

**English for Academic Purposes in Higher Education  
from a student and staff perspective  
in a post-Brexit world**

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**"Fòrum Vives Symposium"**

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**Universitat Pompeu Fabra**

# Which narrative? Leading to which journey?

- The Brexit narrative: the shock of the *old*-new or *new*-old
- The new UK narrative: or new *separate* narratives for London, Manchester, England, Wales, Scotland and Northern (the north of) Ireland...
- The new Higher Education narrative: necessitating a new journey for not just *non-UK* EU staff and students, but also for UK HE institutions themselves.

# The talk, the narrative, the journey...

- **By the end of my talk I hope you have an understanding of the potential impact of Brexit on:**
  1. The image of “Brand UK” in Higher Education
  2. Recruitment of non-UK EU and international students
  3. Recruitment and retention of non-UK EU and international staff
  4. The consequent potential for EU universities to grab a bigger share of markets
- **Additionally I shall look at**
  1. The possible reduction and/or re-positioning of ELT and EAP after 10 years of growth
  2. The FIESOLE Group, as an example of positive European collaboration in supporting staff in EMI issues
  3. LSP – and its possibly complicated relationship to EAP
  4. The post-Brexit potential of EU language centres

# Brexit means Brexit

- <http://www.ft.com/cms/s/0/ec53be7c-819d-11e6-bc52-0c7211ef3198.html?siteedition=uk#axzz4LNSOYaP3>
- <http://www.bbc.co.uk/news/uk-37281299>



# What does it mean for “English”?

- English Next:  
<http://englishagenda.britishcouncil.org/sites/ec/files/books-english-next.pdf>
- The fightback against Global English:  
<http://www.ft.com/cms/s/2/5ee11a7a-7f32-11e6-8e50-8ec15fb462f4.html?siteedition=uk>

# What could it mean for UK universities?

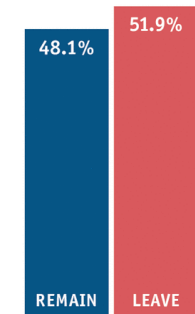
- Reduction in (non-UK) EU students
  - Reduction in international students
- = *reduced income***
- Reduction in number of existing and new non-UK staff
- = *reduced talent pool***
- Reduction in brand value, reduction in academic standing in key league tables
- = *reduced number of departments or even institutions***

# The Economist

- <http://www.economist.com/news/britain/21702505-academics-fear-drying-up-students-and-money-first-class-mess>

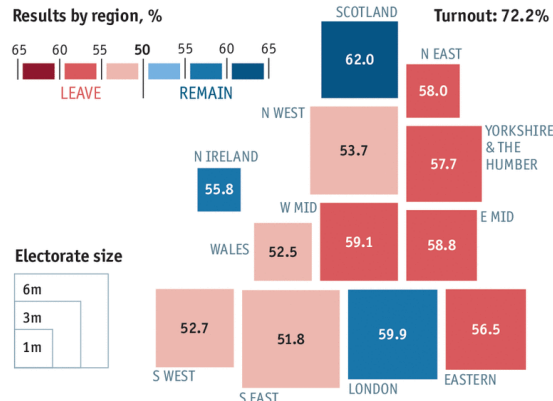
## EU referendum results

As of 08:00, June 24th 2016  
Based on 382 results reported

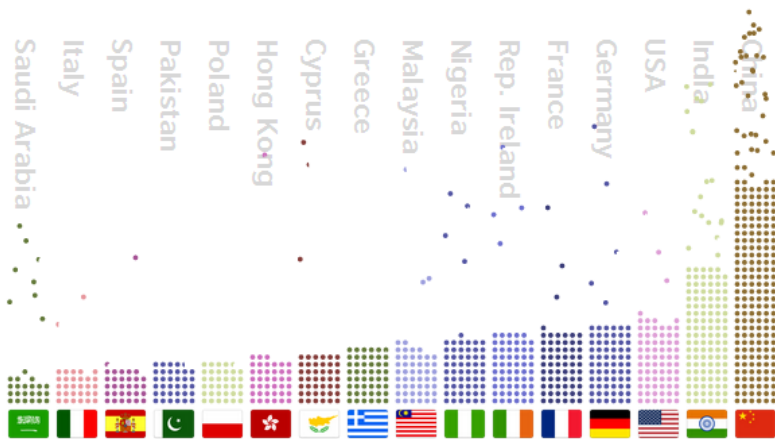


Source: BBC

Economist.com



# Pre-Brexit concerns #1



- <https://www.britishcouncil.org/voices-magazine/student-mobility-into-and-out-of-the-uk-the-trends>



# Pre-Brexit concerns #2



- <https://www.britishcouncil.org/voices-magazine/uk-top-host-international-students-how-long>

# What is being said and done...



- <http://www.universitiesuk.ac.uk/policy-and-analysis/brexit/Pages/default.aspx>

# Universities UK

- **In 2014–15 there were 2.27 million students studying at UK higher education institutions.**
- Undergraduate: 1.73 million
- Postgraduate: 538,000
- Full time: 1.7 million
- Part time: 569,000
- Students from the UK: 1.83 million
- Students from the EU: 125,500
- Students from non-EU countries: 312,000
- <http://www.universitiesuk.ac.uk/facts-and-stats/Pages/higher-education-data.aspx>

# UCAS

- Record numbers of students accepted to UK universities and colleges this year, UCAS report shows. A total of **532,300** people entered UK higher education in 2015, an underlying increase of 3.1% (**16,100**) on last year and the highest number recorded, UCAS' End of Cycle Report reveals today. 16 Dec 2015
- <https://www.ucas.com/corporate/news-and-key-documents/news/record-numbers-students-accepted-uk-universities-and-colleges>

# UK HE brand image: friendly heritage with a modern twist



- <http://www.educationuk.org/global/articles/join-an-international-student-community-in-the-uk/>

# International students



- <https://www.theguardian.com/education/2014/oct/13/-sp-international-students-in-the-uk-who-are-they>

**Students** The global student

# I wasn't prepared for the culture shock of being an international student

I thought student life in the UK would be much the same as in the Netherlands. But small things began to catch me off balance...





