



THE AREAS OF RESEARCH INTEREST FOR LANGUAGE(S) RESEARCHERS

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1. Introduction

The Areas of Research Interest, published by UK government departments and agencies, are a tool to enable **knowledge exchange** between policy stakeholders and researchers on current policy issues. It is **one of the many available mechanisms through which researchers can engage with policy**.

Building on recently published resources that support humanities and languages researchers in their policy engagement journey (including [our guide on policy engagement for Languages ECRs](#)), this guide provides **a framework and advice on how to engage with the Areas of Research Interest as a languages researcher**. It builds on the work of the Cross-Government Languages Group and Prof. Wendy Ayres-Bennett, including the report '[Languages and Policy: Building Collaborations between Academics and Policymakers](#)'.

At first glance, current ARIs might seem to be unrelated to a humanities' perspective as they focus on quantitative evidence and social sciences methods. [A word search for 'language' in the ARI database](#) yields very few interesting results, which can deter languages researchers from engaging any further. The research field '[Language, communication and culture](#)' yields 37 results. This guide addresses this challenge to demonstrate **the untapped potential for languages researchers to engage with current ARIs** by giving **concrete examples of relevant ARIs** and providing **advice on how to engage productively with them**.

1. Introduction

While most examples will be related to Modern Languages research, this guide can also be useful for **Classics and Linguistics** scholars. We refer throughout to ‘languages’ research in the plural in order to reflect the **plurality of languages and topics within these academic fields**.

This guide draws on interviews with relevant policy stakeholders and knowledge mobilisation experts, a workshop with languages researchers and knowledge mobilisation experts, and an analysis of current ARIs by ten government departments and agencies conducted from June to August 2025.

The guide opens with a short overview of the nature and applications of the ARIs, followed by remarks on managing researchers’ expectations around the use of ARIs as a tool for policy engagement. It then provides concrete advice on how to engage with the ARIs, including how to navigate the database, how to get in touch with ARI teams, and how to communicate your research. Finally, it presents concrete examples of current ARIs and how they could be informed by languages research.



2. What are the ARIs?

ARIs – An Overview



ARIs are research questions or topics published by government departments and agencies to inform their policy work through concrete research evidence. ARIs originate from the 2015 Nurse Review of the UK research councils which called for better practices to connect the policy world and the research community, with the first ARIs being published in 2017. In 2025, **26 government departments and agencies have published ARIs**. These departments and agencies range from departments and ministries, local governments (e.g. the Scottish Government Justice Analytical Services) to other policy organisations (e.g. The National Archives or the Metropolitan Police). It is the **Government Office for Science** (GO-Science) – which supports the science capability of government departments – that manages the policy for the ARIs, relying on “soft power” networking and influencing rather than mandating’ (Oliver et al., 2022).

Unlike traditional calls for evidence, ARIs are typically **long-term, horizon-scanning types of questions**. ARIs can be used ‘where the absence of achievable knowledge impedes the strategic priorities’ of an organisation and are thus **impact- and action-oriented** (CAPE, 2024). They are also meant to help ‘officials, funders and experts in the UK to spot better opportunities to collaborate more effectively [with the government and policy organisations] and shape their activities in response’ (GO-Science, 2023).

‘ARIs are typically compiled by analytical teams or science teams within government departments, usually in consultation with policy teams’ (Boaz et al., 2023). They need to be signed off by relevant directors or ministers before being published on the ARI database, launched in 2023 (Oliver et al., 2022). ARIs documents are also published on the government departments and agencies’ official webpages.

2. What are the ARIs?

Managing expectations

ARIs can be defined as a **policy engagement methodology** or as ‘bridging instruments’. They enable connections between the policy world and researchers, but also allow departments and agencies to connect their priorities with that of other organisations and of the current government (Boaz et al., 2022).

ARIs are published within **a specific political context**. This means that ‘contentious and sensitive areas may be omitted from the ARI documents or presented in vague or unclear questions and topics’ (Boaz et al., 2023). Additionally, some of the current ARIs may already be well-researched, but organisations often require an effective, action-oriented synthesis of existing evidence to inform decision-making (Oliver et al., 2022).

The way ARIs teams and Chief Scientific Advisers engage with researchers who contact them differs from one organisation to another. While researchers might receive a generic email as answers to their inquiries, interviewees in ARI teams told us that they do share the email with relevant policy analysts and usually add the researcher to a stakeholder log to contact them about future activities. It is however unclear what the engagement with ARIs concretely looks like as there is no available data at present (e.g. are there ‘crowded’ ARIs? ones that receive less answers?) (Salmon, 2024).

ARI teams often have **limited resources** (time, budget, and capacity) to engage with researchers. **Another major obstacle** to a productive dialogue (mentioned by several of our interviewees) is **researchers’ lack of understanding of how policy decisions are made**. While these departments and agencies are committed to creating policies informed by evidence, policy decisions are influenced by other factors (mainly financial and political as civil servants are here to advise Ministers who take the final decisions). Section five provides more general resources on how to effectively engage with the policy world.

