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| <b>Institution: Cardiff University</b>   |
| <b>Unit of Assessment 26: Modern Languages and Linguistics</b>   |
| <p><b>1. Unit context and structure, research and impact strategy</b></p> <p><b>1.1 Unit Context</b></p> <p>As for REF2014, UOA26 includes staff researching in Modern Languages and Welsh from two Schools based in the College of Arts, Humanities and Social Sciences. We share a distinctive interest in applied languages and in interdisciplinary, transnational research. A major development in 2014 was the creation of a new School of Modern Languages (ML), bringing together staff from the School of European Languages, Translation and Politics, staff specialising in languages pedagogy from the Centre for Lifelong Learning and colleagues in Japanese Studies from Cardiff Business School.</p> <p>This shift away from an exclusively European focus and the School's involvement in the AHRC-funded 'Transnationalizing Modern Languages' project (2014-2017) provided the catalyst for a major review of research and teaching. The School recognised the need to shift to a transnational paradigm in order to equip staff and students with the intellectual toolkit necessary to address phenomena associated with global mobility, the pressures of globalisation and the evolving meaning of the post-national. Welsh researchers share ML's understanding of the transnational as a concern with the circulation and translation of ideas, images and forms of expression between cultures. ML has subsequently invested in Arabic, Chinese, Polish and Portuguese, as well as Translation Studies. Along with Welsh, researchers work on 11 different language areas (Arabic, Chinese, Catalan, French, German, Italian, Irish, Japanese, Polish, Portuguese, Spanish), placing the Unit in a strong position to address the agenda of transnational modern languages.</p> <p><b>1.2 Research Strategy</b></p> <p>Our combined objectives set out in our submission to REF2014 were to:</p> <ul style="list-style-type: none"> <li>• <i>Develop a sustainable community of PGRs and increase our intake of international PGRs.</i> The Unit has grown its total cohort to 30 research students, with 40 successful completions since 2014 by comparison with eight in REF2014. It has boosted its intake of externally funded students by over 50% in this assessment period and increased its international student numbers drawn from 20 nations.</li> <li>• <i>Significantly grow our income from grants.</i> Our total for this cycle is £1,179,523 compared to £796,115 for REF2014, an increase of 48%.</li> <li>• <i>Extend our research base through strategic investment in teaching and research appointments</i> at all levels to expand the Unit's research FTE (our staff numbers have expanded by 15) and <i>develop emerging areas of research excellence, including translation studies</i> (see section 2).</li> <li>• <i>Contribute to the health of the discipline by developing our ECR culture.</i> Attracting post-doctoral funding was a key ambition of the Unit. We secured five Leverhulme Early Career Research Fellowships worth £309,083, a 100% increase on the previous REF period. 26% of the Unit's staff during this cycle were appointed as ECRs.</li> </ul> <p>The 35 researchers in the Unit are organised around five key areas of expertise facilitating interdisciplinary collaboration and transnational research. The groupings bring together staff at all career stages, including PGRs and ECRs (indicated with *) and some colleagues contribute to more than one theme. The success of this framework is evidenced by research funding (detailed by theme in section 3.2) and significant impact outcomes:</p> <ul style="list-style-type: none"> <li>• <i>Transnational Cultural and Visual Studies</i> (16 FTEs and 13 PGRs) encompasses those working in Translation Studies identified in our REF2014 submission as a strategic growth area. The AHRC-funded Transnationalizing Modern Languages (TML) project has advocated reconceptualising translation as a continuum of mono/multilingual communication practices (<b>Polezzi</b>). Other work in translation explores Arabic retranslation as a microcosm of real-world translation practices (<b>*Khalifa</b>); analyses translation's</li> </ul> |

influence on how literature travels (**Wren-Owens**); demonstrates the relevance of postcolonial translation studies to Eastern European literatures (**Goluch**); highlights the interconnections between performance studies, theatre studies and translation studies and explores multimediality in adaptation studies (**Marinetti, Griffiths**). Work in visual studies addresses transnational dimensions of television co-production (**\*Chung**), socialist visual culture (**Hodgin**), expressions of minority identities across film and literature (**Prout, Whitfield**) and postcolonial film (**Langford**). **\*Hammond**'s work investigates the design, trade and consumption of fabric in contemporary Francophone Creole cultures and **\*Ramadhani Mussa** works on post-colonial, multicultural Italian identities.

- *Literature and Literary Criticism* (6 FTEs and 3 PGRs) comprises colleagues working on short fiction and creative criticism (**Marks**) and children's literature (**Rosser**), setting the Welsh language in comparative international context. Theoretically informed analysis of medieval literature is an area of strength (**Foster Evans**), including analysis of the relationship between medieval Welsh and English literature (**\*Callander**). Expertise here extends to nineteenth and twentieth-century poetry and critical analysis (**Altenberg, \*Ifan**).
- *History and Heritage* (10 FTEs and 4 PGRs) is a new area of strategic development since 2014, with senior appointments bringing experience of working with the museum sector and generating impact in this area. History and heritage of conflict in the transnational context is a particular strength: **Clarke** works on the memory of victimhood and the relationship between the heritage of conflict and soft power, while **Diamond** and **Gorrara** explore the links between visual narratives (photography and graphic novels/comics) and memories of war. Further work addresses the history of Atlantic crossings and slavery (**\*Nelson, \*Sanjurjo**), Japanese translation and the reception of scientific texts (**Meade**), and the impact of globalisation on the construction of heritage in China (**\*Wang**). **Parker**'s current project investigates the transnational legacy of 1848 revolutionary Heinrich Simon.
- *Global Language-Based Area Studies* (7 FTEs and 8 PGRs) embraces ML projects that study the culture, politics and societies of clearly demarcated areas, while also paying attention to transnational developments. **Feldner** and **Vighi** have been key voices in international debates on the future of global capitalism. Other work focuses on the Catalan nationalist movement within an evolving European context (**Dowling**), the spread of radical French thinking on work and a reassessment of the legacy of the Situationist International (**Hemmens**), the interlinkages between French trade unions and European directives on social dialogue (**Parsons**), and both the multilateralisation and the increasing regional focus of French-led peacekeeping missions in the Sahel (**Cumming**). Impactful research on mentoring shows how bi- and multilingualism are now central to language education in Wales (**Gorrara**).
- *Linguistics and sociolinguistics, including language policy and planning* (3 FTEs and 7 PGRs) groups together research expertise in language policy and planning and coheres around the Language, Policy and Planning Research Unit (LPPRU) in the School of Welsh with significant impact. Interdisciplinary work examines the office of the Language Commissioner and the concept of linguistic justice (**Mac Giolla Chríost**), the Hispanicisation of Welsh in Patagonia (**Rees**), and language acquisition and transmission (**Evas, Morris, Rees**).