**Students** Meet the global student

# 'I brought a meat hammer from Germany so I can make schnitzel'

Meet Lothar, a student from Germany, the home of around 3.4% of all international students at UK universities

- [Read more stories from our 'Meet the global student' series](#)
- [Read more stories from our global student hub](#)





Education The global student

# Caught between two cultures, I'm a not-quite-international student

I'm a bit more British than my international student friends, but I'm still quite foreign to students who grew up in the UK



Students Meet the global student

'As an American, it took me four months to catch on to British sarcasm'

Meet Carmela, a student from the US, home of around 3.8% of all international students at UK universities

- [Read more stories from our 'Meet the global student' series](#)
- [Read more stories from our global student hub](#)

**Students** Meet the global student

# 'Chinese students think British boys are gentlemen, but when they get drunk they go crazy'

Meet Xiaoyu, a student from China, home to around 19.8% of all international students at UK universities

- [Read more stories from our 'Meet the global student' series](#)
- [Read more stories from our global student hub](#)



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**Students** Meet the global student

# 'Staff in the UK are friendly. In India, teachers are feared and can't be your friends'

Meet Raghav, a student from India, home to around 5.3% of all international students at UK universities

● [Read more stories from our 'Meet the global student' series](#)

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**Students** Meet the global student

'People sit around drinking tea, which isn't common in Nigeria. I love British tea'

Meet Bakura, a student from Nigeria, home to around 4.1% of all international students at UK universities

● [Read more stories from our 'Meet the global student' series](#)

● [Read more stories from our global student hub](#)



# Charmingly eccentric relative?...



- ...or the relative you finally stop inviting to dinner?



**Students** Students in a postcolonial world

# How Britain's old empire lives on in universities

From racist 'banter' to Eurocentric history degrees, higher education is haunted by Britain's colonial past. But what does it mean to students?



# Migration – who will be saying goodbye?



- <http://www.migrationobservatory.ox.ac.uk/resources/briefings/non-european-student-migration-to-the-uk/>
- <http://www.independent.co.uk/news/uk/politics/theresa-may-immigration-student-visas-brexit-uk-degrees-foreign-students-a7153246.html>



## Forward

## 4 of 36

dom we are rightly proud of our world class universities.

Our global reputation for higher education excellence helps to explain why the UK is such an attractive place for people to study.

Almost 300,000 international students came to our universities in 2012-13. Only the United States matches the strength of this appeal to students from around the world.

A global brand such as this is also fantastic news for our economy. Top international students and academics keep our universities at the cutting edge of global knowledge, technology and innovation. The diversity they bring to campus life enriches the educational experience for British students and helps build strong links with other nations for decades into the future. They bring with them an estimated £7 billion in income, injecting substance into the UK's economic recovery. What better example of a true British success story in what the prime minister has called the 'global race'?

However, there is a twist in this tale. The sheer strength of the UK's higher education offering means that international students make up a significant proportion of those counted in the official immigration statistics. This often comes as a surprise to those who are not specialists in this subject. After all, few people have students in mind when they express concern about the impact and number of migrants coming to our shores.

This creates a dilemma when it comes politically to managing the tricky minefield of migration. Any uplift in the number of international students means greater scientific, economic and cultural benefit to Britain. Yet it also spells trouble for politicians trying desperately to cut headline immigration figures. A mark of our success therefore acts simultaneously – and perversely – as a badge of failure.

It need not be this way. This comprehensive report shows that students are among the most popular migrants with the public, in spite of their representing one of the largest inflows of people coming to the UK. Even the majority of those sympathetic to the overall aim of reducing migration believe that student migration is a good thing, both economically and culturally. So long as students are genuine, the public believes this issue should be kept apart from immigration policy.

At a time when Britain is seeking to promote industries that can take advantage of global growth driven from beyond Europe, our higher education sector should be challenged and supported to increase its share of the rapidly expanding international student market. This is why it was always a mistake to include the student migrant flow within a target to reduce total immigration numbers.

4 ■ British Future and Universities UK / International students and the UK immigration debate

*'Even the majority of those sympathetic to the overall aim of reducing migration believe that student migration is a good thing, both economically and culturally. So long as students are genuine, the public believes this issue should be kept apart from immigration policy.'*

Politicians are rightly expected to engage with public views and anxieties about immigration, and the government has admirably done so. It will, of course, be an important election issue for all political parties as we approach the 2015 General Election. But it is time politicians made the case that there are different types of immigration.

This important report shows that the public is quite capable of making those distinctions and in fact has a pragmatic and nuanced view about how to select the kinds of migration that best reflect our nation's interests and values.

*'A welcoming approach to international students can clearly be seen to reflect British public opinion, rather than challenge it.'*

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## Executive summary

Immigration is likely to be the number one issue for many voters at the 2015 General Election. Student migration makes up the largest single flow of migrants from outside the EU. This report proves that there is strong public support for international student migration, and that people seem to understand the **economic and educational benefits** brought to Britain by those who come here to study.

The report draws on a nationally representative poll by ICM of 2,111 people, together with six deliberative workshops held in York, Bristol and Nottingham. It reveals that:

- 59% of the public says the **government should not reduce international student numbers**, even if that limits the government's ability to cut immigration numbers overall. Only 22% take the opposing view.
- 66% of Conservative voters are opposed to reducing student numbers.
- 60% of people think that **international students bring money into their local economy**. Only 12% think they take money out.
- 61% agree that **Britain's universities would have less funding** to invest in top-quality facilities and teaching **without** the higher fees paid by **international students**. Only 7% disagree.
- 75% think that **international students should be allowed to stay and work in Britain after graduating** from British universities, using their skills for the benefit of our economy, for at least a period of time.
- **Only 22% of the public thinks that international students should count as migrants**. Most people do not understand why they would be counted towards the government's immigration targets.

*'Only 22% of the public thinks that international students should count as migrants.'*

Based on public opinion, the report makes the following recommendations:

- The government should **remove international students from any net migration target**.
- The government should launch an international student growth strategy, backed by investment, to promote British universities overseas, build new international partnerships and **attract more international students to Britain**.
- The government should make a renewed effort – through its words, actions and policies – to communicate a consistent message that **Britain welcomes international students**.
- The government should enhance opportunities for qualified **international graduates** to stay in the UK to **work and contribute to the economy**.

# UKCISA – the caring organisation



- <http://institutions.ukcisa.org.uk/info-for-universities-colleges--schools/policy-research--statistics/research--statistics/international-students-in-uk-he/>

# Key figures

- **International (non-UK) students in UK HE in 2014-15**
- There are **436,585** students from outside the UK coming to study in the UK.
- The number of Chinese students far exceeds any other nationality at 89,540.
- Indian students are the next largest cohort with 18,320 although this represents a continuing drop from the previous year and the year before.
- University College London (now including the Institute of Education) hosted the largest number of international (EU and non-EU) students in the UK with a total of 20,745.
- Business and administrative studies have the largest proportion of international students (38.4% of students in this subject are international) with Engineering and technology second (33.1%) and Law third (26.3%).
- There is no significant difference in the sex of non-UK students coming to the UK with 51% female and 49% male.

