

**Institution:** University of Southampton

**Unit of Assessment:** 26 Modern Languages & Linguistics

## 1. Unit context and structure, research strategy

### 1.1 Context and Structure

**Modern Languages and Linguistics (MLL)** enjoys an international reputation for interdisciplinary and collaborative research. Our Department, which was known as 'Modern Languages' was renamed in 2017 'Modern Languages and Linguistics' to better reflect the unusually wide range of our research activity. The UoA, which includes 24 (18F, 6M) permanent academic members of staff (21.5 FTE) and just under 200 PGR students (currently enrolled during the REF period), is part of the Faculty of Arts and Humanities (FAH) including the School of Humanities and Winchester School of Art (WSA). In 2020, the Faculty launched the new SIAH Southampton Institute for Arts and Humanities with the aim of supporting and promoting multi-disciplinary research.

**The vitality and sustainability** of our UoA research strategy is demonstrated by key indicators:

- We appointed 6 new members of staff covering key areas of strategic development for our research activity in Global Englishes, Linguistics, Medical Humanities and Post-Colonial studies to enhance our global research profile.
- We won over £1 million to fund both research and impact from research councils and other national and international sources with over 20 awards made during the REF period.
- We have seen a period of steady growth in the number of international PGR students we attract (14% increase).
- Our world-class research has also been successful in gaining prestigious PGR studentships, through both the AHRC-funded South, West and Wales Doctoral Training Partnership (5 as first and second supervisors) and the ESRC-funded South Coast Doctoral Training Centre (6 as first and second supervisors). A total of 87 scholarships were secured during the REF period with an annual average of 15.
- Staff have been involved in the organisation of over 50 major international conferences and workshops as well as a wide range of research and impact activities.
- Our research has tackled real-world problems by generating impact in our key areas, three of which are being showcased as Impact Case Studies (ICS). Each research centre has contributed an ICS.

### 1.2 Research objectives

Since REF 2014, our strategy has been to consolidate our strengths and deepen the breadth of our research in the following key areas (see §2.1):

- Applied Linguistics, Second Language Acquisition and Sociolinguistics;
- Ethnography;
- Global Englishes and Intercultural Communication;
- Language Education;
- Migration and Post-Colonial studies;
- Medical Humanities.

Building on our excellent REF 2014 return (ranked top 5 for research), our research strategy has focused on three main objectives:

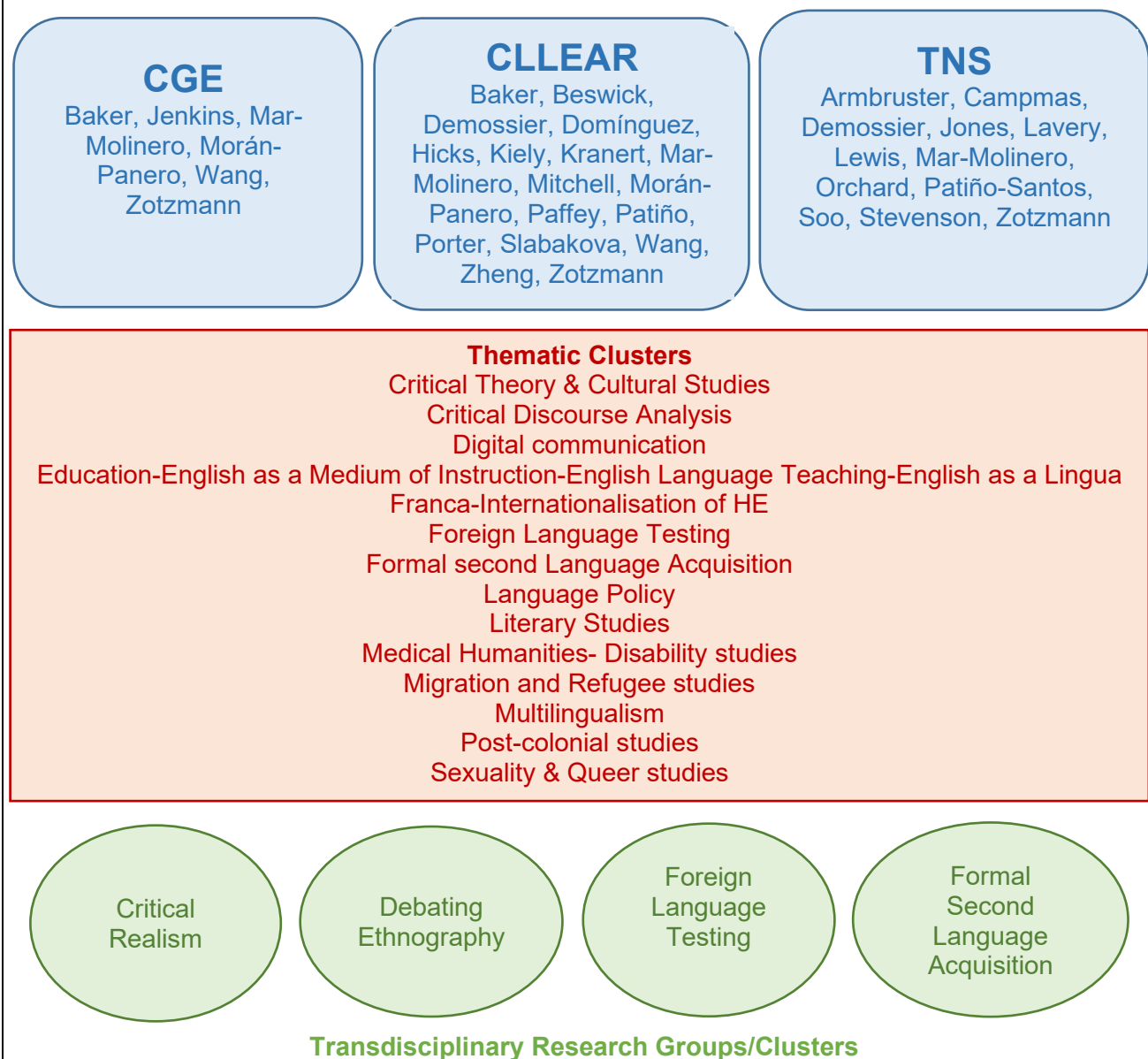
1. To **refresh and reinforce our stimulating multi-lingual and multi-disciplinary intellectual environment** through methodological, collaborative and conceptual innovations.
2. To **enhance interdisciplinarity and cross-Faculty collaboration** to maximise our research strengths and their impact on society (REF5a,2.6).
3. To **expand practice-based research**, particularly in global Englishes, intercultural communication and language education.

**Our three research centres** have facilitated closer integration of our main research themes and research groups/clusters which support a broad range of research activities to take advantage of new opportunities as they arise, such as with the UK Global Challenges Research Funds. Our vibrant and diverse multilingual postgraduate community plays an instrumental role in setting the research agenda alongside the activities developed by staff (see §2.3). Our three research centres provide the structure for grant capture, ethics and impact development.

- **The Centre for Transnational Studies (TNS)** led by **Armbruster** (2014-2018) and **Jones** (2018-) continues to provide the focus for our distinctively transnational and interdisciplinary approach to language and culture, shared by researchers specialising in different linguistic and cultural contexts (Anglophone, Francophone, Germanic, Hispanic and Lusophone) and different intellectual and methodological traditions (sociolinguistics, literary and cultural studies, history, popular culture, ethnography and medical humanities).
- **The Centre for Linguistics, Language Education and Acquisition Research (CLLEAR)** led by **Slabakova** promotes collaborative research in formal and applied linguistics in a variety of topics including language and society, linguistic theory, multilingualism, language acquisition, heritage language and language education.
- **The Centre for Global Englishes (CGE)**, directed by **Jenkins** (Emeritus since 2019) and by **Baker** (2020-) is leading the international research agenda on linguistic and sociocultural dimensions of global uses and users of English. One main area of interest is to assess conceptions and applications of English in academic settings, including a strong focus on intercultural communication and internationalisation in Higher Education. English as an international language is a major research theme in MLL.