### 1.3 Future Research Strategy

The Unit seeks to enhance the work of these research groupings and contribute to the ongoing development of transnational modern languages through collaborative and cross-disciplinary projects and researcher development. We will continue to lead the field in transnational modern languages and further *extend the scope of our geographical interests*. We will *build on our ECR culture* and deepen our existing *research and PGR supervision collaborations* by expanding our international networks, collaborative projects and exchanges. We propose to draw on expertise of colleagues within Cardiff University Press (**Altenberg**) to prepare staff for changes to *open access monographs*. We will continue to *attract external funding* and have plans to diversify our funding

sources beyond traditional UKRI funders and increase the number of researchers at all career stages making successful grant applications.

Initiatives within our research groups which will underpin delivery of this strategy are to:

- *increase research capacity in languages pedagogy and multilingualism*, including the creation of a hub in the School of Welsh (**Morris**). Ongoing research into the acquisition of Welsh and the teaching and learning of Welsh will contribute to a new shared master's in Additional Language Acquisition. We will also extend the research-focused activities of the MFL Student Mentoring Project (**Gorrara**).
- build on the success of our visiting scholars programme (39 researchers in this REF period) and our extensive collaborations with non-academic partners to *grow the Unit's research networks and grant applications with an emphasis on ECR leadership and PhD collaborative awards*. This will include projects on the heritage of slavery (**\*Hammond**), memory politics in war and peace museums (**Clarke**) and prison publishing in the UK and South America (**Whitfield**).
- *progress projects* on linguistic justice (**Mac Giolla Chríost**), the European Short Fiction Network and ERC-funded project on youth engagement in European language preservation, including work on Welsh-language children's literature (**Rosser**).
- *transnationalise our PhD research* and create two new PhD pathways: *PhD by practice* in Translation and Cultural Studies and *PhD by publication*. We will also build on our new MA in Global Cultures, which is a conduit to our PhD programmes, with a *further cross-disciplinary MA in Global Heritage Studies with other Schools in the College*.

#### 1.4 Impact Strategy

Further to the success of the impact submission in REF2014, we have embedded a robust approach to generating impact. The introduction of a workload allocation dedicated to impact activities and targeted funding has resulted in an exponential growth of impact-related activity across the Unit. The majority of our researchers engage beyond the academy with strong pathways to impact. We have had success with College seedcorn funding (£11,895) and the University's ESRC Impact Accelerator Account funds (£37,328) allowing **Cumming, Diamond, Gorrara, Prout** and **Mac Giolla Chríost** (£3,010 shared with Cardiff School of Law and Politics) to progress key dissemination work for tangible impact outcomes (see section 4).

The Unit is *committed to co-production with creative partners across our areas of expertise*. Colleagues have developed partnership working with a range of domestic and overseas cultural policy makers and museum and media professionals. Close working relationships exist with national, UK-level and international bodies, such as Cardiff Council, the Welsh Assembly, the Welsh Book Council, Welsh National Opera, Welsh National Theatre, Arts Council Wales, Cadw (the Welsh Government's historic environment service), museums in the heritage sector both in the UK and abroad, such as National Museum of Wales and the Musée de la Libération de Paris. In 2016, **Polezzi** co-produced an interactive/immersive exhibition across five sites (Rome, London, New York, Melbourne and Tunis) which communicated the findings of the TML project. **Altenberg** and **Prout** contributed to the design and content of the Lakes International Comic Arts Festival 2015, and Prout collaborates with Welsh and Spanish comic artists visualising minority identities. In 2017, he worked with comic artists to create an exhibition on issues of social care and care of the elderly in Cardiff and produced a website entitled 'All Is Not Well'. **Diamond's** collaborations with media and museum professionals disseminating her research on the Second World War in France is an impact case study.

Key impact work also derives from our *sustained engagement with law makers and policy actors in Welsh-language legislation, public policy and practice*. Welsh research has transformed Welsh Government policy in a number of fields, including language transmission (**Evas, Morris**), Welsh language pedagogy (**Morris, Rees**), the practices of national organisations such as the Welsh Books Council (**Rosser**) and the National Centre for Learning Welsh (**Morris, Rees**), and language law (**Mac Giolla Chríost**). ESRC-funded work on minority languages and language

rights has informed policy deliberations at UK Parliamentary and European levels as indicated in **Mac Giolla Chríost**'s case study.

We also work extensively with *educational professionals and policy makers in ML language promotion*. **Polezzi** collaborates with University of Namibia, University of Zambia, University of Kyambogo Uganda, California State University, Long Beach and, in 2017, led Translation Studies staff in the creation of a Massive Open Online Course 'Working with Translation' on the FutureLearn platform, followed by over 46,000 people from 180 different countries. Such work informs partnerships with education policy makers concerned about falling numbers studying languages in schools. **Polezzi**'s policy statement 'Reframing Language Education for a Global Future' and her participation in the 'Salzburg Statement for a Multilingual World' as part of the TML team made recommendations on language sensitisation. **Gorrara**'s MFL Student Mentoring Project has resulted in boosting ML language take up at GCSE in Wales and England and is an impact case study.

### 1.5 Future Impact Strategy

As impact outcomes tend to be fluid, during the coming REF cycle, the Unit will support ongoing projects as well as fostering nascent projects and horizon scanning for the future. It will encourage staff to follow up opportunities at local, regional, national and international levels. The Unit will embed knowledge exchange and non-academic partners into its activities by asking each area of research expertise to *nominate relevant stakeholders to be their impact advisors*. We will *provide colleagues with a programme of social media training* to enable them to reach a wider range of stakeholders. The Unit has committed to:

- build on our *shared working in relation to engagement with schools* by supporting languages, especially Welsh, in the new curriculum for Wales (due for launch in 2022); contribute to developing school resources and continuous professional development for ML teachers in the primary sector; work with Routes into Languages Cymru to create a network of Language Champion School Governors; support international languages (ML) in secondary schools through mentoring, and generate research that will inform Welsh language policy (Cymraeg 2050), including work on Welsh-language reading tests.
- encourage *ECRs to embed impact* into research plans by offering funding support and targeted advice, including for our project on Atlantic slavery involving three ECRs which promises significant impact outcomes (**\*Hammond, \*Nelson, \*Sanjurjo**).

### 1.6 Open Research

All academic and professional services research management staff have been trained by University library services staff on funder access requirements and all of our submitted staff have ORCID iDs. **Our Unit has achieved full compliance for open access for the entire census period**, exceeding REF requirements. At Cardiff, we lead in this area with **Altenberg** as the chief Academic Officer for the Monograph Commissioning Panel of Cardiff University Press, an OA publisher. Eleven of the Unit's outputs have gold open access.