# Non-UK EU students

Level of Study/Domicile	Full-time	Part-time	Total
EU students (non-UK domicile) in HE			
Higher degree (research)	11,580	2,705	14,280
Higher degree (taught)	22,130	5,515	27,640
Postgraduate other	1,790	2,520	4,305
First degree	71,190	2,270	73,465
Other undergraduate	1,235	3,645	4,885
Total non-UK EU	107,925	16,655	124,575

# Non-EU students

## Non-EU students in HE

Higher degree (research)	29,565	2,850	32,415
Higher degree (taught)	108,875	10,285	119,160
Postgraduate other	3,145	3,570	6,690
First degree	135,695	3,625	139,320
Other undergraduate	6,750	7,670	14,425
Total non-EU	284,010	28,000	312,010

# Together...

<b>Full time study</b>	Higher Degrees (research and taught)	Other postgraduate	First degree	Other undergraduate
UK domicile	45,525	28,205	293,535	42,285
EU students (not incl UK)	20,090	1,270	9,420	1,635
non-EU	85,750	4,870	45,390	5,350
<b>Part time study</b>				
UK domicile	31,285	33,135	34,385	36,315
EU students (not incl UK)	2,595	880	630	730
non-EU	5,895	2,010	2,205	1,505

# UK destinations

England	356,820	19%
Scotland	50,015	22%
Wales	24,230	18%
Northern Ireland	5,525	10%
UK	436,585	19%



# Top EU sending countries

Country	2014-15	2013-14	2012-13
Germany	13,675	14,060	14,520
France	11,955	11,500	11,725
Republic of Ireland	10,905	11,490	12,620
Italy	10,525	9,550	8,320
Greece	10,130	10,670	10,910
Cyprus	9,745	10,295	10,840
Spain	7,040	6,585	5,995
Romania	6,590	6,515	6,460
Bulgaria	6,255	6,355	6,060
Poland	5,245	5,200	5,280

# Top 10 non-EU sending countries

Country	2014-15	2013-14	2012-13
China (PRC)	89,540	87,895	83,790
India	18,320	19,750	22,385
Nigeria	17,920	18,020	17,395
Malaysia	17,060	16,635	15,015
United States of America	16,865	16,485	16,235
Hong Kong (Special Administrative Region)	16,215	14,725	13,065
Saudi Arabia	8,595	9,060	9,440
Singapore	7,295	6,790	6,020
Thailand*	6,240	6,340	6,180
Pakistan	7,295	6,665	7,185

# What do they study?

Subject of study	% in subject who are international
Business & administrative studies	38.4%
Engineering and technology	33.1%
Law	26.3%
Architecture, building and planning	25.4%
Mass communications & documentation	23.0%
Mathematical sciences	21.6%
Computer science	20.4%
Social studies	19.8%
Veterinary science	18.9%
Languages	17.7%
Creative arts and design	16.2%
Medicine and dentistry	16.0%
Physical sciences	15.8%
Agriculture and related subjects	12.4%
Historical and philosophical studies	10.9%
Biological sciences	10.8%
Subjects allied to medicine	7.7%
Education	6.1%
Combined	6.0%
<b>Total</b>	<b>18.9%</b>

# Top 20 universities in recruitment terms

Institution	postgraduate students	undergraduate students	Total number of international students				
University College London	7,200	6,345	13,545	The University of Oxford	5,190	2,155	7,345
The University of Manchester	5,650	6,565	12,215	The University of Glasgow	3,675	3,665	7,340
The University of Edinburgh	4,530	5,550	10,080	The University of Nottingham	3,075	4,170	7,245
Coventry University	3,715	5,385	9,100	The City University	4,205	3,000	7,205
The University of Sheffield	4,485	3,965	8,450	London School of Economics and Political Science	4,995	2,055	7,050
Kings College, London	4,205	4,140	8,345	Cardiff University	3,455	3,535	6,990
The University of Birmingham	5,780	2,520	8,300	The University of Southampton	3,995	2,900	6,895
University of the Arts, London	2,015	6,130	8,145	The University of Liverpool	2,040	4,825	6,865
Imperial College of Science, Technology and Medicine	4,235	3,730	7,965	University of Newcastle-Upon-Tyne	3,315	3,295	6,865
The University of Warwick	3,695	3,730	7,425	The University of Cambridge	3,960	2,400	6,360

## Depending on the results of Brexit, what goes up...

- <http://www.telegraph.co.uk/education/educationnews/11639807/Number-of-foreign-students-at-top-universities-doubled-in-less-than-a-decade-research-finds.html>
- <https://www.theguardian.com/education/2016/sep/06/how-britains-old-empire-lives-on-in-universities>

...may come down

- <https://www.ft.com/content/9141dcf0-690f-11e5-a57f-21b88f7d973f>
- <http://www.independent.co.uk/student/news/brexit-international-students-in-the-uk-after-eu-referendum-hobsons-survey-a7161661.html>



MENU

**UK universities**[+ Add to myFT](#)

## UK risks losing battle for international students

The government's refusal to budge on letting graduates stay on to work is baffling

“Michael Skapinker





Student > News

# Brexit: Almost a third of international students less likely to come to the UK to study, survey finds

Head of Brexit Advisory Unit cautions: 'The issue of being able to attract and retain





And if there's no real advantage to study in the UK,  
it's a slippery slope down the rankings . . .



