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

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Director LSE Language Centre (1999-2016)
"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”? 


- The fightback against Global English: [http://www.ft.com/cms/s/2/5ee11a7a-7f32-11e6-8e50-8ec15fb462f4.html?siteedition=uk](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

Pre-Brexit concerns #1

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](http://www.universitiesuk.ac.uk/policy-and-analysis/brexit/Pages/default.aspx)
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](http://www.universitiesuk.ac.uk/facts-and-stats/Pages/higher-education-data.aspx)
• 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

UK HE brand image: friendly heritage with a modern twist

International students

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...
'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
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
'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
'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
'Staff in the UK are friendly. In India, teachers are feared and can’t be your friends'
'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?
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/
‘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.’

‘A welcoming approach to international students can clearly be seen to reflect British public opinion, rather than challenge it.’
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 2,399 people, together with six deliberative workshops held in York, Bristol and Nottingham. It reveals that:

- 79% of the public say 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.
- 64% of people think that international students bring money into their local economy. Only 36% think they take money out.
- 71% 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 29% 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 the 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.

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*British Future and Universities UK: International Students and the UK Immigration Debate*
UKCISA – the caring organisation

- http://institutions.ukcis.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

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

Non-EU students in HE

<table>
<thead>
<tr>
<th>Category</th>
<th>Non-EU</th>
<th>EU</th>
<th>Total non-EU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher degree (research)</td>
<td>29,565</td>
<td>2,850</td>
<td>32,415</td>
</tr>
<tr>
<td>Higher degree (taught)</td>
<td>108,875</td>
<td>10,285</td>
<td>119,160</td>
</tr>
<tr>
<td>Postgraduate other</td>
<td>3,145</td>
<td>3,570</td>
<td>6,690</td>
</tr>
<tr>
<td>First degree</td>
<td>135,695</td>
<td>3,625</td>
<td>139,320</td>
</tr>
<tr>
<td>Other undergraduate</td>
<td>6,750</td>
<td>7,670</td>
<td>14,425</td>
</tr>
<tr>
<td>Total non-EU</td>
<td>284,010</td>
<td>28,000</td>
<td>312,010</td>
</tr>
</tbody>
</table>
Together...

<table>
<thead>
<tr>
<th></th>
<th>Full time study</th>
<th>Part time study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Higher Degrees (research and taught)</td>
<td>Other postgraduate</td>
</tr>
<tr>
<td>UK domicile</td>
<td>45,525</td>
<td>28,205</td>
</tr>
<tr>
<td>EU students (not incl UK)</td>
<td>20,090</td>
<td>1,270</td>
</tr>
<tr>
<td>non-EU</td>
<td>85,750</td>
<td>4,870</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>UK domicile</th>
<th>EU students (not incl UK)</th>
<th>non-EU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part time study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UK domicile</td>
<td>31,285</td>
<td>2,595</td>
<td>5,895</td>
</tr>
<tr>
<td>EU students (not incl UK)</td>
<td>33,135</td>
<td>880</td>
<td>2,010</td>
</tr>
<tr>
<td>non-EU</td>
<td>34,385</td>
<td>630</td>
<td>2,205</td>
</tr>
<tr>
<td></td>
<td>36,315</td>
<td>730</td>
<td>1,505</td>
</tr>
<tr>
<td>UK destinations</td>
<td>Count</td>
<td>Percentage</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>---------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>England</td>
<td>356,820</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Scotland</td>
<td>50,015</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Wales</td>
<td>24,230</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>5,525</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>UK</td>
<td>436,585</td>
<td>19%</td>
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</table>
## Top EU sending countries

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>13,675</td>
<td>14,060</td>
<td>14,520</td>
</tr>
<tr>
<td>France</td>
<td>11,955</td>
<td>11,500</td>
<td>11,725</td>
</tr>
<tr>
<td>Republic of Ireland</td>
<td>10,905</td>
<td>11,490</td>
<td>12,620</td>
</tr>
<tr>
<td>Italy</td>
<td>10,525</td>
<td>9,550</td>
<td>8,320</td>
</tr>
<tr>
<td>Greece</td>
<td>10,130</td>
<td>10,670</td>
<td>10,910</td>
</tr>
<tr>
<td>Cyprus</td>
<td>9,745</td>
<td>10,295</td>
<td>10,840</td>
</tr>
<tr>
<td>Spain</td>
<td>7,040</td>
<td>6,585</td>
<td>5,995</td>
</tr>
<tr>
<td>Romania</td>
<td>6,590</td>
<td>6,515</td>
<td>6,460</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>6,255</td>
<td>6,355</td>
<td>6,060</td>
</tr>
<tr>
<td>Poland</td>
<td>5,245</td>
<td>5,200</td>
<td>5,280</td>
</tr>
</tbody>
</table>
# Top 10 non-EU sending countries