Since the last REF and due to staff departures, the ILC (The Institute for Language and Culture) has been closed. In a new strategic direction and in line with the development of the SIAH at Faculty level, we have focused on embedding our interdisciplinary approach to methodology in research groups/clusters. To facilitate collaboration and inclusivity across our multilingual and multidisciplinary community, four research groups/clusters bring together staff and PGR students working on the application of specific methods to new research problems: Formal Language Acquisition and Attrition (**Slabakova** and **Domínguez**), Foreign Language Testing (**Zheng**), Ethnography (**Armbruster**, **Demossier** and **Patiño**) and Critical Realism (**Zotzmann**).

Furthermore, the UoA has a particular strength in research and teaching on Mexico with **Mar-Molinero** leading the interdisciplinary **Centre for Mexico Southampton Collaboration (Mexsu)**. MEXSU is an outward looking unit which promotes and furthers the many links between the University of Southampton and the higher education sector in Mexico. Its role in distance-learning PGR programme has been seminal (§3.2).

*Figure 1: UOA Research overview*

The primary objectives and aspirations for the next five years are:

- To **increase further the scale and reach of our research strengths and impact** through new collaborative funded research projects, high-quality publications, internal and cross-disciplinary collaborations, as well as extra-academic activities with a wide range of beneficiaries while continuing to expand our postgraduate research community.
- Providing a range of opportunities for staff research development through **collaborative synergies and cross-Faculty initiatives**. Our strategy is instrumental to the development of high-quality interdisciplinary research projects especially in the area of ethnography, second and foreign language education, linguistics, cultural studies and medical humanities/disability studies as well as intercultural communication.

### 1.3 Impact strategy

During the REF period, the UoA has concentrated on **consolidating its impact based on long-standing research specialisms in linguistic and cultural studies**. A key feature has been to amplify the reach and impact of our research by engaging with real world problems and, more broadly, take specialist advice from UKRI and the National Co-ordinating Centre for Public Engagement as well as the UoS Public Engagement with Research Unit (PERu) (see REF5a).

Since REF 2014, we have transformed our impact culture and increased our public-facing activities in conjunction with our research centres. This was achieved with the support of the Faculty/University as well as funded collaborative projects totalling £34,000 (through PERu, IAA Impact Accelerator and the Research & Innovation Services Impact Fund). We have moved to a more targeted approach to ensuring that our research benefits, informs, and engages those beyond academia. We have introduced the role of an “impact-leader” whose responsibilities include overseeing and co-ordinating impact across the UoA, identifying opportunities and associated funding, advising colleagues seeking to engage audiences beyond academia with their research, and promoting the impact of our research internally and externally. The impact-leader works closely with the REF impact champion, the Head of Research and the REF champion at departmental level. Impact development has been facilitated through the retained contribution funding awarded by the Faculty to staff in major administrative roles. Our impact strategy has been sustained through the regular involvement of all our research staff in impact-focused activities, regular discussions through research centres and groups and the celebration of success.

The ICSs have grown out of our wider research strategies to contribute to society and the support we consistently offer to all of our colleagues. These represent three main areas of research activity in the UoA: transnationalism and culture (**Demossier**), Global Englishes (**Jenkins** and **Morán Panero**) and foreign language (FL) literacy in primary schools (**Porter**). The development of the three ICS was supported by the REF Impact Champion and the Director of Research as well as the appointment of a Faculty REF Officer. The three ICS leaders were given opportunities to plan and develop activities to facilitate the reach and significance of the impact generated. The three projects were also discussed in the UoA Research Away days in 2017 and 2018, when all staff in the UoA were able to provide useful feedback. A senior member of staff with extensive experience has served as a ‘critical friend’ and mentor to provide feedback to leaders as they develop their projects. Impact was further developed during University-funded research leaves (**Demossier** in 2018-19 following her three-year as HoD). ICS leaders benefited from some internal financial support which helped to develop and support key strategic activities. **Porter** was able to secure three consecutive awards (£30k split with the University of Essex; £7.8k; and £5.1k totalling £42.9k) from the ESRC Impact Acceleration Account which was used to deliver training, workshops with primary school teachers and school administrators and a MOOC for global CPD (Continuing Professional Development), based on her research.