Research integrity training is mandatory for all academic staff and PGR students. The Unit has two dedicated research ethics officers (for Welsh and ML) who each convene a School committee and who also act as research integrity leads attached to the University's Open Research Integrity and Ethics Committee. In both ML and Welsh, the Ethics committee comprises eight staff members across all career stages, including an ECR, a member of research staff outside the School and an external member. In ML, the external advisor is a member of the senior leadership team in a local further education college and, in Welsh, it is the Head of the Welsh Language Legislation Branch in the Welsh Language Unit in the Welsh Government. Committees assess project applications from undergraduate (year abroad, final year dissertation) and postgraduate (taught and research) students through to all research staff, and any teaching-focused projects with a research element. When necessary, the committees insist on changes to projects to ensure compliance with ethical and legal frameworks. For example, the committee closely scrutinised **Whitfield's** work in a local prison and made sure his project adhered to appropriate ethics processes. When research is sensitive and involves subjects with links to proscribed organisations (**Mac Giolla Chríost**) or vulnerable groups such as children (**Morris**), expert advice is sourced from relevant external bodies.

## 2. People

### 2.1 Staffing Strategy

The Unit's *staffing strategy* is linked to our ambition to deepen and extend our five areas of research expertise which are enriched by a transnational ethos that values diverse ideas. We take action to ensure that we employ *a range of academics at all career stages and from a range of backgrounds*. In line with our REF2014 strategy to make strategic appointments and extend our expertise in Translation Studies, the Unit made three appointments (two ECRs and one professor) in this area (**\*Khalifa, Meade, Polezzi**).

In anticipation of the retirement and departure of members of staff in the area of Welsh linguistics and sociolinguistics, two members of the Unit (**Morris, Rees**), employed as research assistants in REF2014, became Category A members of staff, boosting expertise in this area. The appointment of a lecturer in medieval literature (**\*Callander**) and an early career academic in literary theory (**\*Ifan**) in Welsh in 2019 further developed the Welsh literature and literary criticism research area. In line with our current strategic priorities (see section 1.3), staff recently recruited to ML demonstrate a commitment to its transnational vision and have expanded its expertise beyond Europe. Appointments made in Chinese, Japanese and Portuguese include **Meade** on the role of translation in the development of Japanese science, **\*Wang** and **\*Chung** on the globalisation of Chinese heritage and culture and **\*Nelson** and **\*Sanjurjo** on the transatlantic slave trade. Other appointments with transnational interests include **\*Hammond** who works on Haiti and French colonialism, **Polezzi** and **\*Ramadhani Mussa** on Italian diaspora, **Clarke** on the memory of disputed border territories in Poland, Pakistan and Armenia, and **Whitfield** on drug cultures in South America. Investment in translation studies was a strategic response to PhD demand for translation in Arabic-related contexts (**\*Khalifa**). A further three professorial appointments (**Clarke, Diamond, and Parker**) have brought contacts with non-academic partners, including museums (On Flanders Fields, Ypres and the Musée de la Libération de Paris). **Diamond's** impact experience has been central to ML's strategy since REF2014, supporting the development of nascent impact projects, two of which have successfully matured for this REF.

In a conscious effort to promote equality and diversify in our staff base, we have instituted gender parity on interview panels and reworded recruitment materials to encourage a diverse applicant field. This has contributed to the appointment of eight women and five men, as well as a greater ethnic diversity, range of backgrounds and internationalism in the Unit. We strive for parity in leadership roles which are now more equally divided between women and men, with women having held or holding key leadership roles across the Unit, including as Head of School (**Davies, Gorrara, Griffiths, Langford**), Deputy Head of School (**Diamond, Polezzi, Rosser, Wren-Owens**), Director of Teaching and Learning (**Naylor, Wren-Owens**), and Director of Research and Impact (**Diamond, Polezzi**).

### 2.2 Progression and Promotion

Our commitment to diversity and inclusion means that we are uncompromising in our endeavour to make our Unit a great place to work for all, whatever one's gender, race, ethnicity, sexual orientation, age or religion. We recognise the substantial barriers that exist to participation and wellbeing that intersect across protected characteristics and are working to combat them. We ensure that routes of *progression* for academic staff from lecturer to senior lecturer, reader and professor are open, fair and equitable. Internal promotion panels are systematically inclusive of male and female professors and line managers are trained to recognise high performance, advising and mentoring on promotion opportunities accordingly.

The Unit mobilises the University's *performance development reviews (PDR) processes* (see *Institutional Statement 3.2.4*) to identify staff development needs and as a tool to monitor and encourage readiness for promotion. New staff and postdoctoral research staff complete their probationary period prior to undergoing PDR. Probationary staff have regular meetings during the probationary period (three months, five months, nine months) as well as informal meetings with their line manager and probation manager. Annual research planning meetings are held with the Director of Research and Head of School where they set short-, medium- and long-term research targets. These discussions feed into PDR meetings when line managers take care to consider staff wellbeing and work/life balance issues in the setting of research objectives to ensure that

goals are achievable and that colleagues have adequate support. All staff also have a research mentor. Senior staff mentor junior staff and meet their mentees at least four times a year. This mentoring process ensures staff feel supported throughout the year and provides a mechanism for them to raise issues, including those relating to workload outside of formal line management.

In preparation for the REF, a research reading group was convened composed of senior colleagues who used University guidance and training to evaluate quality. In order to capitalise on the skills gained in this reading process, the emphasis shifted over time to a more developmental approach. Working drafts were submitted for constructive feedback, allowing colleagues to improve their submissions and, in several cases, this aided promotion. For example, **Wren-Owens** mentored two ECRs, supporting them to implement suggestions made by the reading group which then allowed their articles to be placed in peer-reviewed journals (**\*Khalifa**, **\*Ramadhani Musa**).

During this REF cycle, 40% of staff have gained promotion, with three being promoted more than once: five moved from lecturer to senior lecturer; six from senior lecturer to reader; and three gained a promotion to personal chair. These promotions have shifted the seniority profile leading to the Unit's current emphasis on the recruitment of ECRs to support succession planning. The Unit has appointed eight ECRs; three were Leverhulme Fellows ensuring research continuity (**\*Hammond**, **Hemmens**, **Whitfield**), one was a teaching and scholarship lecturer on a temporary contract (**\*Nelson**) and five others were appointed outright, two on the University's flagship Disglair programme (see *Institutional Statement 2.1.5*) (**\*Callander**, **\*Chung**, **\*Ifan (Disglair)**, **\*Khalifa**, **\*Sanjurjo (Disglair)**). At a senior institutional level, in 2019, **Gorrara** was the first University Dean of Research Environment and Culture, with a portfolio including a focus on research-only and ECR staff (2019-21).

Staff satisfaction is high. The institutional staff survey results show 81% positive staff satisfaction (well above the averages for both the University and the College) and this is further evidenced by low turnover rates across the Unit. Eleven colleagues have more than 15 years in service.

The opportunity to develop a profile for research leadership is open to everyone. For example, two Leverhulme Fellows (**Bassi** and **Hemmens**) and an ECR (**\*Khalifa**) have led research groups, sat on Research Committees, and acted as academic leads for visiting scholars (**Marks**, **Meade** and **Whitfield**), enabling these ECRs and more junior colleagues to gain leadership experience. By encouraging early career staff (as well as PhD students) to participate actively in the organisation of research and to contribute to the elaboration of the Unit's research strategy, we are implementing an inclusive approach that ensures diversity and opportunity within our research culture.

