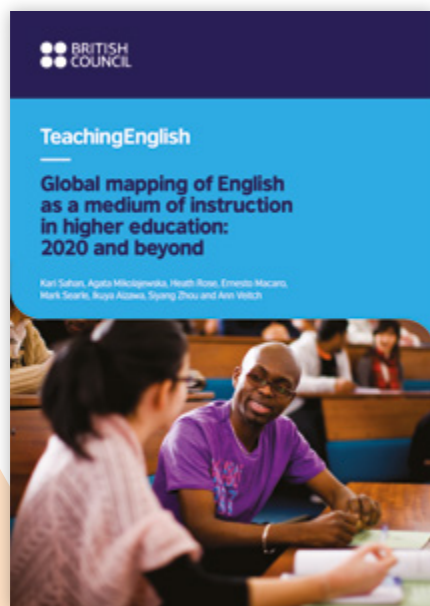


English language teachers with disabilities: An exploratory study (2021)

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 educational programmes.

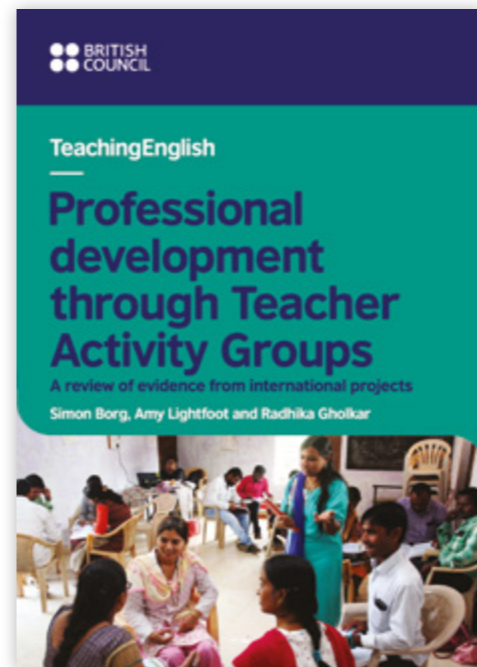
[Watch a short video](#)



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.



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](#)

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

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

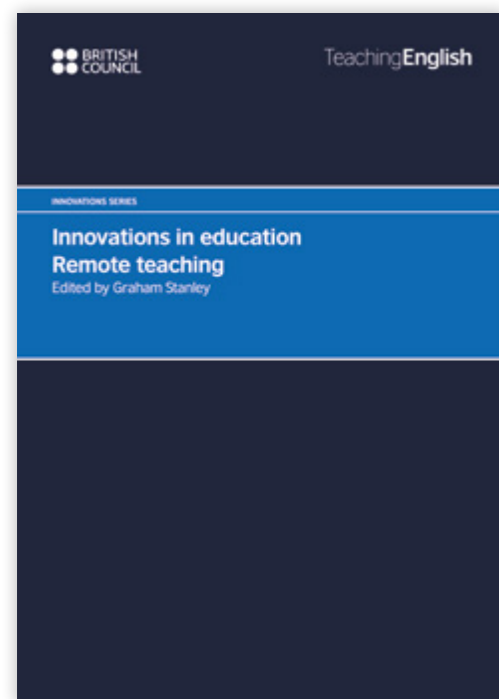
This book aims to introduce important evidence relating to language learning in multilingual contexts and develop the practice of using multilingual approaches in the classroom. It has been especially designed to support teachers who teach English as a subject and for teachers who use English as the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



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.



Language for Resilience Cross-disciplinary perspectives (2018)

Edited by Tony Capstick

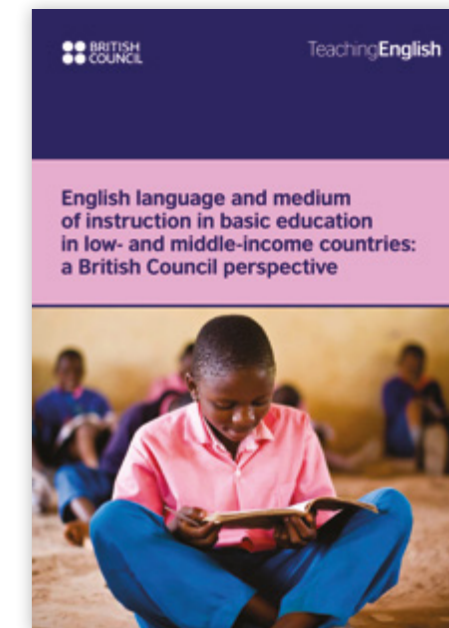
This publication brings together viewpoints from a group of specialists working in five areas: home language and literacy, qualifications and training, social cohesion, trauma, and institutional strengthening. It provides new perspectives on the role of language in enhancing the resilience of refugees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



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

By John Simpson

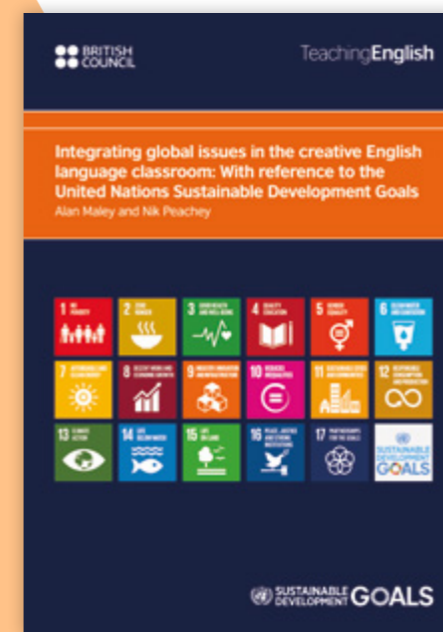
The British Council aims to use the ideas presented within this organisational position paper in conversations with education ministries and to support those who teach English around the world. It is hoped that this paper will open up discussions on the role of English in multilingual education and be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



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.