### 1.4 Support for interdisciplinary research

Our research is fundamentally interdisciplinary as we work within both the ESRC and the AHRC remits. Our activity covers a wide range of topics, methodologies and philosophies which are brought together by our three research centres. The exchange of ideas is encouraged and facilitated by the invited seminar series, cross-centre debates, research away days and meetings of *Café Research*, a monthly hour-long event in which staff have the opportunity to discuss and share their research plans widely with staff in the UoA. After one of these sessions, **Slabakova** brought several staff working on various aspects of multilingualism together to lead a major bid for

an ESRC Research Centre. This bid led to an interdisciplinary research project by **Holmes-Elliott** and **Domínguez** on heritage speakers which was awarded a full PhD scholarship by the ESRC DTP starting in 2019. Other popular initiatives include the 'Annual Cross-centres Debate' which explores issues across the disciplinary spectrum from formal linguistics to global Englishes, anthropology and cultural studies through key interdisciplinary themes such as bilingualism, multilingualism, language and identity.

Strong links with other disciplines have driven much of our research activity in cultural and critical studies. **Campmas** is the founder and co-director of the cross-faculty Centre for Medical and Health Humanities. In the area of Jewish studies, **Reiter** has played leading roles within the Faculty's multidisciplinary Parkes Institute for Jewish/non-Jewish Relations, together with colleagues in English, Film, History, and Music. Similar initiatives were developed by **Jones** in collaboration with CIPCS (Centre for Imperial and Post-Colonial Studies) and funded by PERU. **Demossier** has developed links with the Centre for Political Ethnography (Professor Rod Rhodes) for the organisation of joint seminars and projects and this collaboration led to the award of a cross-faculty PhD studentship. **Zotzmann** has founded an interdisciplinary discussion group in *Critical Realism* with the Business School and Health Sciences which in 2019 hosted the annual conference of IACR (International Association of Critical Realism) under the theme 'Post-Truth': Applying Critical Realism to Real World Problems. **Lewis** collaborates with colleagues in Environment and Geography through two GCRF (Global Challenges Research Fund) grants to support better water and food infrastructure and policy in three sub-Saharan African countries. **Lavery** has co-organised a gallery exhibition on Spanish American Multimedia artists and writers with the director of the Winchester Gallery (WSA).

### 1.5 Open research

We take a proactive approach to the open research environment (REF5a) and all staff members have completed extensive training. We are in full compliance with all new publications being made available three months after publication. Staff and postgraduates take advantage of University-wide resources including *ePrints*, its online repository (REF5a,§2.3), PURE, its research information system, and OA deals with publishers as well as funds from UKRI. The Faculty peer-reviewed multi-disciplinary journal *Emergence* led by our postgraduate community is another successful example of open access. In addition, departmental initiatives have led the way to open research in the area of Linguistics and Culture. The University has signed DORA which recognises the inappropriate use of journal metrics and how those can have an adverse effect on publishing in local language journals. A pioneering approach in the establishment and support of open research tools underpins our strong open research culture. **Domínguez** and **Mitchell** (Emeritus) are co-directors of the ESRC-funded 'SPLLOC' project designed to make a new corpus of learner Spanish available to the international research community. The impact of this free online resource is still visible with several users around the world accessing its data for their teaching and research. **Domínguez** and **Hicks** have received £578,951 from the AHRC for a research project which will see the creation of an open-access database of oral speech by native speakers of German, Spanish and English undergoing attrition.

