

# The Future of English Research Forum 2025

6 and 7 March 2025  
University of Bedfordshire  
Luton

## Welcome

On behalf of the British Council, I'd like to welcome everyone, both in person and those joining us online, to our third and final Future of English Research Forum.

This is a major event in the Future of English calendar as the work of the UK led international research teams, who are the main focus of this forum, draws to an end. The four Research Grants reach 40 countries across the globe and are a fantastic example of our Future of English mission 'to develop global research collaborations to identify trends that will define the role of the English language in the coming decades'.

Over the coming two days we've got an exciting agenda centred on the early findings of the four research projects led by University of Bedfordshire, Lancaster University, The Open University and University of Warwick. We are also delighted to have David Crystal and Lin Pan joining us to share ideas and perspectives on the trends, challenges and opportunities facing the English language at a global level.

We believe you'll leave this event with key takeaways in English as a medium of education, corpus linguistics, digital learning, and English as a school subject in basic education. We invite you to enjoy the opportunity to catch up with old friends and make new ones, and moving forward, stay connected with the research projects and this growing Future of English community.

The Future of English programme is about different realities and perspectives and with that in mind, we hope that you enjoy the event, and most importantly, that you are able to actively take part in each of the sessions and contribute to an ongoing and long-term discussion.

**Mina Patel, Head of Research, Future of English, British Council**

## Introduction to the Future of English research programme

The Future of English is a global research programme looking into the future of the English language and its uses, needs, and demands worldwide.

The programme offers actionable insights and practical tools for educational institutions, employers and government agencies across the globe, as well as teachers and learners. Resources developed as part of the programme explore key themes in the use of English, helping stakeholders to overcome the issues and realise opportunities in their own contexts.

In addition to the four Future of English Research Grants showcased in this forum, the programme continues to evolve and we'll be sharing more news during the session on Friday morning.

To learn more about the Future of English programme and stay up to date with our activities, visit [www.britishcouncil.org/future-of-english](http://www.britishcouncil.org/future-of-english)

# Programme at a glance

## Thursday 6 March

Time	Subject
13.30 – 14.00	<b>Registration</b>
14.00 – 14.15	<b>Opening words</b> Professor Andrew Church, Pro-vice Chancellor for Research, University of Bedfordshire Michael Connolly, Director English and School Education, British Council
14.15 – 15.30	<b>The Future of English: in conversation with David Crystal</b> David Crystal, Bekki Preston and Katie Halley
15.30 – 16.00	<b>Break</b>
16.00 – 17.00	<b>Project World Café</b>
17.00 – 18.00	<b>Networking reception</b>

## Friday 7 March

Time	Subject
08.30 – 09.00	<b>Registration</b>
09.00 – 09.10	<b>Welcome</b> Mike Solly, British Council
09.10 – 09.30	<b>What's next for the Future of English programme?</b> Mina Patel, British Council
09.30 – 10.30	<b>Workshop - The EMI Corpus of Student Academic Writing and Reading: a new resource in EAP materials design</b> Lancaster University
10.30 – 11.00	<b>Break</b>
11.00 – 12.00	<b>Interview - What have we learnt (so far) about the future of English in Asia?</b> The Open University
12.00 – 13.00	<b>Workshop - Key insights from Digitally Mediated EMI Communication in Higher Education: Expanding a Community of Practice</b> CRELLA, University of Bedfordshire

# Programme at a glance

## Friday 7 March - continued

Time	Subject
13.00 – 14.00	<b>Lunch</b>
14.00 – 15.00	<b>Interview - Trends in English as a School Subject in Basic Education: some initial findings</b> University of Warwick
15.00 – 15.30	<b>Break</b>
15.30 – 16.25	<b>Plenary and Q&amp;A</b> Lin Pan, Beijing Normal University
16.25 – 16.30	<b>Closing remarks</b> Mina Patel, British Council

# Session Details - Thursday 6 March

14.15 – 15.30

## The Future of English: in conversation with David Crystal

**Speakers:** David Crystal, Bekki Preston and Katie Halley

**Abstract:** David will be interviewed by the two PhD students, Bekki Preston and Katie Halley, who are working on projects funded by the Future of English. Prof. David Crystal's career has explored language and linguistics from a range of angles: as a writer, editor, lecturer, and broadcaster. He is patron of IATEFL, and author of over 100 books on various aspects of English. The 90-minute interview will explore key trends, challenges and opportunities of the future of English from an expert lens, with time for questions at the end from both the face-to-face and online audience.