2. What are the ARIs?

Managing expectations

There are a range of activities related to the ARIs, including roundtables and focus groups or calls to collaborate on future research (Jobson et al., 2024). While ARI teams do appreciate complete findings in response to their current areas of research interest, they are also interested in knowing the research landscape and thus do not necessarily expect definitive results on the first contact. It can be hard to penetrate the policy world as a researcher, so **getting in touch early can heighten one's visibility among policy stakeholders**. Early collaboration can also allow one's future research to be contextualised within the organisation's current priorities.

Considering all these factors, the advice in this guide thus stays quite general. It is important for researchers to **manage their expectations** when engaging with the ARIs: **the process is still being refined by government departments and agencies and is shaped by the various pressures facing the policy world**. It is nonetheless encouraging to see that increasing numbers of organisations are publishing ARIs and are actively trying to further develop their engagement framework with researchers.



2. What are the ARIs?

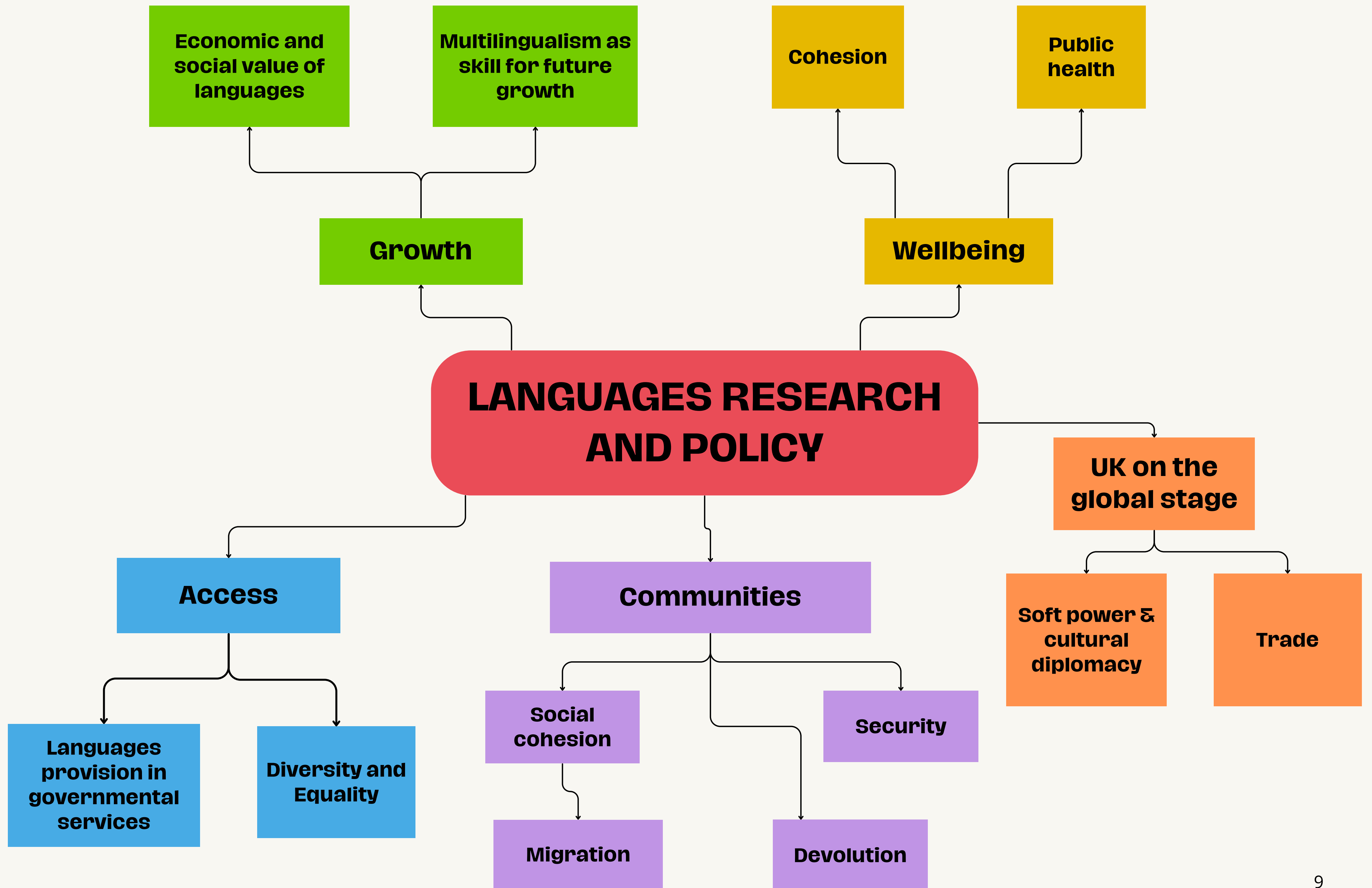
How can languages research contribute to policy