The Unit pays particular attention to the development of ECRs. Over and above the support, training and development provided by the University (see *Institutional Statement 3.3*), ECRs are given additional support for the duration of their probation period in the form of a protected, personal budget of £3,000 per annum for three years. ECRs have the option to accelerate promotion from grade 6 to grade 7 should they fulfil the criteria early. **Atkin** chose promotion to senior lecturer, whereas **Meade** opted to retain probationary status in order to access additional research funds. In this REF cycle, our ECR community has included our Leverhulme postdoctoral fellows (**Bassi**, **Hemmens**, **\*Hammond**, **\*Ramadhani Mussa**, **Whitfield**) who have contributed to workshops and interacted with our postgraduate research community, organising reading and writing group activities (**Bassi**, **\*Hammond**). The Unit is alert to EDI issues in relation to ECRs' need for travel and provides additional financial support when requested and justified.

Seven colleagues have participated in the Cardiff Researcher Programme for staff employed on research-only contracts, which includes workshops, online modules and one-to-one coaching in 65 topics (see *Institutional Statement 3.3*). Seven colleagues have also participated in the University's Cardiff Futures development programme (see *Institutional Statement 3.2.4*), led by the Vice Chancellor, for 'rising stars' (**Atkin**, **Evas**, **Griffiths**, **Hennemann**, **\*Khalifa**, **\*Wang**, **Wren-Owens**). **Griffiths** has since progressed to become Head of Modern Languages and **Wren-Owens** to Director of Postgraduate Research in Modern Languages.

### 2.3 Funding Research and Allocating Dedicated Research Time

The Unit sets aside £20,000 annually for research and training, also supporting costs arising from travel for research, conference attendance, archival/library research, copyright fees or impact/engagement activities. Staff can draw on the research and training budget to support pathways to research impact and impact activity itself as in the case of **Diamond's** partnership with a French museum set out in her impact case study. Many of our staff training workshops have focused on our strategic priorities (see section 1.2) designed to boost output quality and increase grant capture. Some were delivered by staff in the Unit. Topics included writing and peer-reviewing research grants (**Polezzi**), co-authoring (**Clarke**), using social media to promote research, Open Access and journal editing (**Altenberg**). Impact related sessions have shared best practice, as well as mainstreaming and showcasing REF-facing impact case study work. **Gorrara** presented on schools' engagement and **Diamond** on working with the museum sector. Bespoke Welsh-medium training is available.

The Unit operates the University's flexible workload allocation model which protects research time. Research leadership and research management are recognised in the model, as are external research engagement and leadership activities (e.g. sitting on external panels of expertise, journal editorships and participating in advisory panels: see section 4.1 for further details). In 2019, three members of staff were relieved from academic administration to complete projects, such as a monograph (**Feldner, Prout, Vighi**). Impact and engagement receive a specific workload allocation and staff qualify for additional workload points if their involvement in a project corresponds to School strategy. This allowed **Cumming** to progress his work on the monitoring and evaluation of non-governmental development organisations (NGDOs, see section 4.2).

Staff are encouraged to take advantage of the Cardiff University undergraduate research opportunity project (CUROP) scheme offering eight-week paid placements for the completion of research project. Staff mobilise these placements to build research capacity and links to impact while students gain research skills. Their experience sometimes leads them to pursue independent research. During this REF cycle, the Unit was awarded 27 placements. Examples include **Vardopolou's** compilation of spreadsheets of the global translations of Tabucchi's works for **Wren-Owens** enabling analysis of translation trends for a chapter of her submitted monograph on 'Mapping Global Translations of Tabucchi'. **Pearce** and **Creamer** supported **Morris's** research into analysing Welsh learners' speech.

**Research/impact leave** operates both at University (see *Institutional Statement* 2.1.5) and School level across the Unit and has made it possible for colleagues to be relieved from administrative and teaching duties to devote themselves to research for extended periods. School panels, reflecting diversity and gender equality, convene to select applications. Twenty members of staff across the Unit have been awarded research leave ranging from six months to two years since REF2014. Colleagues mobilised leave in a variety of ways: to complete monographs (**Griffiths, Wren-Owens**) or substantial articles (**Cumming, Gorrara, Marinetti**) and undertake fieldwork abroad (**Parsons**). School leave was also made available to a colleague needing to spend time abroad to progress an impact project in a Parisian museum (**Diamond**). In 2019, the Unit gained two ECR University-wide Disglair posts; one enabled a colleague to prepare a successful AHRC grant on prison writing (**Whitfield**), another for the completion of a monograph and the preparation of a grant proposal on short fiction and creative criticism (**Marks**).

### 2.4 Research Students

The Unit has doubled its PGR numbers in this REF cycle from an average cohort of 15 students to 30 students, establishing a sustainable *research community* with a regular intake of six students per year. Our PGRs have been recruited from across 20 countries and 20 languages over the last seven years. Over half of those we recruit are international students. The degree to which studies are undertaken through the medium of Welsh or English is tailored to the individual. While some come post-MA, a proportion are mature students adding diversity of age as well as background to our PGR community.

The Unit has increased its success with external funders, including AHRC DTP and ESRC DTC, by comparison with REF2014. We led on five South West and Wales (SWW) AHRC DTP co-supervisions, two outright AHRC studentships, and an AHRC collaborative award with the BBC

on radio adaptation. A total of 10 Wales ESRC DTC studentships were shared between ML and Politics, five were collaborative awards with partners including the Welsh Government, European Trade Union Institute, and Arts Council of Wales. Other PGRs secured a variety of funding awards: two held Cardiff University President's Research Scholarships; one secured an International Research Student's Scholarship; an internal bursary for a project on translation, adaptation and localisation of comics; six were awarded Coleg Cymraeg Cenedlaethol scholarships; other funders include Chilian, Algerian, Saudi Arabian and Irish governments, Iranian University, the Jack Kent Cooke Foundation and the Nordic Federation of Public Administration. In 2016, **Beaney** won Cardiff University's Ursula Henriques Scholarship for a MPhil, positioning her to secure AHRC DTP funding subsequently. Bursaries from the Sasakawa Foundation, amounting to £30,000, were allocated to **Hayes** for his work on a cultural analysis of communication technologies in contemporary Japan 2014-2016, and for **Hall** on gender relations, parenting and education in post-modern Japan in 2016-2017. Our students received over £35,000 of supplementary funding from international sources. Two further collaborative awards are an AHRC doctoral studentship with the Imperial War Museum and the School of Journalism, and an ESRC doctoral studentship with the School of Law and Politics, involving the Flanders Fields Museum, Belgium (commencing Autumn 2020).