16.00 – 17.00

## Project World Café

**Speakers:** Fumiyo Nakatsuhara, Chihiro Inoue, Dana Gablasova, Haoshan (Sally) Ren, Agnes Kukulska-Hulme, Saraswati Dawadi, Fiona Copland, and Sue Garton

**Abstract:** During the Project World Café activity, attendees will receive an initial overview of the four research projects before the more detailed workshop and interview sessions on Friday. The Project World Café will be in booth-style setups with project posters shown, along with the presenters giving a concise 10-minute presentation. Attendees will be divided into groups based on their name badge and encouraged to visit each booth/presentation to learn more about the outstanding work produced by each research grant.



# Session Details - Friday 7 March

09.30 – 10.30

## The EMI Corpus of Student Academic Writing and Reading: A new resource in EAP materials design – Lancaster University

**Speakers:** Dana Gablasova, Haoshan (Sally) Ren and Raffaella Bottini

**Abstract:** The workshop addresses the challenges of developing appropriate, evidence-based teaching materials for students in English-medium instruction (EMI), who use English in their university studies. Offering effective English as an Academic Purpose (EAP) provision is thus crucial in these contexts. In order to design appropriate EAP resources, we need information about the language demands that these programmes place on students. To address this, we have developed a corpus representing student writing and reading across multiple EMI contexts, with data collected at eight universities in China, Italy, Thailand, Austria and the UK (Gablasova et al., 2024). Currently, the corpus contains over 4 million words from over 1,200 texts representing three disciplinary areas: i) Social Sciences and Humanities (e.g. History, Education), ii) Science and Technology (e.g. Computer Science, Engineering), and iii) Business and Management.

The workshop will first focus on the importance of evidence-based understanding of student learning needs in different EAP. It will then discuss how corpus data and findings can be used in designing EAP teaching materials. Finally, we will introduce the EMI Corpus - intended to serve as a resource for EAP researchers, teachers and learners - and demonstrate how it can contribute to the effectiveness, relevance and authenticity of EAP materials in EMI contexts.

# Session Details - Friday 7 March

11.00 – 12.00

## What have we learnt (so far) about the future of English in Asia? – The Open University

**Speakers:** Agnes Kukulska-Hulme, Philip Seargeant and Saraswati Dawadi

**Abstract:** The Open University's Modish-EDI project has been exploring the factors driving change and future trends in how digital and mobile technologies influence the teaching, assessment, and learning of English in Bangladesh, China, India, and Indonesia, the four most populous countries in Asia.

The project has focused on: (a) the impact of technological innovation on English in higher education; (b) the importance of gender, equality, diversity, and inclusion in the future of English education; (c) and perceptions of the role of English alongside other languages in people's lives.

In this interview, we will reflect on the insights gained as the project nears its conclusion. We'll explore what we've learnt in relation to the main research questions and what the investigative process has revealed. We'll also discuss how these discoveries have come to light, and conclude by asking: What have we learnt about the areas we will still need to explore?



12.00 – 13.00

## Key Insights from Digitally Mediated EMI Communication in Higher Education: Expanding a Community of Practice – CRELLA, University of Bedfordshire

**Speakers:** Fumiyo Nakatsuhara, Chihiro Inoue, Katie Halley, Parvaneh Tavakoli, Angel Chater, Jim McKinley, Akiko Kiyota, Yasuyo Sawaki, and Ridhwan Abdullah

**Abstract:** This project explored the emerging construct of online academic communication in English-medium instruction (EMI) classrooms and gathered a range of higher education stakeholder voices in Malaysia and Japan. Specifically, a multiple-case-study approach was used to investigate verbal, non-verbal, and chat communication in online EMI classes, analysing 24 video-recorded sessions from two universities in these countries. The study also collected insights from current and prospective students, teachers, support staff, and senior management members of both universities, aiming to identify ways in which their online EMI teaching and learning could be more effectively undertaken.

This end-of-project presentation will provide an overview of our findings and share practical resources developed from the research results. For instance, we will present flyers containing tips for effective online EMI communication, created for teachers and students who are currently engaged or interested in EMI courses online. We will also showcase a prototype multimodal corpus of online EMI communication. We will introduce prototype English test tasks that reflect the communication patterns identified in our study, inviting participants to offer feedback on these materials. Participants are also invited to share good practices from their own contexts, with the hope of continuing and expanding a community of practice where educators can support each other.