As Wendy Ayres-Bennett underlines in her report, languages ‘are “everywhere and nowhere in government”’ (Ayres-Bennett, 2024). ARIs are often published without any mention of their language dimension, ‘although some of the high-level concepts mentioned such as “community cohesion”, “understanding soft power between others” and “reducing inequalities” clearly have language dimensions to them’. **Languages research indeed relies on language competence, societal and cultural knowledge, as well as interdisciplinary methods to address complex social issues and can thus bring an important perspective to current policy issues.**

Although government departments and agencies seem to prioritise quantitative data, there is space for qualitative evidence, notably through the growing interest in ‘lived experience’ evidence. **When engaging with the ARIs, languages researchers should highlight how their evidence and methods are critically important for policy.**

Here is a (non-exhaustive) list of topics found in current ARIs to which languages research can contribute:

- Economic and social value of languages
- UK as multilingual nation (languages and cohesion); multilingualism as strength (diversity, access, cohesion)
- Growth, and innovation
- Migration and integration
- Access to public services and civic life
- Opportunities for young people and life-long learning
- Public health
- Devolution
- Soft power and cultural diplomacy
- Language learning and its multifaceted impact (economic, social, well-being etc.)



3. Engaging with the ARIs

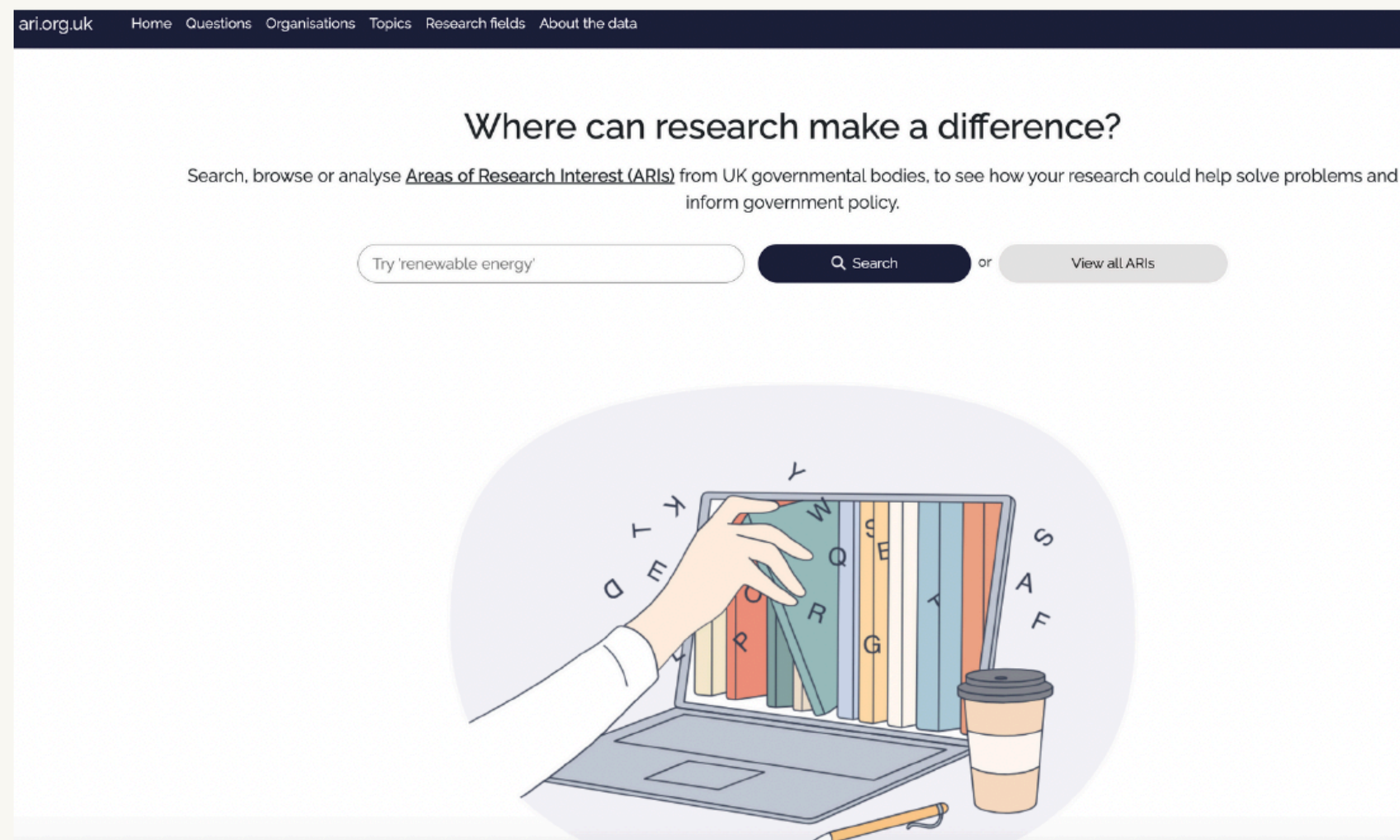
Navigating the database

The first stop for researchers who want to engage with the areas of research interest is to navigate the database: <https://ari.org.uk/>

You can research relevant ARIs **by organisations, by topics, or by research fields**. You can also find ARIs through a basic word search. As already mentioned, the word search 'language' yields only few results.