### 1.6 Research integrity

The UoA is in full compliance with the University's Concordat to support research integrity provided by the University Research Integrity Committee (REF5a,§2.4). The Concordat is a comprehensive framework which recognises responsible research of the highest ethical standards. We are fully committed to respecting the principles of this Concordat in all our research activity through mutual



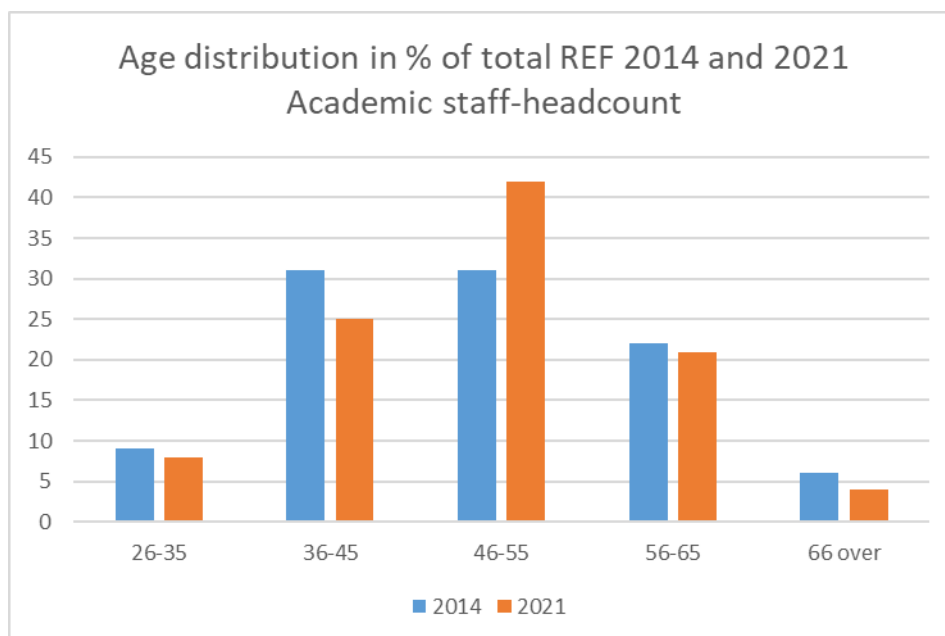
support as well as inclusiveness which are key to our multifaceted research culture. The Faculty offers annual research integrity induction sessions, and training and awareness-raising events for both staff and students organised by the Research Integrity Officer. Every research study proposed by staff and students undergoes a rigorous ethical review which starts with a comprehensive ethics and governance checklist. All studies involving human participants are registered on the University's electronic document management system, Ethics and Research Governance Online (ERGO). Details of every study are checked and approved by the Faculty's Ethics Committee through ERGO. We also encourage research ethics beyond the UoA with colleagues being members of the Research Ethics Committee (REF5a, §2.4). Subject associations also play an important role in relaying and debating the research integrity agenda. Research ethics is a standing item on the agenda of our research centres and research groups/clusters. The Debating Ethnography group has led on ERGO discussions related to ethnographic fieldwork at Faculty and University level.

## 2. People

### 2.1 Staffing research strategy

**Our UoA has maintained a similar demographic profile** compared to REF 2014 and despite a reduction in staff (see below):

- Gender: 75% female (78% in 2014).
- Ethnicity: 67% white, 13% of BAME, 21% undeclared;
- 8% registered disabilities;
- Country of origin (or nationality): 46% UK, 46% EU/EEA, 8% RoW.
- The age distribution is broadly similar to the REF 2014.