# Session Details - Friday 7 March

14.00 – 15.00

## Trends in English as a School Subject in Basic Education: some initial findings – University of Warwick

**Speakers:** Fiona Copland, Bekki Preston and Sue Garton

**Abstract:** In the session the team will discuss some of the challenges and affordances of working with data collected by a diverse research team from a large number of countries. We will also present some of our initial findings from the two strands of our project:

- a) identifying trends in English as a school subject in basic education (ESS in BE)
- b) identifying what ESS in BE looks like in content, pedagogy and gender.



15.30 – 16.25

## The Future of English: Modelling English in China amidst World Englishes

**Speakers:** Dr. Lin PAN

**Abstract:** Building upon the four Future of English projects' discussions in different contexts and drawing insights into how English is evolving as a global language and how it is being adapted and used in different educational and cultural settings, this talk examines the evolution of World Englishes in the 21st century, with specific reference to the landscape of English in China.

The rise of nationalism, digital technologies, and globalised communication has led to more complex language communities around the world, and China is no exception. In China, English has, over the course of the twentieth and twenty-first centuries, transitioned from a foreign language to a tool for international communication and cultural exchange. But in an 'anti-globalism' era, is it likely to change yet again?

I will explore how the developing variety of English in China reflects the country's evolving relationship with the language – and the cultural-political associations that the language has - and how it is modelled in educational systems, media, and daily life. Additionally, I will examine the impact of recent language policies that aim to balance the promotion of English as a global lingua franca with the reinforcement of Chinese cultural identity.

By analysing these dynamics, the talk seeks to generate new insights and debates about the future of English generally, particularly in the context of multilingualism and the dynamic interplay between local and global forces.

## Speakers Thursday 6 March

**David Crystal** is honorary professor of linguistics at the University of Bangor, and works from his home in Holyhead, North Wales as a writer on the English language and the language of literature, especially in relation to Shakespeare. Born in Lisburn, Northern Ireland, he spent his early childhood in Holyhead, attended secondary school in Liverpool, and read English at University College London. After a research year at UCL's Survey of English Usage, he lectured at Bangor and then Reading, where he became professor of linguistic science. He left the full-time university world in 1984 to work as an independent scholar. His writing takes in most areas of language study, as especially seen in his two general works, *The Cambridge Encyclopaedia of Language* and *The Cambridge Encyclopaedia of the English Language*. Books related to the conference theme include *English as a Global Language*, *Evolving English*, *Language and the Internet*, and *The Stories of English*. An autobiographical memoir, *Just a Phrase I'm Going Through*, appeared in 2009. He received an OBE for services to the English language in 1995. He lives online at [www.davidcrystal.com](http://www.davidcrystal.com), with projects on historical pronunciation and place-names at [www.originalpronunciation.com](http://www.originalpronunciation.com) and [www.tracethatplace.com](http://www.tracethatplace.com).



### **Bekki Preston and Katie Halley**

See project teams below for Bekki and Katie's abstracts.

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## Speakers Friday 7 March

### **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*.



# Speakers Friday 7 March

## Haoshan (Sally) Ren

### Senior Research and Validation Manager, Cambridge University Press & Assessment

Sally's research applies corpus linguistics methodologies to language teaching, language assessment, and semantic analysis. She earned her PhD from Georgia State University before joining Lancaster University in 2022 as a Senior Research Associate, where she worked on the Future of English project sponsored by the British Council. In January 2025, she joined Cambridge University Press & Assessment as a Senior Research and Validation Manager. Beyond research, Sally has extensive experience teaching linguistics and ESL/EFL courses in various cultural contexts. She has also worked as an instructional designer and tutoring specialist, developing English for Specific Purposes (ESP) curricula for EMI courses.



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## 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.



## 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, as well as test accommodations which bring the three together. In addition to leading a number of funded projects in the fields of language testing and assessment, she regularly gives invited talks for policymakers, in-service teachers, graduate students, and testing organisations. Her publications have appeared in *Language Assessment Quarterly*, *Assessment in Education*, and *Language Learning Journal*.