- <http://www.breitbart.com/london/2016/09/06/european-universities-slide-down-global-rankings-guardian-blames-brexit/>

# Where students will suffer...

- <https://www.timeshighereducation.com/student/news/how-could-brexit-impact-international-students>
- <https://www.theguardian.com/education/2016/jul/12/what-does-brexit-mean-for-students-we-answer-your-faqs>
- <http://www.telegraph.co.uk/education/2016/07/01/brexit-what-will-it-mean-for-universities-students-and-academics/>

## ...and so will staff

- <http://www.independent.co.uk/news/science/brain-drain-brexit-universities-science-academics-referendum-eu-a7100266.html>
- <http://www.independent.co.uk/news/science/brexit-britain-latest-news-academics-threaten-to-quit-brain-drain-over-racist-xenophobic-eu-a7133316.html>

# Acadexit

**LINGUISTS FOR  
BRITAIN  
EUROPE**

- <http://academicsforbritainineurope.org/linguists/>
- <http://blogs.lse.ac.uk/lse/eu-referendum-qa-staff-students/>
- <http://www.universityworldnews.com/article.php?story=20160705101034144>
- <http://www.bbc.co.uk/news/uk-wales-politics-37299382>



News > Science

# Academics fear new Brexit – a brain exit – after referendum vote

Universities UK says its 'first priority' is to persuade the Government to make sure citizens of other EU countries 'can continue to work and study at British universities'



Research funding

# UK scientists dropped from EU projects because of post-Brexit funding fears

Doubts over the UK's ability to win future project grants mean some EU partners are avoiding working with British researchers

[Can Jeremy Corbyn stand? Follow today's Politics liveblog](#)



# Institutional reaction

- <http://www.independent.co.uk/student/news/eu-referendum-result-brexit-leave-remain-higher-education-sector-students-a7100106.html>
- <https://www.timeshighereducation.com/news/after-brexit-will-uk-universities-set-up-eu-branch-campuses>
- <http://www.walesonline.co.uk/news/education/wales-leading-university-ponders-new-11872167>

# The Elite: the Russell Group

**RUSSELL**  
**INTERNATIONAL**  
**EXCELLENCE**  
**GROUP**

- <https://www.russellgroup.ac.uk/media/5417/russell-group-universities-and-the-european-union.pdf>
- <http://russellgroup.ac.uk/about/our-universities/>
- <https://www.timeshighereducation.com/blog/why-are-international-students-so-important-our-universities>





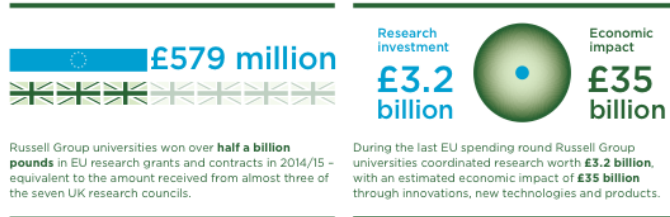
# Russell Group universities and the European Union

## Membership of the European Union enhances world-class research at Russell Group universities

**The UK should remain at the heart of a modernised, competitive and outward-looking European Union to drive world-class research and innovation at our leading universities.**

Research and innovation are global pursuits and are most effective when ideas and people are mobile across borders. The free movement of talent, the networks, collaborations, critical mass of research activity and funding that we gain from EU membership contributes to the competitiveness of our leading universities and the UK economy as a whole.

The EU is not perfect and we support reforms which enhance our universities' ability to benefit further from forging productive collaborations across Europe. But leaving would mean we lose our seat at the table and our influence over EU-wide programmes and funding which enhance world-class collaborative research.



£3.7 billion

EU students at UK universities contribute **£3.7 billion** to the UK economy each year and support around **34,000 jobs**.



There are **22,880** members of staff from other EU countries working at Russell Group universities - they make up **one fifth** of our academic staff and contribute to our world-class research and teaching.

and support around **34,000 jobs**.

- they make up **one fifth** of our academic staff and contribute to our world-class research and teaching.

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## Our leading research intensive universities influence and secure vital EU investment

Russell Group universities received over half a billion pounds a year in EU investment in 2014/15. This is equivalent to almost the entire budget of the Medical Research Council.

The UK leads Europe in the quality of our research and drives excellence across the continent. Our researchers have won many more awards from the European Research Council (ERC) than our nearest competitor - the UK wins 22% of ERC grants (with the Russell Group winning 17% of the total on its own), compared to Germany's 14%.

There is no guarantee that if the EU source of investment was removed, that it could be replaced with funding from national budgets and sustained long term.

The UK has played a key role in shaping the design and implementation of the EU's research programmes, ensuring funding is allocated on the basis of excellence. Under the current funding stream Horizon 2020 the UK leads far more projects than any other nation - two thirds more than Germany.

### Creating and safeguarding jobs by working with industry

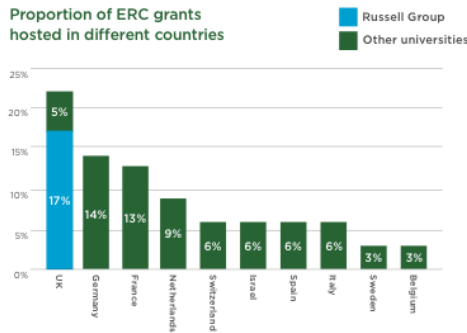
**University of Manchester** physicist Konstantin Novoselov received one of the first European Research Council starting grants to investigate the 'Physics and Applications of Graphene', following his discovery, with Andre Geim, of the revolutionary material in 2004. Both scientists went on to win the 2010 Nobel Prize for Physics.

The ground-breaking work on graphene at Manchester led to the establishment of the National Graphene Institute at the University, which is part of a wider £90 million UK government investment in graphene.

Alongside this, the European Commission has invested €54 million into a Graphene Flagship project and will be investing a further €50 million a year from 2016. The **Universities of Manchester, Cambridge, Nottingham, Oxford and Sheffield, University College London, Queen Mary University London and Imperial College London** are all partners.

Graphene is the world's thinnest material yet is 200 times stronger than steel with the potential to revolutionise the electronics industry and has applications in energy, medicine and technology. The Flagship project will bring academic and industrial researchers together to take graphene from academia to application within 10 years - generating growth, new jobs and new opportunities.

Proportion of ERC grants hosted in different countries



Russell Group  
Other universities



Working together the **28 countries of the EU collectively spend \$357 bn on research and development** and this helps us keep pace with the annual \$457 bn spending of the US.



During the last EU funding round the **UK led one in five** of all health-related research projects.



The **EU Unitary Patent** protects university innovation with a single patent that covers 25 different EU countries.

## Our leading universities attract the best and brightest staff and students from across the EU

3 of 4

## Our leading universities attract the best and brightest staff and students from across the EU

Freedom of movement makes it easier for the best researchers to bring their specialist skills and expertise to the UK. One fifth of Russell Group academics are EU nationals who bring diverse approaches to tackle complex global challenges.

EU academics working at British universities win funding that goes to the UK. More than 50% of the prestigious European Research Council Consolidator Grants awarded to UK universities, worth up to €2 million each, were won by EU academics working here.