Languages researchers must thus think outside the box when it comes to finding relevant ARIs. Any ARIs concerned with individual lived experience will likely be concerned with issues of communication and access and thus be enriched by a languages' perspective. **The next section presents concrete examples of current Areas of Research Interest and how past or future languages research can contribute to them.**

Another platform that collects ARIs and connects researchers with ARI teams is Octopus. This platform invites researchers to publish their findings in relation to current ARIs and to make direct contact with ARI teams.



3. Engaging with the ARIs

Navigating the database

When you click on an ARI, you find the following information:

- The question itself
- Associated key words, topics, and research fields
- The organisation that published it
- The question group (organisations tend to organise individual ARIs within question groups corresponding to their policy priorities)
- Background information (e.g. how the question relates to the organisation's overall priorities)
- Next steps: an email address to get in touch with the organisation's ARI team and potentially more information.

The screenshot displays the 'ari.org.uk' website interface. At the top is a dark navigation bar with links: Home, Questions, Organisations, Topics, Research fields, and About the data. The main content area features a question: 'What are the most effective education strategies for promoting behaviour change toward sustainable lifestyles among different demographic groups (considering the potential for 'climate anxiety')?'. To the right of the question, it identifies the publisher as 'Buildings and Environment: environmental impact', 'Department for Education', and notes the date '2025-04-24' and status 'Active'. Below the question is a row of tags: sustainability, green skills, teaching approaches, pedagogy, climate risk, climate anxiety, nature, and educational outcomes. The page is divided into three main sections: 'Background' (yellow), 'Topics' (light green), and 'Next steps' (light purple). The 'Background' section explains the theme's relevance to DfE's missions and provides a link to further details. The 'Topics' section lists related areas like education, environment, climate change, and economics. The 'Next steps' section provides an email address for contact.

Once you have found one or several ARIs you could potentially engage with, **we recommend looking up the ARI document published by the relevant organisation** (google 'organisation name' + ARI) and reading how they frame its ARIs. For instance, the Department for Education, which published their new ARIs in April 2025, frame their ARIs according to the government's current priorities. While ARIs communicate some of the organisations' long-term research needs, they are also shaped by the current government's shifting priorities. **Knowing the broader context of an individual ARI will help you frame the relevance of your research more effectively.**

3. Engaging with the ARIs

How current ARIs are formulated



Researchers have commented on the fact that ARIs are not ‘research questions’ as the academic world understands them (Boaz et al., 2023). ARIs are a good starting point to **assess what an organisation’s current research needs are** and they are meant to encourage researchers to:

- Provide policy teams with a **summary of the current state of research** on a specific issue;
- Respond to policy needs and therefore **provide an evidence base for future policy decisions**;
- **Frame their current or future research** according to the organisation’s priorities.

ARIs are a specific ‘genre’ of research question: they contain **action verbs** (‘analyse and quantify’; ‘define and measure’, ‘how can we learn from...’ etc.) or **impact-focused words** (‘how can we best develop...’, ‘what are the impacts of...’, ‘what are the benefits and opportunities of...’ etc.). They also try to determine **cause and effect relationships** (e.g. ‘How does X affect Y?’, ‘What factors influence...’ etc.) and ask for **more evidence** on particular topics (‘What is the best evidence for...?’, ‘What are the notable gaps in...?’). ARIs are usually **quite broad and future-oriented**.

The two common questions **‘how?’** and **‘what works for...?’** encapsulate the goal of the ARIs: they are meant to provide departments and agencies with the best scientific evidence that is **impact-focused and actionable**. **Analysing the type of question and its background is key to make the case for the relevance of your research.**

3. Engaging with the ARIs

Communicating your research

It's worth thinking of policy engagement as a **'translation' exercise**, one where you have to **adapt to your audience to yield the best results** and **'translate' research findings into policy implications**. There are already guides on how to communicate your research (listed in section five), so here are a few recommendations related to the ARIs:

- Remember that **you do not need to answer the whole question**. ARIs are meant to produce a **'kaleidoscope of evidence'** for policy teams (as one of our interviewees put it). Government departments and agencies appreciate 'big picture' contributions that provide an overview of the state of the research on a particular topic. This kind of overview, however, demands a lot of work from an individual researcher. Your contribution can therefore be related to only one aspect of the question, but **make sure you clearly situate your piece of research within the wider picture**.
- Frame your research in terms of its policy relevance: **how does it fit with the government's priorities? a particular organisation's knowledge needs?**
- Keep all your communications **clear and concise**. Policymakers do not have the time to read articles, let alone entire entire monographs! It is not about 'dumbing down' your research but about making it **accessible and actionable**.
- Clearly show that the results of your research are **impact- and action-oriented**.
- As languages researchers, we often draw on international examples. Make sure to make **the relevance for UK policy clear**.