Supervisors share best practice on effective supervision, monitoring processes and chairing vivas. The Unit aims for a model of 50/50 joint supervision. Where expertise allows, we integrate junior staff in supervisory teams so that they gain supervisory skills and experience. PRES scores of 90-100% satisfaction confirm the quality of supervision as does the *over 400% increase in completion rates* from eight to 40 across this REF cycle. The Unit's 100% compliance with robust progress monitoring has been central to supporting timely submission. Students work to key engagement points when they report on their progress. From year 1 onwards, a 'mini-viva' review is conducted by an academic outside the supervisory team, allowing them to learn what to expect from the viva. Directors of Postgraduate Research monitor students in regular one-to-ones and support their self-organised well-being activities (sports groups, writing retreats). In Covid-19, the Unit fostered an environment of transparency, providing clear and frequent communications to students to alleviate anxiety.

PGRs are integrated into all aspects of our research culture. They gain practical experience as PGR representatives on the Board of Postgraduate Studies, on research committees and as deputies supporting the research leads of our five areas of expertise. We offer students dedicated workspaces to encourage their presence on campus, so they are available to participate in research activities. Funding is available at School and University levels for workshops as well as from external funders. Events include a British Association for Applied Linguistics, a Cambridge University Press-sponsored seminar on new pluri-lingual pathways for integration (2016, **Higham**); a session at the University's ESRC Festival of Science on raising bilingual and multilingual children in Wales (2017, **Pankakoski**); £500 from the Institute for Modern Languages Research for a workshop on 'Transnational Memory, Translation and Adaptation' (2018, **Warmesley**) and a collaboration of three PGRs were awarded £1,000 from the Creative Multilingualism strand of the AHRC Open World Research Initiative to organise a conference with researchers, policy makers and schools (2019, **Arfon, Jepson, Pankakoski**).

This census period has seen a shift towards online and in-house specialist training, giving students more flexibility. Each student's training needs are assessed individually and updated regularly throughout their doctoral journey. Tailored workshops have included article writing, the HE sector beyond Europe, how to get published, and creating impact from your research. Welsh-medium in-house training is available. Students supported by the AHRC SWW DTP can take up training offered by partners beyond Cardiff. Those funded by the ESRC DTC have access to workshops offered by the Wales Institute of Social and Economic Research and Data and major annual training conferences where students access sessions on research methodologies across a large interdisciplinary spectrum. The quality of the Unit's training is recognised by its inclusion in the AHRC DTP/ESRC DTC training programmes.

PGRs have partnered with senior staff to gain experience of, and training in, impact. **Diamond** facilitated high calibre placements for **Sené** at Like a Shot productions making the documentary 'Witness to War' for the Discovery channel, and for **Warmesley** at the Musée de la Libération de

Paris. The Unit's success in getting PGRs into research-related careers is evidenced by our destination data. PGRs who completed during this REF cycle went into University teaching posts in the UK (Liverpool, Swansea, Cardiff) and abroad (**Ó Conaill** in Cork and **Heyderian** in Iran), as well as securing postdoctoral positions funded by H2020, ESRC and AHRC (e.g. **Sené**).

## 2.5 Equality, Diversity and Inclusion (EDI)

Based on feedback from our Athena Swan application in 2018, we are working to create as inclusive an environment as possible, with a view to a further application. One of the lessons learnt in collating the data was that we need to monitor carefully our PGR intake, as well as staff recruitment and promotions, to ensure gender equality. Since our application, we have enshrined our commitment to equality, diversity and inclusivity in our approach to recruitment and career progression. Our Heads of School have developed mainstreaming strategies that have increased our male PGR student intake from 29% to 43% and improved promotion outcomes for our male colleagues, with two successful promotions from lecturer to SL and one successful promotion from SL to reader in the past two years.

EDI is a standing item for all our committees, and equality and diversity events are held each year, including the annual Equality and Diversity lecture in ML (in 2014, Laura Miles, Bradford College, Chair of University and College Union's LGBT Committee, spoke on 'Transgender Oppression and Resistance'). The minuting of all meetings available online guarantees transparency. Gender parity is practised on School promotion panels. In committees where key decisions around research are made, where possible, members with intersectional protected characteristics are included. An appeal process is in place for all decision-making committees to guarantee transparency and fairness.

Every effort is made to hold research events on different days and at varying times so that colleagues juggling caring responsibilities can attend. No meetings are held after 16:00. The Unit is flexible about staff and student absence during term time for research purposes, as long as appropriate cover is arranged. In allocating research funds, the need for people with caring responsibilities to take more expensive time-appropriate flights is acknowledged. The Unit routinely considers cases for working adjustments for all categories of staff. Return to work meetings are held with the line manager and referrals are made to occupational health where appropriate. Stress risk assessments are carried out where pressures of work have been cited as contributing to absence. Maternity leave returners have a meeting with Heads of School and keeping in touch days can be used for research. Generous workload allocations are made in cases where colleagues need support with managing long-term illness or caring responsibilities. One colleague secured permission to respond to emails only at certain hours of the day and was given support with scribing. The Unit also accommodates staff needing single occupancy space for breast feeding and expressing milk at work, as well as for private religious observance.

The Unit has followed the University's REF2021 Code of Practice in order to ensure an inclusive REF preparation process. Gender parity has been ensured on REF reading groups assessing outputs. Reviewers have attended training to address issues of unconscious bias and inclusion, with reviewing processes robustly monitored. The Institutional Code of Practice has been applied robustly in relation to the selection of REF outputs to ensure an equitable distribution across career stages and research areas.

## 3. Income, infrastructure and facilities

### 3.1 Research Income

The Unit's 48% increase in research grant capture by comparison with the last REF period reflects its success in attracting funding from a diverse range of funders including: £248,415 (AHRC), £477,983 (Leverhulme), £83,032 (Welsh government) and £288,096 (ESRC). This demonstrates that initiatives implemented by the Unit during this cycle have achieved positive outcomes. Senior colleagues were encouraged to engage actively with UKRI via Peer Review Colleges (**Griffiths, Polezzi, Vighi**), helping cascade knowledge about successful grant applications through the Unit, via research mentoring conversations and PDRs. The experience of senior staff is also passed on in regular 'research encounters' that focus on specific funders and development of ideas for projects. Senior colleagues also offer targeted feedback on grant proposals regularly. ECRs and

junior colleagues have developed networks focused on cross-College collaboration where we have critical mass in specific fields (e.g. **\*Hammond** on the cultural heritage of slavery).

Internal showcasing of successful projects via the website and School-based research newsletters has helped to share good practice acquired from regular exchanges between Directors of Impact from cognate disciplines. Email updates on funding opportunities and training are provided, both centrally and by discipline-specific research officers. Staff can access our dedicated discipline-specific expertise for support with research grant writing. Similarly, for expertise relating to applied research and impact applications, the Unit can draw on a specialist University impact team. Each School's research leadership team has integrated impact into a Director of Research and Impact position to streamline research and impact. One-to-one discussions are held with staff during the initial planning stages of their research to ensure that impact development is embedded in their project design. Staff report on their impact activities at their annual research meetings, allowing for promising projects to be identified. An example is **Whitfield's** work on prisoner publishing. Pitched during one of these meetings, it was taken forward for active development subsequently. These meetings offer colleagues an opportunity to raise research-related EDI issues. Outcomes to address them have included those listed in section 2.5. Workload adjustments or changes to working patterns can also be made.