EU students studying at UK universities make a vital contribution to the success of our universities. 87% of students agree that studying alongside students from other countries will improve their world view and benefit their education.

The Erasmus exchange scheme allows our students to study at leading European universities, boosting their skills and employability. Students who did an Erasmus placement are 50% less likely to experience long-term unemployment.

### Scientists from other EU countries collaborate with UK researchers to fight cancer

A scalpel that tells surgeons immediately whether the tissue they are cutting is cancerous or not was developed by Hungarian researcher, Professor Zoltán Takáts, at **Imperial College London** – transforming cancer surgery and saving lives.

Professor Takáts' cutting-edge research was made possible by European Research Council grants that helped to take the original research idea through to market. Surgery is often the most effective treatment for cancer.

But even the best surgeons can find it impossible to know if they have removed all traces of cancerous material. The iKnife can tell surgeons whether the tissue they are cutting is cancerous or not. As it cuts it 'sniffs' out cancer and even cross checks the exact type of tissue being cut with a database.

This technology is expected to generate future research grants worth millions for **Imperial College London**.

*"Britain's EU membership made moving to Imperial an easier, more attractive proposition. European funding and collaboration has helped drive my research forward."*

*Developing new medical technologies in Britain as an EU member-state gives us immediate access to a market covering 28 countries. If the UK left Europe, it would become harder to operate at this scale."*

**Professor Zoltán Takáts**

The work of Professor Dimitrios Nikolopoulos, a computer scientist at Queen's University Belfast, has won over £50 million of funding, led to improvements in the performance of supercomputers and had knock-on impacts in medicine, meteorology and science.



Dr Roxana Carare, originally from Romania and Honorary Consul for Romania, is a world-leading authority on neurodegenerative diseases, working currently at the University of Southampton conducting research to prevent and cure dementia.



The research of internationally-renowned Italian academic Dr Paola Crippa at Newcastle University is helping to reduce the impact of wildfires and other air pollutants on human health.



Professor Constantin Coussios, originally from Greece and now working at the University of Oxford, has created a way of delivering cancer drugs closer to tumours using ultrasound – helping to reduce the side effects of chemotherapy.



Dr Lorenzo Di Michele, an Italian physicist, discovered a new material at the University of Cambridge which could underpin whole new types of biological sensor and ways of delivering drugs.



German academic Professor Hanns Lochmüller is co-ordinating a cross-European effort from Newcastle University to develop new diagnostic tools and treatments for people with rare diseases which while individually uncommon – affect one person in every 17.



## Research collaboration across the EU is tackling

## Research collaboration across the EU is tackling global challenges affecting all of our lives

As members of the EU, we are part of a wider network with a critical mass of excellent researchers working together, making us even more globally competitive.

Through the EU, our researchers work on large-scale, complex projects and access cutting-edge facilities and infrastructure that would not be possible at a national level because of scale or costs.

EU-level collaboration is making a significant impact on our most complex global challenges – transforming the future of industry with novel uses of graphene; tackling the effects of climate change; and providing access to health data sets to find new approaches in the fight against cancer, Alzheimer’s disease and HIV.

### Collaboration puts the UK at the centre of space research and industry

Supporting over 30,000 high value jobs and already worth £12 billion a year to the UK economy, the space sector is one of the UK’s fastest growing industries. This is underpinned by excellent research at the UK’s leading universities working in collaboration with universities and businesses right across Europe.

**The University of Edinburgh, the University of Cambridge and University College London** are key participants in Gaia, the European Space Agency satellite launched in 2013. Funded by ESA and the EU’s FP7 Programme, Russell Group universities are delivering the scientific know-how to map the properties of 100 million stars.

The Gaia project has already brought £80 million of industrial contracts to the UK. Our expertise in software, sensors and satellite technology advanced through the project will also feed into new developments in aerospace and medical imaging.

Being able to share expertise across the EU, having access to massive data sets and large-scale university-business collaborations means the UK can compete with other big players in space technology and research such as the US, Russia and China.

**More than 150,000 collaborative links were made between UK and EU universities during the last funding period leading to breakthrough discoveries in medicine, science and technology.**



EU membership gives our staff and students access to over 800 top research facilities.



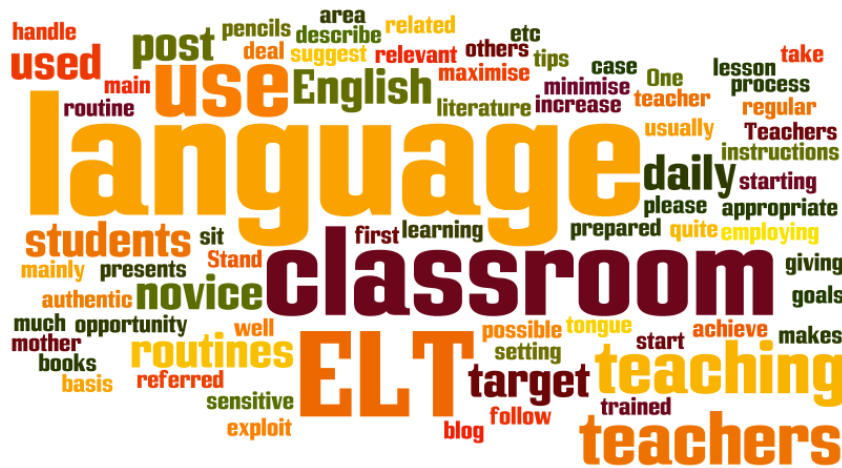
Six pan-European research facilities are headquartered in the UK – driving our leadership in space technology and medicine.



80% of our internationally co-authored papers are written with partners from other EU countries.