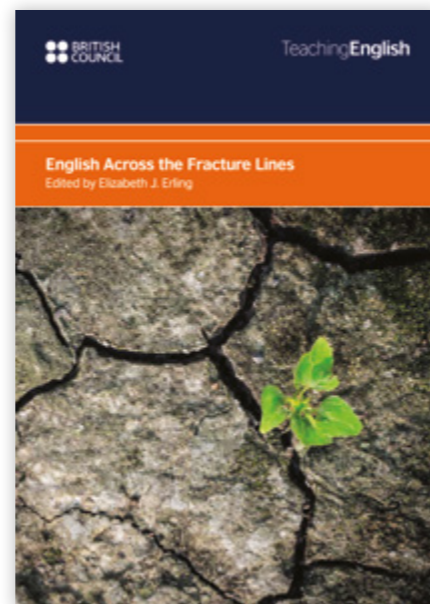


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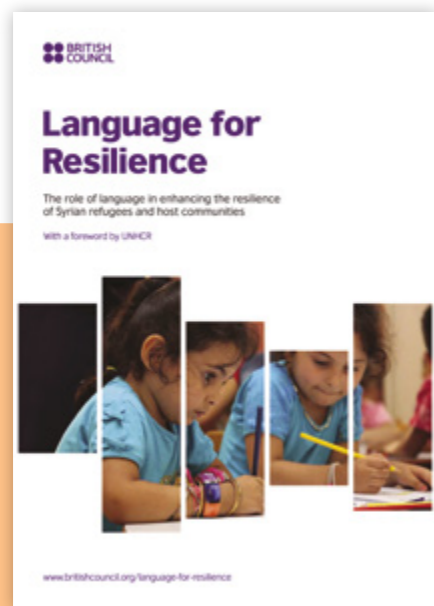
English across the fracture lines (2017)

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

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.

Further publications

Click or tap on the title to see the publication

Language for Resilience Refugee Learning Ecosystems: Reimagining higher education access for refugees (2021) *by Mosaik Education*

Language for Resilience: A handbook for teachers of refugees (2021) *by Rod Hicks and Lucy Maina*

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

Teaching for Success self-study guides (2019) *edited by Alison Sharpe*

Developing expertise through experience (2019) *edited by Alan Maley*

Creating an inclusive school environment (2019) *edited by Susan Douglas*

Language for Resilience: Best practices for engagement with digital educational resources (2019) *by LearnJam*

Conference Collections Inclusion, Mobility and Multilingual Education Conference 2019: academic publications

Conference Collections Language and Development Conference 2017 – Language and the Sustainable Development Goals

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*

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*

English next (2006) *by David Graddol*

A selection of country-focused publications

Click or tap on the title to see the publication

The practices, perspectives and professional needs of in-service teacher educators in Nepal (2024)

by Simon Borg and Prem Prasad Poudel

Exploratory action research in Thai schools (2023)

edited by Professor Anne Burns

Gender roles in English language textbooks in Japan (2023) by Donna Hurst Tatsuki et al.

Supporting schools and teachers teaching refugee children (2022) by Rod Hicks

Secondary English language teaching in Kazakhstan (2022) by British Council

Continuing Professional Development (CPD) Framework for Teachers in State Schools in Armenia (2022) by Addeh Hovassapian et al.

The continuing professional development experiences and needs of English language teachers: China, Japan and Korea (2022) by Simon Borg et al.

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

Insight on English language teaching and learning across multiple contexts in the MENA region (2020)

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

Winning papers: British Council ELT Research Awards

Visit [TeachingEnglish.org.uk](https://www.teachingenglish.org.uk) to search for these publications

Global practices in teaching English to young learners: Ten years on (2024) by Fiona Copland et al., University of Stirling

Bridging the gap between pre-service teacher education and in-service teachers' experiences in Spain (2024) by Dr Lorena Salud Gadella Kamstra, University of Essex

'Waiting for school': English language teaching resilience for newly arrived children (2024) by Dr Mary-Rose Puttick, University of Wolverhampton

Minimum academic standards and the English language curriculum in two Nigerian universities (2024) by Dr Oris Tom-Lawyer et al., Liverpool John Moores University

English Medium Education in a multilingual francophone context: Primary school learning in Cameroon (2023) by Kuchah Kuchah et al., University of Bath

Why won't they speak English? (2023) by Dalia Elhawary and Eleanore Hargreaves, UCL Institute of Education

Beyond resilience: Facilitating learning and well-being in the refugee language classroom (2023) by Aleks Palanac et al., University of Leicester

Teachers' engagement with published research: how do teachers who read research navigate the field, what do they read, and why? (2023) by Graham Hall, Northumbria University

How is critical thinking incorporated in pre-service English teacher education in China? (2023) by Jie Liu et al., De Montfort University

Preparing future teachers for CLIL: An in-depth investigation of three cases (2022) by Dario Luis Banegas and Marta del Pozo Beamud, University of Edinburgh