3. Engaging with the ARIs

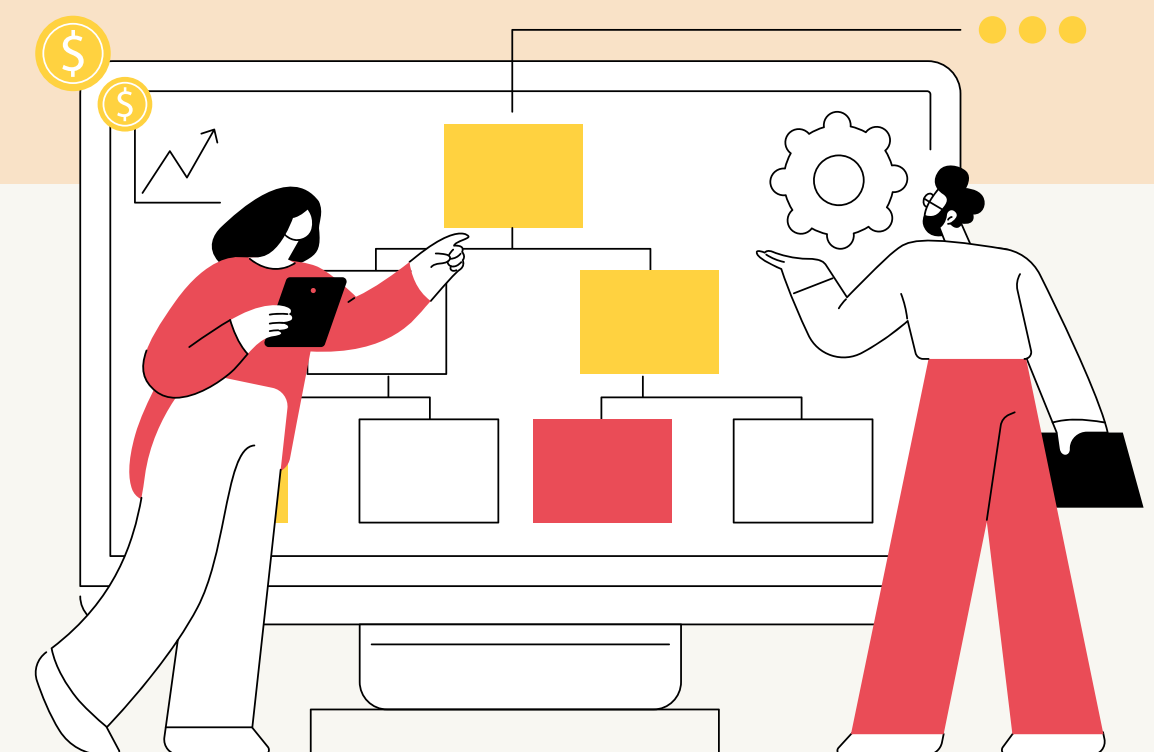
Communicating your research

Government institutions which have published ARIs will have a dedicated team and email inbox to engage with researchers. Here is a possible way to frame your first contact:

'I am X, a researcher in [field(s)], working at [institution]. I saw this ARI [question(s)] published by your organisation and would like to contribute. My research is about [broad topic(s), research questions, method(s)], here is what I found/I will be finding out [evidence]. Based on this research, I would recommend [possible policy recommendations]'.

If you do not have concrete evidence yet, you could also indicate in your first email **how you would like to engage** ('I would appreciate the opportunity to participate in events and/or future research on the following topics [relate them to the organisation's current ARIs]').

Keep it short and clear!



4. Examples

This section provides concrete examples of current ARIs and how they could be informed by current and/or future languages research. The ARIs have been grouped under five themes to reflect some of the research trends in languages research: wellbeing, culture, communities, growth and access. These ARIs were published by the following departments and agencies: Department for Digital, Media, Culture and Sport (DCMS), Department for Education (DfE), Department for Work and Pensions (DWP), Ministry of Justice (MoJ), Ministry of Housing, Communities and Local Government (MHCLG), Home Office (HO), and the National Archives.

This list is **non-exhaustive**; it is meant to inspire languages researchers via concrete examples.