# The business of English Language Teaching



- <http://monitor.icef.com/2016/02/uks-english-language-teaching-sector-worth-1-2-billion/>
- <https://www.britishcouncil.org/sites/default/files/english-effect-report-v2.pdf>



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# UK's English Language Teaching sector worth £1.2 billion

15 Feb 2016

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Short on time? Here are the highlights:

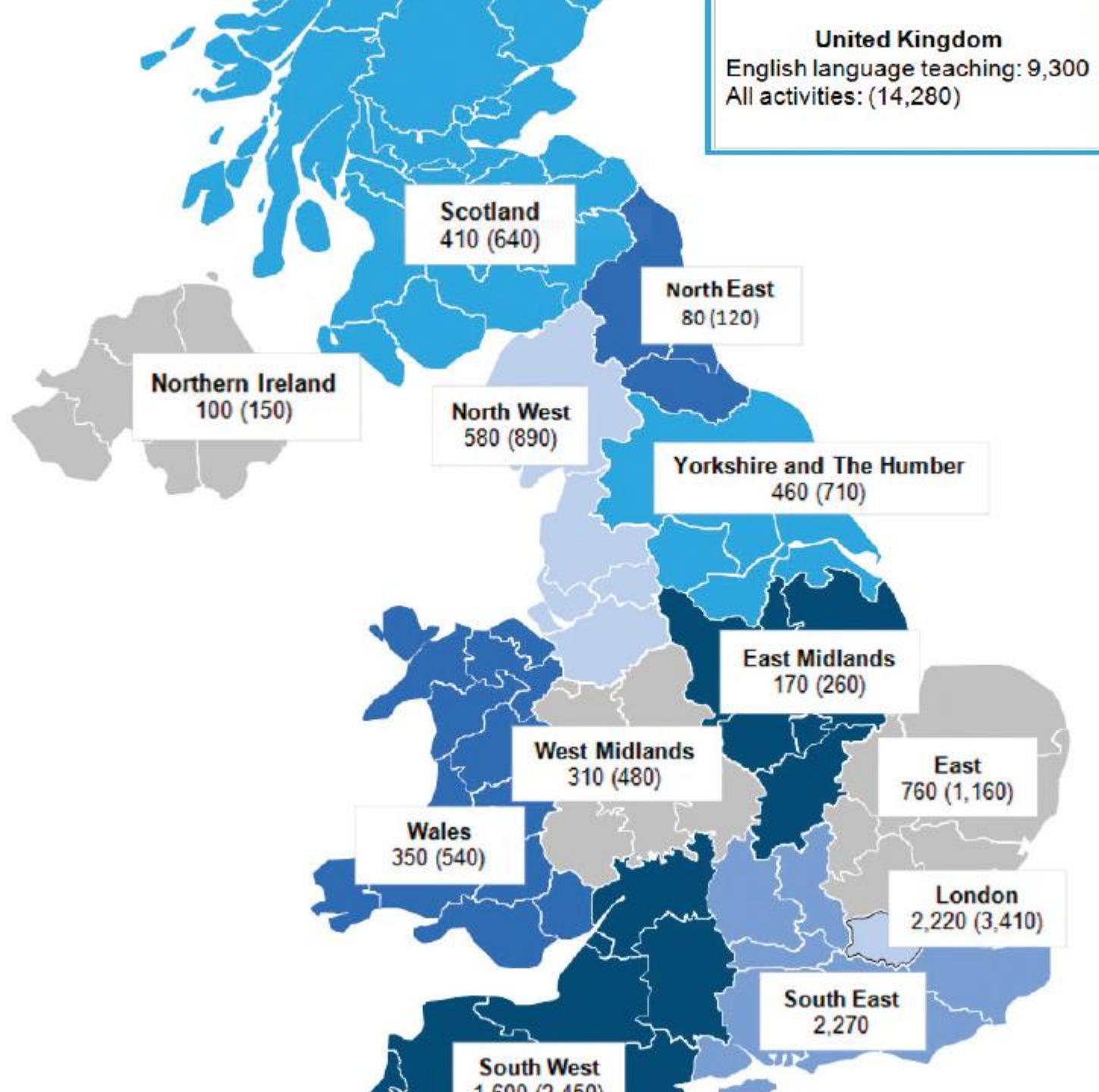
- *Export revenue for the UK's English Language Teaching (ELT) sector has been estimated at £1.2 billion (US\$1.74 billion) for 2014*
- *The sector supports more than 26,000 direct and indirect jobs in the UK and has an estimated total economic impact*



A recent study commissioned by peak body English UK puts the value of export revenue from the UK's English Language Teaching (ELT) sector at £1.2 billion (US\$1.74 billion) for 2014. The total economic impact of the sector – including student spending on tuition, accommodations, and other living expenses as well as the knock-on effects of spending by ELT centres and their employees and suppliers – was estimated at £2.4 billion (US\$3.48 billion).

*Supporting the British economy through teaching English as a foreign language* also highlights that the sector supports roughly 26,650 jobs throughout the UK and returns a net tax contribution of £194 million (US\$281 million) to government coffers.

*Supporting the British economy* is a clear statement to government stakeholders as to the far-reaching impacts of ELT provision in the UK, and an attempt to reflect the real significance of the sector within the British economy. The full-time equivalent employment attributed to ELT centres (14,300 FTEs in 2014), for example, is larger than that of Coca-Cola or Vodafone in the UK, on par





The £2 billion spent on ELT (which includes tuition fees, accommodation and day-to-day expenses) was well spread across the UK. The top 15 towns and cities were:

	£ in 2010
1. London	£771,454,897
2. Bournemouth	£150,159,468
3. Brighton and Hove	£121,982,664
4. Oxford	£96,977,876
5. Cambridge	£89,414,405
6. Edinburgh	£69,562,230
7. Manchester	£67,963,916
8. Canterbury	£31,876,972
9. Leeds	£28,513,618
10. Bristol	£24,432,439
11. Glasgow	£21,210,270
12. Eastbourne	£18,962,245
13. Norwich	£18,201,976
14. Portsmouth	£17,565,035
15. Sheffield	£17,024,787

Source: Department for Business, Innovation and Skills (BIS) and English UK, 2011

However, Tony McAleavy of CfBT sees this £2 billion as 'a drop in the ocean' in terms of the wider economic benefit to the UK that comes from our association

with the English language. 'You've got at the heart of it a business focusing on the teaching of English, but every British company, for example of a scientific or technical nature, has got an advantage in selling its products and services because it speaks English to people who want to talk professionally in English.'

He notes also the complex range of different types of English teaching services for which there is a growing demand. 'It's not just the obvious service in terms of, say, teaching kids English. In Brunei, for example, we work with the local airline company on aviation English. There's a big market for technical English associated with particular vocations and particular professions. In another context we're helping schools in the Middle East so that they can teach maths and science through the medium of English. This bringing together of the maths pedagogy and the English content is a growing niche in terms of the global market. So it's a complex market as well as a growing market.'

### THE BRAND VALUE OF ENGLISH

The English language creates an easier environment in which the UK can do business, and it fuels a booming English teaching industry, with much of the earnings going directly into local and regional economies around the UK. But can you put a value on something we use every day without even thinking?