Our ambition to boost the ECR culture, set out in our 2014 research strategy (see section 1.1), has been highly effective. Our five Leverhulme Fellowships (£309,083) represent a 100% increase in *post-doctoral funding* compared to the previous cycle. Matched funding support from our College helped us gain our first two Leverhulme Fellowships in 2014-2015 (**Hemmens, Bassi**) followed by three further successes (**\*Hammond, Whitfield, \*Ramadhani Mussa**). The projects reflect the growing consolidation of our transnational interests beyond Europe, including **Bassi** (2014-15) 'Translating Gay Liberation': the Negotiation of Sexual Identities and Political Struggle between the United States and Italy' and **\*Ramadhani Mussa** (2018-2019) on 'Language, Mobility and Identity among the Zigula (Somali Bantu)'. In 2020, we successfully secured new post-doctoral funding to attract two Marie Skłodowska-Curie Fellowships on Italian culture in higher education and on Polish gender narratives (**Chojnicka** and **Chinanese**). Three of our Leverhulme Fellows secured permanent lecturer posts in the Unit and produced monographs (**\*Hammond, Hemmens, Whitfield**). **Bassi** went on to a lectureship at Yale University.

### 3.2 Income Relating to Research Themes

Both *Literature and Literary Criticism* and *Linguistics and Sociolinguistics* as areas of expertise in the Unit have been successful in collaborating with others on significant research projects. These include the participation of **Evas and Morris** on the AHRC/ESRC-sponsored project on a national corpus of contemporary Welsh (2016-2020; £1.8m; £38,000 to the Unit), led by **Knight** (Cardiff UOA27). This built upon research led by **Mac Giolla Chríost** on the teaching and learning of the Welsh language (2010-2012; total award value £303,000). **Rosser** is participating in the University College Dublin European Research Council-sponsored project on youth engagement in European language preservation (2020-2025; total award value €1.27m; £3,500 to the Unit). Further work in these research areas has included completion of the ESRC-sponsored project (£343,000; 2012-2015) on the office of the language commissioner in international contexts (**Mac Giolla Chríost**). Applied research in the School of Welsh has continued to attract sponsorship from non-UKRI bodies, including Welsh Government monies (£54,000) to research the influence of social and psychological factors on the inter-generational transmission of the Welsh language (2015-17). Public policy implications were taken forward by **Evas** who was seconded, and then took up a permanent position, with the Welsh Government. This area has significant potential to grow research income via collaborative, international partnerships with the Irish Government (2020-2022; £76,000) for work on linguistic justice in the Irish context (**Mac Giolla Chríost**).

Applied research is particularly apparent in *Global Language-based Area Studies*, including a Leverhulme Project (**Cumming**, £90,842) in collaboration with Chatham House and Portsmouth University on the nature of and drivers behind France's military operations in Mali and the Western Sahel. It showed how France legitimated its interventions through strategic narratives and the concept of coalition-building. **Cumming** also secured funds from the ESRC IAA (2015-2017; £2,848) for his monitoring and evaluation toolkit for NGOs which will be a future impact case study. **Gorrara** obtained substantial Welsh Government and HEFCW funding for her MFL Student

Mentoring Project: £1,109,602 (2015-20). Designated research funding came on stream with a new grant of £230,000 (from March 2020). The project is the basis of an impact case study. **Whitfield's** collaborative project with University of Surrey (2017-2019), dealing with 'Prisoner publishing: supporting rehabilitation and reform through innovative arts-based programmes' in the UK and Mexico attracted AHRC follow-on funding (2020-2021; £78,696; £43,618 to Cardiff). It promises to deliver research and impact outcomes for the next REF cycle with an AHRC-funded BBC documentary in preparation.

*Transnational Cultural and Visual Studies* has generated research with important implications for the future ML landscape. **Polezzi's** research funded by the AHRC's 'Translating Cultures' theme and the UKRI's Global Challenges Research Fund has been central to 'Transnationalizing Modern Languages: Mobility, Identity and Translation in Modern Italian Cultures' (2015-2017; £1,490,812; £137,141 to Cardiff) followed by 'Transnationalizing Modern Languages: Global Challenges' (2016-2018; £187,527; £147,929 to Cardiff). The project developed strands on Italian-American and Italian-Australian cultures, along with translation, multilingualism and health communication involving inter- and trans-disciplinary collaboration with Cardiff University's Phoenix Project, the School of Medicine and the University of Namibia's School of Languages. The notion of 'language indifference' she developed is a key finding of the AHRC's 'Translating Cultures' scheme. **Atkin** secured £16,439 for an AHRC funded network project on 'Translating the literatures of small European Nations' (2014-2017; £149,023) exploring Bosnian, Catalan, Czech, Dutch, Maltese, Polish, Portuguese, Swedish and Serbian case studies. Its findings challenged both the narratives of uniqueness that arise from discrete national approaches and the narrative of marginalisation that prevail in the study of world literature.

Central to the *History and Heritage* research area is work with museums. **Diamond's** co-working with curators enabled her to secure two ESRC IAA grants (2017-2020; £30,500) for advisory and curatorial work in Paris on the Second World War, with travel paid by the museum (see impact case study). **Clarke** is visiting researcher on the Mae Curie RISE project 'Memory Across Borders: Dealing with the Legacy of Disputed Territories (DisTerrMem)' (£533,600; to January 2022). Other externally funded research includes **Meade's** ESRC collaboration with Cardiff University's History department on 'The Japanese scientist in Japan and in the world: de-centering the history of Science' (2018-2020; £23,346; £10,457 to Cardiff) and **Parker's** ongoing Leverhulme project (£354,525) on 'Double Agent: Heinrich Simon's Constitutional Mission in Neo-Absolutist Prussia' will enhance understandings of the 1848 revolution in Germany (to October 2022). **Dowling** is part of a consortium of Spanish historians from universities in Barcelona and Valencia who have secured €30,000 from the Spanish Ministry of Science and Innovation on 'State and National Dynamics in Spain 1931-1978' (2020-2023).

### 3.3 Academic Infrastructure

The University's Special Collections and Archives is of significant value to researchers in the Unit. The Welsh language holdings of the children's literature collection and the Salisbury collection of c.13,000 books of Welsh and Celtic interest have been crucial to **Rosser's** monograph on 19th century children's literature in Welsh ('Darllen y Dychymyg' - Eng. 'Reading the Imagination'). The photo-magazine collections (*The War Illustrated*, *Picture Post*) informed **Gorrara's** research on photography and reconstruction after the Second World War. Publications on Spanish residential spaces in comics (**Prout**) and work on Argentine representations of the Falklands War (**Altenberg**) draw on the Santander Collection of Hispanic Comics and Graphic Literature, which has attracted interest from comics specialists at KU Leuven, one of Cardiff's strategic partners. The Barbier archive, a collection relating to a Victorian era Franco-British family centring on Paul Barbier, the first professor of French at the University, has inspired a collaborative project on the history of University-level French teaching with other scholars of the history of modern languages teaching in the UK (including **Diamond**).