## Katie Halley

### Future of English Researcher at the British Council and PhD Student in Language Testing and Assessment, CRELLA, University of Bedfordshire

Katie is a researcher for the Future of English (FoE) hub at the British Council, based in Stratford, London. Her background is in English Language, Applied Linguistics, and Language Testing. As well as her work for the FoE, Katie is the PhD student for the digital English as a Medium of Instruction grant project at CRELLA, the University of Bedfordshire, UK. Prior to her role for the FoE, Katie completed her BA and MA at the University of Reading where she attained the Alan Tonkyn Dissertation award and Prize for Outstanding achievement for her studies. Katie's areas of interest are in speaking assessment/skills, multimodality, the digital medium, and Embodied Resources. She is also a member of the UKALTA PGR Network.





# Speakers Friday 7 March

## 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).



## 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).



## Akiko Kiyota

### Doctoral student and appointed Lecturer at World Language and Society Education Centre, Tokyo University of Foreign Studies.

Akiko Kiyota is an ABD (All But Dissertation) doctoral candidate in applied linguistics from Waseda University. During her doctoral studies, she was awarded a JSPS (Japan Society for the Promotion of Science) Research Fellowship (DC). Currently, she is a specially appointed lecturer at the World Language and Society Education Centre, Tokyo University of Foreign Studies. She holds an M.A. in Social Anthropology from University of Kent at Canterbury, UK, and M.Sc. in Education from Temple University Japan. Akiko's research interests include English-medium instruction, interactional competence, classroom interactions, and qualitative research methods.



## Yasuyo Sawaki

### Professor, Faculty of Education and Integrated Arts and Sciences, Waseda University

Yasuyo teaches various courses in applied linguistics at Waseda University. Before joining Waseda in 2009, Yasuyo worked as a research scientist for Educational Testing Service, conducting research projects on large-scale English language assessments. Yasuyo's current research focuses primarily on the role of technology in language assessment, including the utilization of automated content feedback for integrated writing instruction and the application of AI to interactive L2 speaking assessment. Yasuyo is a current Executive Board Member of the Japan Language Testing Association and Co-President of the Asian Association for Language Assessment.



# Speakers Friday 7 March

## **Ridhwan Abdullah**

**Lecturer in EAP and Head of Foundation, Study and Language Institute, University of Reading Malaysia**

Ridhwan specialises in teaching EAP in higher education in Malaysia. At the University of Reading Malaysia (UoRM), he leads the EAP team teaching pre-sessional and in-sessional English programmes, short courses, and academic English modules. Ridhwan's research interests include sociolinguistics and semiotics. A member of the Malaysian English Language Teaching Association (MELTA) and BALEAP, Ridhwan holds a Master of Applied Linguistics.



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## **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.



## **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 a dozen academic 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.



# Speakers Friday 7 March

## **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 Preston 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. Outside of her research she enjoys sci fi novels, history and running her Ranger unit.



## **Sue Garton**

**Professor of Applied Linguistics (TESOL), School of Law and Social Sciences, Aston University, Birmingham.**

Sue Garton has been an English language teacher and teacher educator for nearly 40 years. At Aston she teaches across a range of undergraduate and postgraduate courses in TESOL and has 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 and is co-series editor of the 15-volume International Perspectives in ELT series, published by Palgrave Macmillan (with Fiona Copland). Her research interests are in language teacher education, teaching young learners, materials in ELT and classroom discourse. She is a National Teaching Fellow and Principal Fellow of the HEA.



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## **Dr. Lin PAN (潘琳)**

**Associate professor and vice-chair of the English Department at Beijing Normal University, China**

Lin received her PhD from the Institute of Education (now UCL IOE) as their Centenary Scholar. She was their John Adams Research Fellow (TESOL and applied linguistic studies) and Coordinator for the Mandarin Excellence Programme (MEP). She is currently an associate professor and vice-chair of the English Department at Beijing Normal University (BNU), China. She also serves as the director for Global Issues and Language Education for the Special Topic Committee at TESOL China Assembly and is a member of the executive committee for AILA's HOLM ReN.



Her research interests include sociolinguistics and language education. Her most recent publication is the second edition of Exploring World Englishes with Philip Seargeant, which will be published by Routledge in 2025.

# Future of English Research Grant project overviews

## 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.

## CRELLA, University of Bedfordshire

### **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.

## 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.

# Feedback survey

**Thank you for joining us for the Future of English Research Forum 2025**

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

[https://bit.ly/FoE\\_Forum\\_Feedback2025](https://bit.ly/FoE_Forum_Feedback2025)

Future of English Research Forum  
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