The consult estimates the economic benefit of the use of English in trade with the UK and in the £405 billion asset value figure represents a major economic benefit to the UK, in wanting to invest currently in its cultural future.

# The FIESOLE Group, as an example of positive European collaboration



The Fiesole Group was founded in 2007 with the aim of improving teacher training for academics who work across Europe and beyond.

- \* making academics mobile
- \* employability, mobility, pedagogy
- \* maximising potential, enhancing quality, promoting mobility



- **Who are we?**
- The FIESOLE Group came into being hand in hand with the opening of the [Max Weber Programme](#) in September 2006. A group of applied linguists, educationalists and language professionals from various higher education institutions in Europe met to brainstorm ideas about how to give concrete support to the first cohort of Max Weber Fellows.
- [European University Institute](#) (Fiesole)
- [London School of Economics](#)
- [Humboldt University](#) (Berlin)
- [Collège d'Europe](#) (Bruges)
- [Pompeu Fabra University](#) (Barcelona)
- [Central European University](#) (Budapest)
- University of Sienna
- Institute of Education (University of London)
- University of Oxford



- **What do we do as “the group” ?**
- The focus of the Group’s activities has widened to include a concern with developing and disseminating best practices in the field of academic communication, with particular reference to the needs of doctoral and post-doctoral researchers and junior faculty in today’s multilingual Europe.
- The group collaborates through face-to-face interaction, teaching exchanges and (in the pipeline) a virtual platform in order to share teaching and learning practices which have proved successful in the members’ home institutions.
- Through its activities, the group is dedicated to developing teaching materials, methodologies, and curricular guidelines particularly suited to multilingual settings in which English functions as an academic lingua franca.
- Specific areas of expertise include teaching and learning in university classrooms (with particular attention to issues of cultural diversity), academic literacy, writing for publication, para-academic communication.

- **Who inspires us? How do we measure the impact of what we do?**
- **The Max Weber Programme at EUI** – the source of the FIESOLE group and our “testing zone”
- <http://www.eui.eu/ProgrammesAndFellowships/MaxWeberProgramme/Activities/programmedescription20142015.aspx>
- **Times Higher article:** <http://www.timeshighereducation.co.uk/news/all-terrain-scholars-pursue-fluency-in-different-cultures/2003019.fullarticle>
- University students on the move often required institutions “to manage [a] possible ‘disconnect’ between undergraduate education (mainly in national languages) and graduate education (increasingly in English)”. Academics going to work in a new country wanted “publishing strategies geared to career advancement” within “a common European space” that still allowed them to “re-enter [their] national systems” at a later date, as many postdocs say they would like to do



## Teaching practice and certification

- Fellows interested in obtaining the MWP Teaching Certificate will participate in all of the listed activities, including a Teaching Practice Week at one of the partner institutions (Pompeu Fabra, LSE, Humboldt) or equivalent teaching locally. Fellows interested in the Certificate who have already had documented training in teaching may be exempted on request from certain activities, but will be expected to in any case participate a Teaching Week:  
<http://www.eui.eu/ProgrammesAndFellowships/MaxWeberProgramme/TeachingatEUIAndAbroad/TeachingAbroad2013.aspx>
- - Preparatory meetings for the Humboldt, UPF and LSE Teaching Exchanges
- - Workshops on Course Design (EUI, LSE, Oxford)
- - Workshop, Seminar Teaching: Preparation for Micro-Teaching and Teaching Practice Weeks' (LSE)
- - Microteaching sessions (filmed)
- - Workshop, 'Effective Communication for Academics' and individual feedback on micro-teaching sessions, (Collège de Bruges)
- - Workshop, 'Developing reflective practice: approaches to classroom observation', (Siena/EUI)
- - Workshop, 'Teaching in the Culturally and Linguistically Diverse Classroom' (UPF), followed by tutorials for UPF teaching exchange fellows
- - Curriculum and Course development sessions with Faculty
- - Teaching Week at LSE, UPF or Humboldt (or equivalent teaching and observation locally)
- - Academic Communications Skills support (tutorials, classroom observation on request etc.)

# New elements introduced into training

- **New for 2015**
- **Issues around:**
- Emotional intelligence
- Reflection
- Communication
- Identity
- Roadmaps

# The teaching practice

In summary, you will be teaching a group of 6-15 students on the LSE EAP (English for Academic Purposes) Foundation Programme. Most of these students have completed undergraduate degrees in a social science subject and are hoping to progress to postgraduate study in a British university. Some have just completed high school and are hoping to progress to undergraduate study. Their English is good but they are not native speakers.

1. Working with your partner(s) (see the attached form for details), choose a subject-related concept to teach. The concept should be accessible to a non-expert in your field. You should ensure that the same concept is not going to be taught by another teaching pair. If necessary, you and your partner(s) can teach different concepts.
2. Prepare a lesson plan for a 60-minute class/seminar. You should each teach a similar amount of this class/seminar. If you and your partner are going to teach different concepts, you can plan separate sessions.
3. Your class/seminar **should be interactive**, rather than a mini lecture, and should include student activities (e.g. a discussions / student presentations / guided discovery tasks...)
4. You will teach the same lesson three times to three different classes (see below)



# Who am I?

- **The 1-2-3 emotionally intelligent plan**
- **The academic selfie:**
  - What was the most surprising thing you got out of this week?
  - Is there anything specific you will be taking forward which will inform your teaching?
  - How do you feel about the challenges of teaching in English in a non-English speaking country?
  - How would you describe your own academic identity and teaching style – what are the elements? (*Individualistic? Anglo-Saxon/American influenced? Traditional? European?...*)



# Comments

## TP1 [04 March 2015]

1. What are/were you looking forward to?

The students, and the interaction with them

2. What are/were you worried about?

Not getting the level & amount of the information right

3. What went particularly well/and or what surprised you?

The discussion went very smoothly, I was very happy with how students interacted

4. What could have been better?

Sometimes, the transition from one issue to another from my side was choppy – i'll try to smooth it over

5. Things to do for TP2

Improve the discussion of the initial video

## TP2

1. What are/were you looking forward to?

The students, the group, and seeing how the changes that were made after the first round turned out