Organisation Question Group	Relevant ARIs	How languages research can contribute
Department for Digital, Media, Culture and Sport Effective approaches to reducing loneliness	• How widespread is loneliness? [https://ari.org.uk/aris/139976] • What are the benefits of reducing loneliness? [https://ari.org.uk/aris/139982] • What works in reducing loneliness and what are the challenges and opportunities? [https://ari.org.uk/aris/139984]	• Languages research can provide more narrative evidence for DCMS’ ongoing research project on loneliness. • Potential future research on language learning as social activity, community building. • Research on the negative perceptions of multilingualism and their impact on wellbeing. Relevant project • <u>Anna Katharina Schaffner: Transforming the Public Understanding of Human Exhaustion (2020)</u>. → Research project on representations of exhaustion that has informed public discussions.
Department for Digital, Media, Culture and Sport The drivers of productivity in AHT [Arts, Heritage, and Tourism] sectors and the impact of the sectors on economic growth, productivity, public health and employment	• Analyse the value of AHT sector work on public health. [https://ari.org.uk/aris/139776]	• Evidence on the impact of the creativity on public health, including mental health. • Multilingual provision in public health communications. Relevant projects • <u>Heike Bartel: Hungry for Words: Creative approaches to shape healthcare and address health inequalities (2020)</u>. → Research on illness narratives which impacted health practitioners. • <u>Candice Satchwell et al.: Stories by, with, and for disadvantaged young people: collaborative literacies for social and personal change (2020)</u>. → Project using young people’s mental health stories to impact training of health practitioners. • <u>Piotr Blumczynski and Steven Wilson: COVID-19 and the importance of languages in public health (2024)</u>. → Policy paper on multilingual provision in public health communication.

Organisation Question Group	Relevant ARIs	How languages research can contribute
Department for Work and Pensions Enable disabled people and people with health conditions to start, stay, and succeed in work, and get financial support	How is disability changing over time? What is the role of the benefit system in this change? [https://ari.org.uk/aris/242324]	- Languages research and disability studies (narrative evidence). - Sign languages and access. - Definitions of disability.
Ministry of Housing, Communities and Local Government Ending/Tackling homelessness	What are the monetised economic, social and fiscal costs of homelessness and rough sleeping for different groups in the short, medium and long term? [https://ari.org.uk/aris/723941]	- Narrative evidence around the multifaceted costs of homelessness. - Help and support in terms of language provision. - Homelessness as a multilingual experience.

Organisation Question Group	Relevant ARIs	How languages research can contribute
Department for Digital, Culture, Media and Sport Cultural and social value of creative industries activities and effects on wellbeing	- How does participation in the creative industries, and in creative activities, affect individuals' wellbeing and performance? [https://ari.org.uk/aris/140140] - How does creative content affect cultural identity at both the national and local level? [https://ari.org.uk/aris/140138]	- Multilingualism and creativity. - Creativity and cultural identity. Relevant project <u>Katrin Kohl: Valuing Creativity in Multilingualism, Translation and Language Learning (2020)</u> → Project that led to workshops for pupils and teachers on the interaction between multilingualism and creativity and to an exhibition that shaped public attitudes towards the value of languages.
Department for Digital, Culture, Media and Sport Opportunities and impact of international cultural diplomacy, cultural heritage protection	How does culture drive soft power and what methodologies can be applied/developed to measure the generation of soft power through international cultural engagement? [https://ari.org.uk/aris/139846]	- Potential future research could provide more evidence on the role of languages in cultural diplomacy. Relevant projects <u>British Council: Languages for the Future. The foreign languages the United Kingdom needs to become a truly global nation (2017)</u> → Report on 'the priority languages for the UK's future prosperity, security and influence in the world'. <u>Charles Burdett: 'Global Britain and the Question of Communication' (2021)</u> → Article on the strategic value of communication in international strategies.
Department for Digital, Culture, Media and Sport Cultural and creative education	What is the social and developmental impact of culture and creative education at schools and higher education? [https://ari.org.uk/aris/139880]	- Languages teaching often involves creativity and can provide evidence on its positive impact. - Multilingualism as enhancing creativity and intercultural skills. Relevant projects <u>Queen's Translation Exchange</u> → Pedagogical project inspiring lifelong engagement in languages and international culture in young learners. <u>Christelle Hoppe: 'Multilingualism and Creativity' (2022)</u> → Article on the role of creativity in language learning.

Organisation Question Group	Relevant ARIs	How languages research can contribute
Home Office Migration and borders – Refugees	- Supporting those who are admitted, both for their own and for wider benefit. [https://ari.org.uk/aris/17264] - Equipping refugees for life in the UK and for returning home if/when they can. [https://ari.org.uk/aris/17266]	- Evidence on languages and integration. - Language provision and access. - Lived experience evidence on experiences of resettlement and migration. Relevant projects <u>Tony Capstick: Language for Resilience. Cross-disciplinary perspectives on the role of language in enhancing the resilience of refugees and host communities (British Council, 2018).</u> → Report on language learning in multilingual refugee settings. <u>Cecilia Gialdini, Nataša Panti: Rethinking EAL Services to Support Inclusion of Migrant Students (2024).</u> → Policy paper on supporting English as an Additional Language teaching for migrant students to improve integration. <u>The Migration Observatory (University of Oxford): English Language Use and Proficiency of Migrants in the UK (2024).</u> → Policy paper on the relationship between English language proficiency and the labour market.
Ministry of Housing, Community and Local Government Stronger, more integrated and more cohesive communities	What is the best evidence for the social and economic impacts of living in a more integrated and cohesive place? [https://ari.org.uk/aris/723977]	- Evidence on multilingualism as a driver of social cohesion. Relevant projects <u>Wendy Ayres-Bennett and Janice Carruthers: Policy Briefing on Community Languages and Social Cohesion (2018).</u> → Report on how policy can support community languages for more social cohesion. <u>Kate Lightfoot et al.: Community languages in the United Kingdom: the great potential of multilingualism (2024).</u> → Report on the social and economic potential of home, heritage and community languages speakers to improve social cohesion.