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>China (PRC)</td>
<td>89,540</td>
<td>87,895</td>
<td>83,790</td>
</tr>
<tr>
<td>India</td>
<td>18,320</td>
<td>19,750</td>
<td>22,385</td>
</tr>
<tr>
<td>Nigeria</td>
<td>17,920</td>
<td>18,020</td>
<td>17,395</td>
</tr>
<tr>
<td>Malaysia</td>
<td>17,060</td>
<td>16,635</td>
<td>15,015</td>
</tr>
<tr>
<td>United States of America</td>
<td>16,865</td>
<td>16,485</td>
<td>16,235</td>
</tr>
<tr>
<td>Hong Kong (Special Administrative Region)</td>
<td>16,215</td>
<td>14,725</td>
<td>13,065</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>8,595</td>
<td>9,060</td>
<td>9,440</td>
</tr>
<tr>
<td>Singapore</td>
<td>7,295</td>
<td>6,790</td>
<td>6,020</td>
</tr>
<tr>
<td>Thailand*</td>
<td>6,240</td>
<td>6,340</td>
<td>6,180</td>
</tr>
<tr>
<td>Pakistan</td>
<td>7,295</td>
<td>6,665</td>
<td>7,185</td>
</tr>
<tr>
<td>Subject of study</td>
<td>% in subject who are international</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business &amp; administrative studies</td>
<td>38.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering and technology</td>
<td>33.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>26.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture, building and planning</td>
<td>25.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mass communications &amp; documentation</td>
<td>23.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematical sciences</td>
<td>21.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer science</td>
<td>20.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social studies</td>
<td>19.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veterinary science</td>
<td>18.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td>17.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative arts and design</td>
<td>16.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medicine and dentistry</td>
<td>16.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical sciences</td>
<td>15.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture and related subjects</td>
<td>12.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historical and philosophical studies</td>
<td>10.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological sciences</td>
<td>10.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subjects allied to medicine</td>
<td>7.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>6.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combined</td>
<td>6.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18.9%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Top 20 universities in recruitment terms

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

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 talent to work and study in...
And if there’s no real advantage to study in the UK, it’s a slippery slope down the rankings…

Where students will suffer...

- [https://www.theguardian.com/education/2016/jul/12/what-does-brexit-mean-for-students-we-answer-your-faqs](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/](http://www.telegraph.co.uk/education/2016/07/01/brexit-what-will-it-mean-for-universities-students-and-academics/)
...and so will staff

Acadexit

- http://academicsforbritainineurope.org/linguists/
- http://blogs.lse.ac.uk/lse/eu-referendum-qa-staff-students/
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'
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
• 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.

Russell Group universities won over half a billion pounds in EU research grants and contracts in 2016/17 - equivalent to the amount received from almost three-quarters of the seven UK research councils.

£3.7 billion

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

£3.2 billion

Research Investment

During the last EU spending round Russell Group universities coordinated research worth £3.2 billion, with an estimated economic impact of £35 billion through innovations, new technologies and products.

£579 million

£35 billion

Research Investment

Economic Impact

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.
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 its 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 5%.

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 £100 million UK government investment in graphene.

Alongside this, the European Commission has invested €64 million into a Graphene Flagship project and will be investing a further €60 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 applications within 10 years - generating growth, new jobs and new opportunities.

![Proportion of ERC grants hosted in different countries](image_url)

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

Freedoom of movement makes it easier for the best researchers to bring their specialist skills and expertise to the UK. One in five of Russell Group academics are EU nationals, who bring diverse approaches to tackling 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 Consolidation 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. 85% 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 52% less likely to experience long-term unemployment.

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

A test that tells surgeons immediately whether the tissue they are cutting is cancerous or not was developed by Hungarian researchers, Professor Zoltán Tabádi, at Imperial College London - transforming cancer surgery and saving lives.

Professor Tabádi's 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 white line tells surgeons whether the tissue they are cutting is cancerous or not. As it cuts it highlights the cancer and even crosses 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.

"Europe's EU membership made moving to Imperial easier, more attractive. 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 Tabádi

The work of Professor Eleonora Porcu Pennisi, a computer scientist at Queen's University Belfast, has won over €50 million of funding to improve performance in the performance of supercomputers and has knock-on impacts in meteorology and climate.

Professor Constantin Caujape, originally from France 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.

The research of internationally-renowned Italian academic, Dr. Nicola Di Matteo, on Italian physics, discovered a new material at the University of Cambridge which could underpin whole new types of biological sensor and ways of delivering drugs.

Research collaboration across the EU is tackling global diseases spanning a range of fields.
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 brilliant 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 2018. 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 £89 million of industrial contracts to the UK. Our expertise in software, sensors and satellite technology advances 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 out of every 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

UK’s English Language Teaching sector worth £1.2 billion

15 Feb 2016

Like 47 Tweet 163
Share 20

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
United Kingdom
English language teaching: 9,300
All activities: (14,280)
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:

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

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

However, Tony McAlevey of OFSTED 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 value of the use of £45 billion trade with £ and in the £405 billion asset value figure repro licensor wo continued i in impairing speaking ci domestic e inevitably ti questions e place a vala methodolo is applied d is suggesta substantially which Engl is said of soft commenat something its absence. Recent resi shows that has a major interest in the UK, in wanting to investment currently in is one of the cultural ful...
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](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](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](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
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
"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...
• 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?
Thank you for listening and participating!

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

n.byrne@lse.ac.uk