Research projects in ML have access to facilities that have been funded by the Goethe Institute, the Spanish Embassy Department for Education, Beijing Normal University and the Confucius Institute. The Centre for Education Technologies at Cardiff and FutureLearn have provided e-design expertise for the Translation Studies MOOC. **Gorrara's** research has benefited from the knowledge and expertise of learning technologists at Cardiff who contributed to the development of an e-platform for impact work with schools in England (see impact case study: co-developer

**Mosley**). She has also worked with learning technologists supporting Hwb, the Welsh Government's e-learning platform to support a post-16 Covid-19 languages recovery project, May-July 2020. Both **Gorrara** and **Wren-Owens** have acted as academic leads for Routes into Languages, securing £90,000-£100,000 funding p.a. to support languages outreach in Wales.

#### 4. Collaboration and contribution to the research base, economy and society

##### 4.1 Our Contribution to the Disciplinary Research Base

Colleagues make significant *contributions to the sustainability and vitality of the discipline*. The Unit *hosts high profile conferences* regularly with 38 events in this REF period held in the UK, Europe and beyond. The Unit is alert to the need for gender and career stage balance in panels, plenaries and panel chairs. Conference organisers were asked to respect this for the major international subject conferences we have hosted: French Studies (2015), The Society for Hispanists (2017), the 9<sup>th</sup> Celtic Linguistic Conference (2016), the 11<sup>th</sup> UK Language Variation and Change Conference (2017). The Unit secured external conference support for subject specific work in 2019 for 'Photography and the Languages of Reconstruction after the Second World War 1944-1949' (£2,098, IMLR; £750, Learned Society of Wales) and in 2020 for 'Fluid Images-Fluid Text: Comics mobility across time, space and artistic media' (£1,000, IMLR) and '(Re)Creating Modern Languages: Conversations about the Curriculum in UK Higher Education' (OWRI/AHRC; £3,543).

We actively encourage our staff to hold leadership positions *as essential research drivers of the discipline*. Colleagues engage directly with the publication of new research taking on roles as journal editors, for example, *Llên Cymru*, *The Translator*, and *New Readings*, editing special issues and sitting on editorial boards, including *Gwerddon*, *The Translator*, *Journal of Multilingual and Multicultural Development*, *Language*. Staff referee widely for 40 academic publishers (including Oxford University Press, Routledge, Manchester University Press) and over 100 journals across a range of disciplines (including *Studia Celtica*, *British Journal of Sociology*, *International Journal of Bilingualism*, *Gender and History*), reflecting our cross-disciplinary engagement. In 2018, **Altenberg** was the recipient of one of Liverpool University Press's Awards for Outstanding Journal Reviewers. In addition, 11 staff edit book series, including **Feldner** (Bloomsbury's 'Writing History'), **Diamond and Gorrara** ('French and Francophone Studies' for University of Wales Press, with 17 volumes published so far), **Marks** ('Gender Studies' for University of Wales Press), and sit on book series editorial boards (e.g. **Vighi**, Bloomsbury's 'Film Theory in Practice' series). Staff provide endorsements for monographs and edited volumes in the field (e.g., **Diamond** wrote five in this REF period). Staff support decision-making about research funding by acting as referees for ESRC, AHRC Peer Review Colleges and the British Academy and the Royal Society of Edinburgh. **Polezzi** received the AHRC Gold Standard letter in 2019 and is a member of the AHRC Strategic ODA College. Externally, staff members referee for Austrian Science Fund, Irish Research Council, Swiss National Science Foundation, Belgian National Research Council, the Slovenian Research Agency and the Icelandic Research Fund.

In taking on key roles in professional/subject associations, our staff *are able to influence developments relating to the Unit's research in the wider humanities landscape*. For example, **Gorrara** is Chair of the University Council of Modern Languages and **Wren-Owens** is the Wales representative. They lobby for the value of languages in society, the economy and international relations. **\*Khalifa** is an executive member of the African Association of Translation Studies.

The *significance of our staff's expertise in their field* is evident through their service as PhD examiners at 28 universities, including 20 in the UK and eight overseas, such as the Sorbonne, Barcelona, Santiago, Adam Mickiewicz University in Poznań, Toronto, Auckland and Sydney. Staff gave 155 invited addresses around the world with plenaries/keynotes at major subject association conferences and have held visiting appointments: **Cumming** (Fellow at the Collegium de Lyon), **Gorrara** (KU Leuven), **Prout** (University of Passau), **Polezzi** (Monash, Princeton, UNZA), **Mac Giolla Chríost** (Princeton, Oxford), and **Morris** (Adam Mickiewicz University, Poznań). Staff achievement has been recognised through their election as Fellows of the Learned Society of Wales (**Diamond**, **Foster Evans**, **Polezzi**) and as member of the Gorsedd of the Bards at the National Eisteddfod (**Foster Evans**). The 2014 Sir Ellis Griffiths Memorial Prize for the best work

in Welsh on authors writing in Welsh was awarded to **Marks** for '*Pe gallwn, mi luniwn lythyr*': *golwg ar waith Menna Elfyn* (University of Wales Press, 2013).

This wide range of contributions provides a solid basis for the Unit to fulfil the ambitions set out in the future research strategy to play a leading role in the ongoing development of transnational modern languages (see 1.3).

## 4.2 Our Societal and Economic Contribution

Staff in the Unit interact with stakeholders in a wide range of advisory roles:

### *Influencing government organisations and policy makers:*

**Evas** had a two-year secondment to the Welsh Government, accountable to the Minister for International Relations and the Welsh Language, to lead on the development of Welsh language public policy. **Foster Evans** acted as member and then chair of the Welsh in Education Strategic Advisory Board (2017–2019); was member of the Welsh Government's Education Minister's Advisory Group on the Welsh Medium Education Strategy (2012–2015), member of the Welsh Government Informal Language Use Working Group (2013–2016), member of the Welsh Government GCSE Welsh Advisory Group (2013–2015) and member of the Welsh Language Commissioner's Place Name Panel. **Gorrara** is an expert adviser to the National Assembly for Wales within the framework agreement for the provision of research and briefing services in relation to Brexit. **Polezzi** co-authored policy statements, including the 'Salzburg Statement for a Multilingual World' (2018) (see section 1.4). **Gorrara** sits on the Welsh Government's Global Futures steering group for ML (2015–2022).