2. What are/were you worried about?

New partner and his different teaching style

3. What went particularly well/and or what surprised you?

I think the students got quite engaged, that's always good

4. What could have been better?

Timing, and management of class discussion

5. Things to do for TP3

N/a

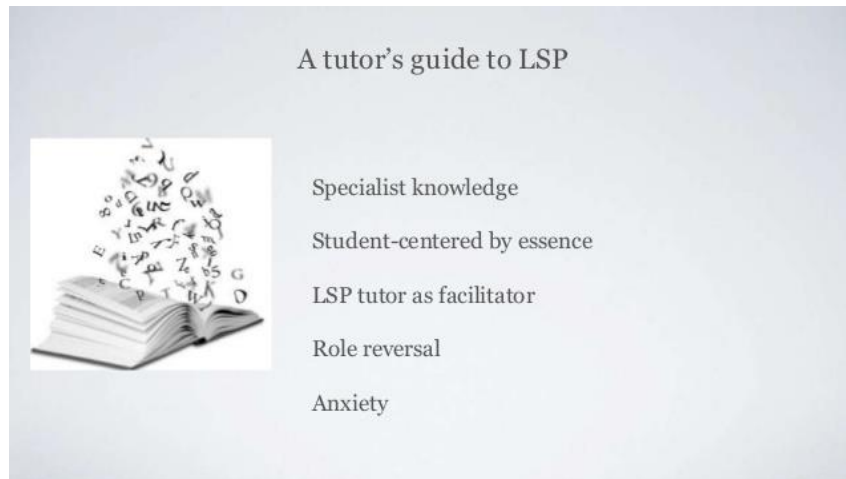
5. ...and the moral of the story is?

- a) Practice makes perfect
- b) No two groups are same
- c) What works with one group may fall flat with another

# Comments

- What was the most surprising thing you got out of this week?
  - **Self-confidence - this is so valuable and scarce in academia, so I am really glad about this outcome.**
  - Is there anything specific you will be taking forward which will inform your teaching?
  - **Yes, surely. I have learned how to engage with non-responsive students. I now have developed a few strategies that I will rely on in my teaching.**
  - How do you feel about the challenges of teaching in English in a non-English speaking country?
  - **Given that I am not a native speaker myself, I am not too worried about it. I will surely understand these challenges, and I will be able to filter them through my own experiences.**
  - How would you describe your own academic identity and teaching style – what are the elements? (Individualistic? Anglo-Saxon/American influenced? Traditional? European?)
  - **I am not sure I have a teaching style yet, but I'd like to adopt an American style, friendly and open, hands-on, and to be an approachable academic**
- What was the most surprising thing you got out of this week?
  - **seeing how different temperament has huge effect on teaching. my fellow MWs who taught with me were very interesting to watch.**
  - Is there anything specific you will be taking forward which will inform your teaching?
  - **the need to sometimes simplify things even if you need to reduce the amount of substance of material covered.**
  - How do you feel about the challenges of teaching in English in a non-English speaking country?
  - **don't think this week change my views about that aspect.**
  - How would you describe your own academic identity and teaching style – what are the elements? (Individualistic? Anglo-Saxon/American influenced? Traditional? European?...)
  - **I think my experience as a criminal lawyer had a more important effect on my teaching style (the need to explain a case to judges had a very important influence on my style) than studying in the US but it is hard to assess. I do try to tell a story/narrative and i saw that sometimes it does not work well and it is better to give more structure so that the students feel that they at least acquired something.**

# Why we need Languages for Specific Purposes



- The framework around EAP
- The pedagogical support
- The marketing hook
- But only the starting point

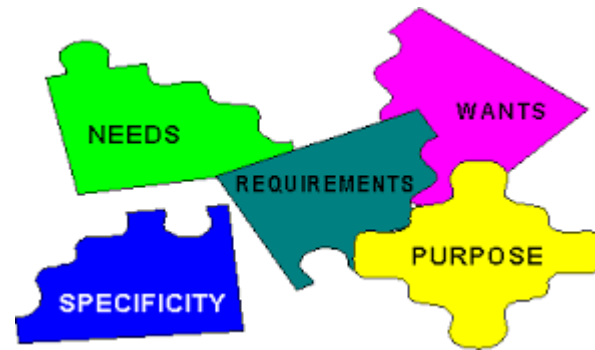
## Hyland (2009)

"A negotiated syllabus means that the content of a particular course is a matter of discussion between teacher and students, according to the wishes and needs of the learners in conjunction with the expertise, judgement, and advice of the teacher"



## Hyland (2007)

“ESP draws its strength from an eclectic theoretical foundation and a commitment to research-based language education which seeks to reveal the constraints of social contexts on language use and the ways learners can gain control over these. “



## USP = LSP

- **X% general + Y% specific**
- Integrated
- Approach more than product
- Activity more than just words
- Context
- Relevance
- Applicability



**But...  
is EAP more than ESP?**

Free of Charge to All Students:

- Essay Writing, Technical Writing, Dissertation Writing
- Academic Reading & Note-taking
- Grammar Revision
- Oral Skills, Presentation Skills, Pronunciation
- Academic Listening
- Legal English
- British Culture & Humour
- Contemporary British Society
- Critical Thinking



# Language Centres: Strengths

- Flexibility
- Multilingualism
- Diversity
- Empathy
- Entrepreneurial
- Inter-cultural and Multi-cultural
- Connectivity

# Language Centres: Weaknesses

- Financially dependent on “others”
- Shifting status
- Undervalued
- Too wide or too narrow focus
- Understaffed
- Underfunded
- Restricted

# Language Centres: Opportunities

- Deeper integration into institutional practise
- Greater independence
- Entrepreneurial growth
- Higher profile activities in appropriate communities

# Language Centres: Threats

- Bad decisions...

# EU Language Centres: our loss your gain! #1

- Brexit could mean only the strongest UK HE brands survive, as students will not see the point of paying for perceived mediocrity just to get a UK degree
- Both EU and international students could be put off by the perceived racism in and the arrogance of a post-Brexit UK which demands high fees, and offers little guarantee of residence or employment post graduation

# EU Language Centres: our loss your gain! #2

- More courses both BA/MSc and MA/MSc could be offered in English to cope with/build up this existing trend
- EU universities could choose to develop more aggressive charging but...
- EAP needs will need to grow for international students
- EMI support will need to be expanded too

# So what do you think?

- Will Brexit reduce the brand value of the UK?
- Will fewer students want to come to the UK?
- What opportunities are there for Spain in particular?
- If so, what can you do?
- What are the difficulties?
- How do you feel?



<https://www.youtube.com/watch?v=RvOLf-be7XU>

**Thank you** for listening and participating!

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