Organisation Question Group	Relevant ARIs	How languages research can contribute
Ministry of Housing, Community and Local Government Devolution	What opportunities does devolution offer for strengthening local resilience and improving community cohesion? [https://ari.org.uk/aris/723983]	- Devolution and language(s): the role of languages on community cohesion and resilience. Relevant projects <u>Diarmait Mac Giolla Chríost: Changing public policy and legal context of Language Commissioners and language regulation in Wales and Ireland (2020)</u>. → Project on the efficacy of Languages Commissioners to improve language regulation in Wales and Ireland. <u>Conchúr Ó Giollagáin: The Gaelic Crisis in the Vernacular Community (2020)</u>. → Project that identified and influenced the strategies and interventions necessary to support Gaelic in Scotland and Ireland. <u>Dave Sayers: Doughnut language policy: how to promote Welsh without the unintended consequences (2025)</u>. → Policy paper on increasing awareness around multilingualism in Wales to improve social cohesion.
Ministry of Justice Provide a transparent and efficient court system (Victims and witnesses)	- What are the needs and experiences of victims, defence witnesses, and those in distressing civil, family, or tribunal cases? How does this vary by protected characteristics, socio-economic or socio-demographic background and jurisdiction? [https://ari.org.uk/aris/17614] - How prevalent is repeat victimisation and who does it affect? What is the overlap between being a victim and committing an offence, and how does this vary by, for example, crime type and demographic characteristics? [https://ari.org.uk/aris/17618]	- Narrative evidence on the experiences of victims and witnesses in the justice system. - Multilingualism and access to the justice system.

Organisation Question Group	Relevant ARIs	How languages research can contribute
Department for Education Technology: harnessing benefits	• How has the increased accessibility of generative AI influenced our sectors (including schools, colleges etc)? [https://ari.org.uk/aris/725825] • How can artificial intelligence (AI) and other emerging technologies be implemented in our settings so that they do not widen existing inequalities or create new inequalities? [https://ari.org.uk/aris/725824]	• Research on language teaching and learning and artificial intelligence can provide perspectives on the challenges and limits, benefits and opportunities of AI for learners and teachers. • Research on the ethics of AI and language (including translation and teaching). • Case studies on the use of technology in languages classrooms. Relevant projects • <u>Sarah Dillon et al.: AI narratives: shaping public debate, policy and cultural responses to the future of Artificial Intelligence (2020)</u> → Study on the representation of Artificial Intelligence in narratives and their importance for the development of public policy and regulation. • <u>Sylwia Macinska and Andrea Vinkler: The Role of AI in Language Learning: Research Evidence and Strategies for Success (2024)</u> → Report on generative AI and language teaching. • <u>Javier Muñoz-Basols, Mara Fuertes Gutiérrez, and Luis Cerezo: Technology-Mediated Language Teaching : From Social Justice to Artificial Intelligence (2025)</u> → Edited volume on the use of digital tools (including AI) in language teaching.
Department for Education Workforce: development	• How do we best update our workforce skills and knowledge to reflect changing needs and evidence (for example regarding knowledge of climate change, and knowledge and skills in using technology)? [https://ari.org.uk/aris/725811]	• Multilingualism as a crucial skill for future growth (including in business and trade, cultural exchanges). • Social and economic value of languages. Relevant projects • <u>Wendy Ayres-Bennett and Janice Carruthers: Policy Briefing on Languages, Business, Trade and Innovation (2020)</u> → Report on how languages skills drive business, trade, and innovation. • <u>Aston University: LO-C 30 Report. Role of languages in international performance for UK SMEs (2021)</u> → Report on languages skills and economic growth and export.

Organisation Question Group	Relevant ARIs	How languages research can contribute
Department for Education Skills for opportunity and growth: future skills needed	• How can we help the UK HE [Higher Education] sector to be internationally competitive and financially secure while meeting key domestic needs? [https://ari.org.uk/aris/725771] • To what extent will existing and planned educational provision meet identified future skills gaps in key areas of national importance? [https://ari.org.uk/aris/725769]	• Languages research provides key evidence on the value of languages as a skill to meet future domestic needs. • Language skills and economic growth. • Languages and cultural knowledge to contribute to cultural diplomacy and soft power. • Revalorising multilingualism. Relevant projects • <u>Wendy Ayres-Bennett, Marco Hafner, Eliane Dufresne, Erez Yerushalmi: The economic value to the UK of speaking other languages (2022).</u> → Report on the economic value of languages. • <u>Emma Humphries et al.: Strengthening provision for home, heritage and community language qualifications: recommendations for policy and practice (2024).</u> → Report on provision for home, heritage and community languages qualification. • <u>Karen Forbes: We are multilingual: identity education to promote engagement and achievement in schools (2022).</u> → Report on the opportunities of linguistic diversity in schools.