### *Advising cultural institutions and media professionals*

Working with writer Diana Griffiths and BBC producer Pauline Harris, **Griffiths** was academic consultant for the award-winning year-long Radio 4 adaptation of Emile Zola's works. She advised on the pitch; fed into music production and sourced academic speakers for the accompanying documentary with Glenda Jackson. **Griffiths** continues to work with the BBC, pitching queries and academic sourcing. **Prout** collaborates with comics festivals and graphic artists. He organised a two-week exhibition of comic art at the Norwegian Church's Dahl Gallery (May 2018). His 'All is Not Well' project secured ESRC IAA funding (2016-2017: £3,000) creating a new subset of graphic medicine genre: comics about caregiving. The twelve strips commissioned represent the first aggregation in British sequential art of issues for family and professional caregivers. Between 2018-2019, **Marinetti**, as academic consultant for a Welsh National Opera project entitled *Migrations*, advised executive producer, Maris Lyons, on how to represent migration stories with an awareness of the multilingual and multicultural experiences of the migrant self. **Diamond** contributes input on France during the Second World War for documentaries, reality shows and fictionalised representations of the period and provides consultancy and on-screen appearances for 'Who do you think you are?'. **Foster Evans** worked with Rondo Media on a series on the history of the Welsh language for S4C. \***Hammond's** anticipated Arts Council Wales sponsored exhibition, 'Cloth/Ffabrig/Twal', with BayArt Gallery, Butetown, Cardiff, including participating artists based in Haiti, Jamaica and the UK, has been postponed due to Covid-19.

### *Improving outcomes for NGOs and charities*

**Prout** works with disability charities and is a member of the British Pain Society Patient Liaison committee. **Polezzi** runs writing workshops with community groups/migrant writers and, during Covid-19, has worked with **Gorrara** to create research partnerships in Namibia to support disadvantaged communities overseas to access vital health messaging in indigenous languages. **Cumming's** research enabled him to: i) identify obstacles preventing smaller NGOs from undertaking monitoring and evaluation (M&E); and ii) develop the '1-2-3 method' which equips NGOs to engage in M&E. **Cumming** has created a website and electronic toolkit (or step-by-step guide to M&E) so that his 1-2-3 method can be widely used by Welsh and other NGOs. It is incorporated into Hub Cymru Africa training practices and embedded in Welsh Government funding guidelines. \***Khalifa** advises on the use of languages as an effective tool of change and engendering peace in India.

*Working with education professionals*

**Rees** is a board member of a British Council Wales project on Welsh language in Patagonia and worked with the National Centre for Learning Welsh on resources for the new school curriculum in Wales. **Polezzi** and her AHRC grant colleagues influenced the design and implementation of curricular reform in Scotland and Wales and collaborated with schools/HE institutions and educators in the UK, the US, Namibia, Zambia, and Uganda, advising on training programmes for specialist translators and interpreters. \***Khalifa** offers cultural awareness courses for local schools in Cardiff on the Arabic language and culture. **Gorrara** works with the four educational consortia in Wales to support languages in schools, including the Seren network for more able and talented students, and schools' outreach in partnership with Oxford University. **Gorrara** is also working with Qualifications Wales on language qualifications for the new school curriculum in Wales, injecting a multilingual ethos into cross-curricular learning for languages. During the Covid-19 lockdown, **Meade** supported new digital projects for pupils in years 12 and 13 in Wales that encouraged language learning.

**Polezzi's** research on translation practices in multilingual environments informs the Massive Open Online Course 'Working with Translation', which she co-ordinated and co-designed. In 2020, the course was placed in the 200 best free online courses of all time. It has exceptional retention and satisfaction rates, with an average drop out of less than 5%. The course aims to develop an understanding of the full range of translation practices and strategies in multilingual social contexts for specialist and non-specialist audiences. User feedback evidences medium-term impact both at personal level and across working environments, including adult education, public institutions and private companies. Specific attention has been paid to the needs of users from the Global South, with adapted versions including locally relevant material in collaboration with researchers from the University of Namibia.

In line with our future impact strategy (see section 1.5), these collaborations provide a wide pool of potential stakeholders who could act as nominated impact advisors for each of our research areas of expertise.

*International exchanges* are important to the Unit. Our visiting fellows programme has been a valuable tool for building projects with colleagues overseas. The Unit hosted 39 fellows in this REF period from Australia, Namibia, Zambia, US, China, Spain, Morocco, and Canada. Funded international visiting scholars hosted in Cardiff include **Edwards** (Adelaide) French Studies Honorary Visiting Research Fellow 2018, and **Klobucka** (Dartmouth) on a £2,260 visiting Fellowship award from the Association of Hispanists of Great Britain & Ireland. **Kymlicka** (Queen's University, Canada) and **Baer** (Kent State) were supported by Cardiff's incoming visitor fellowships. In February/March 2020, we hosted **Jimaima** (Zambia) on a prestigious Commonwealth Fellowship to work on curriculum design and development in translation, language and communication for the Zambian context.

In terms of broader *European collaborations*, the School of Welsh has played a leading role in the development of networks in the areas of short fiction (KU Leuven, Université d'Angers and Edge Hill University), and children's literature, in particular, participating in a project on youth engagement in European language preservation 1900 – 2020, focused on the Irish, Catalan and Welsh languages (University College, Dublin and Universitat Autònoma de Barcelona). ML is also part of ResNet, a network of European Resistance museums (including Russian and Polish museums) and their advisors.

Further afield, the Unit collaborates with the Universities of Monash and Sydney, the Centre for Contemporary Marxist Aesthetics at Zhejiang University, Queen's University Canada, Auckland, Macquarie University, Princeton University, Moncton and the Language and the United Nations Study Group. An ECR project on antislavery arts and heritage and the challenges facing museums exhibiting colonial heritage and black history will benefit curators and educators in the UK and overseas (\***Hammond**, \***Nelson**, \***Sanjurjo**). Research leaders in the Unit will work with them to elaborate a major funding bid.

The Unit is outward facing and proactive in contributing *to public and media debates*. In the context of the Catalan independence movement, **Dowling** has been cited in radio, television, print and online media, nationally and internationally, including Argentina, Australia, Brazil, South Africa, the

USA and Canada. His contributions include acting as a panellist on the BBC Radio 3 discussion programme Free Thinking (March 2015) and a live appearance on the BBC Breakfast Show (October 2017). Other contributions are an opinion piece in the *Financial Times* and as panellist at the Battle of Ideas Festival, London (November 2019). Welsh colleagues' contributions to broadcast, print and online media include appearances on ABC Big Ideas (Australia), ITV News, BBC (Welsh medium and English medium), S4C, Institute for Welsh Affairs, ANews (Turkey), O'r Pedwar Gwynt, Golwg, Golwg 360, National Eisteddfod and sluggerotoole.com (the leading political blog in Northern Ireland). **Diamond** writes obituaries for *The Guardian*. **Rosser** (2016) and **Gorrara** (2018) appeared at Hay Festival Wales. Other staff have participated in film and discussion events organised at Chapter Arts Centre in Cardiff linked to their research (**Diamond, Gorrara, Polezzi, Prout**) and have published articles in *The Conversation* (**Diamond, Evas, Foster Evans, Gorrara, \*Hammond, Mac Giolla Christ**).

As we move into the next REF cycle, our ambition is to continue to lead languages research, above all, in a transnational frame, promoting our conviction that intercultural communication and stakeholder outreach must be at the core of our responses to the key societal challenges facing humanity.