Organisation Question Group	Relevant ARIs	How languages research can contribute
Ministry of Justice Ensure access to justice in a way that best meets people’s needs (People)	• How do geographic, demographic, cultural, and other factors affect people’s ability to resolve their legal problems? [https://ari.org.uk/aris/17536] • What are people’s experiences of dealing with justice problems? How can they be supported to access and navigate the justice system, enforce their rights, and achieve the best outcomes? How does this vary by problem type, level of legal capability, and awareness of support? [https://ari.org.uk/aris/17534]	• Multilingualism and access (e.g. multilingual provision). Relevant project • <u>Rebecca Tipton: ‘Enhancing delivery of multilingual support services for domestic abuse survivors’ (2020)</u>. → Study on the role of language provision for domestic abuse survivors that led to creation and dissemination of a guide for interpreters.
National Archives Global, inclusive access	• How do we ensure open and equitable access to our research outputs, outcomes and opportunities? [https://ari.org.uk/aris/721353] • How do we make global majority histories and marginalised voices visible, in an ethical, inclusive and meaningful way, within and through our collections? [https://ari.org.uk/aris/721349]	• Multilingualism in the archives. • Languages research and heritage studies.

Organisation Question Group	Relevant ARIs	How languages research can contribute
Department for Work and Pensions Maximise employment, reduce economic inactivity, and support the progression of those in work	• What additional labour market barriers do those from disadvantaged groups (such as ex-offenders, homeless people), face? How can DWP best support those with multiple, complex needs to gain and retain employment? [https://ari.org.uk/aris/242237] • What are the causes/drivers of the ethnic minority employment gap? What are the barriers to entry and progression in the labour market for ethnic minorities? [https://ari.org.uk/aris/242225]	• Multilingualism and employment. Relevant project • <u>Urszula Clark, 'Celebrating the inclusion and community of non-standard Englishes spoken in and around the Birmingham and Black Country regions of the UK' (2020)</u>. → Project that explored how West Midlands dialects are typically undervalued and stigmatised by others which builds a barrier to social equality and speakers' life chances.

5. Resources



Resources on Policy Engagement for Languages Researchers

- Wendy Ayres-Bennett, 'Languages and Policy: Building Collaborations between Academics and Policymakers' (2024)
- Charlotte Ryland, 'Languages Researchers Engaging with Policy' – includes a guide for languages ECRs on policy engagement.
- Languages, Society and Policy – A journal connecting research in linguistics and languages, cultures and societies with policy and the public.
- Promoting Language Policy – Repository of language policy documents for policymakers, stakeholders and researchers.
- Arlene Holmes-Henderson, 'Engaging with policymakers as a researcher in the Arts and Humanities: a guide to how, what and why' (2020).
- Institute for Government, 'How to engage with policy makers: A guide for academics in the arts and humanities'. Further guides by the Institute for Government can be found here.
- Charles Forsdick, 'Translating Cultures', 'Translating Research' (2017).

General Resources on Policy Engagement

- University of Bath, 'What is Policy Engagement?'
- University of Birmingham, 'Policy Engagement Support'
- University of Cambridge, 'Policy Impact. A 'How To' Guide for Researchers'
- Northumbria University, CAPE, 'The Art of the Possible: Catalysts, Collaborations and Capabilities in Academic-Policy Engagement'
- University of Oxford, 'Research to policy impact: strategies for translating findings into policy messages'
- University of Plymouth, 'Engaging with Policy: information for academic researchers'
- Charlotte Wood (Chartered Institute for Public Relations), 'Communicating Evidence to Policy Makers – What works best?'
- Guidance by the Parliament

5. Resources



Resources on the ARIs

- The ARI database: <https://ari.org.uk/>
- The Octopus platform
- Kathryn Oliver and Annette Boaz (Transforming Evidence), 'How can people use ARIs most productively?' (2025)
- Charlotte Pell, Dr Charlotte Campbell, Rob Davies (UPEN), 'From Many Flowers to a Regional Ecosystem: The Future of Place-Based ARIs' (2025)
- Government Office for Science, 'Writing and using Areas of Research Interest' (2024)
- Max French and Melissa Hawking (CAPE), 'Areas of Research Interest. A Practical Guide' (2024)
- Michael Salmon, 'Behind the scenes of the government's areas for research interest', Wonkhe (2024)
- Juliet Jobson and Abi Rowson, 'UPEN Conference 2024 – ARI discussion session blog', UPEN (2024)
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