**In line with our research strategy, the UoA's recruitment strategy is focused on:**

**1. Maintaining diversity and breadth of research excellence** following resignations and retirements of senior staff. Expertise in language education following the retirement of **Mitchell** (2013) and departure of **Huettner** (2018), promoted to a Chair at the University of Vienna, has been maintained by the appointment of **Porter** and **Morán Panero** opening new directions in bridging language education, second language acquisition and EMI (English as a Medium of

Instruction). EMI is now a major area of research interest, further consolidated by the appointment of **Wang**. In French, the retirement of **Kelly** (2016) and the departure of **Orr** (2016) encouraged a re-alignment of our research strategy and appointing in new areas of development. **Holmes-Elliott** was appointed to lead our research activity in sociophonetics and language variation. In the area of German, the retirements of **Meinhof** (2018), **Stevenson** (2018) and the untimely death of our colleague **Reiter** were followed by the appointment of **Kranert** who combines expertise in critical discourse analysis and sociolinguistics with a focus on German. In Portuguese studies, **Dinneen's** retirement (2015) has enabled the recruitment of **Jones** consolidating new research directions in both medical humanities (disability studies) and literature of Lusophone Africa.

**2. Broadening our opportunities for expansion by strengthening the key strategic areas prioritised for development.** Our policy has been to invest in the best junior people. Expertise in medical humanities and linguistics is strengthened by the appointment of **Jones**, **Holmes-Elliott** and **Kranert**. New posts were created in the area of EMI (English as a Medium of Instruction) and multiculturalism with **Wang** and **Morán-Panero**.

## 2.2 Staff development

Our recruitment strategy ensures the viability of all key areas of our research community by ensuring a mix of junior and senior staff (see §2.1). When hiring, we follow the MLA (Modern Language Association) guidelines which contain best practice recommendations for hiring entry-level faculty members in MLA fields. All staff involved in hiring, appraisal and promotion have undertaken EDI training. Our advertisements explicitly encourage applications from members of underrepresented groups. These measures supplement numerous University EDI initiatives relating to staff recruitment (see REF5a, §3.5). Following probation, colleagues move to a system of annual appraisal (REF5a, §3.1), (Pro rata arrangements are in place for those in part-time or fixed-term posts).

The overall success of our staff development strategy is demonstrated in our strong record of promotions since the last REF. **Reiter** and **Domínguez** have been promoted to Professor and **Baker, Hicks, Huettner, Patiño, Soo, Zheng** and **Zotmann** to Associate Professors. Promotion is considered annually as part of the appraisal system. Five of our newly appointed colleagues were recently promoted to Lecturer B (level 5) (**Kranert, Holmes-Elliott, Porter, Jones and Wang**). All newly appointed staff during the REF period have completed the PCAP/PREP and were supported to get HEA accreditation. All ECRs have been confirmed in post at the end of their first year and promoted subsequently to level 5. Their lighter teaching load in the first year does not affect their entitlement to research leave.

The UoA is committed to **enabling individual staff members to engage in research**. Time for research is protected by a Faculty workload model, which specifies that at least 40 per cent of individual lecturer effort will be devoted to research (40% for teaching and 20% for administration). All research active staff may apply for institutionally funded research leave for one semester in seven. Typically, 2 to 4 members of staff are granted a semester leave per year. In addition to this entitlement, researchers are encouraged to apply for externally-funded research leave opportunities. The effective use of the departmental workload model ensures a proportionate workload for part-time colleagues and makes allowances for those with caring responsibilities or health problems. Additional policies to support research include arranging timetables to ensure that each staff member has (at least) one day per week during term free from teaching commitments, and awarding tariff points in the workload model for impact to ensure that staff have time to devote to this in addition to that allocated for producing the underpinning research. Flexible and remote

working has always been facilitated by arrangements with the HoD. Colleagues with caring responsibilities are also supported by the line manager, the Head of school and HR Business partners. Contributions to impact activities are recognised in probation and appraisals meetings and figure prominently in cases for promotions. The Faculty has a Strategic Research fund to which colleagues can apply that includes seed funding for larger external research applications. Institutional funds are available to all staff for conference attendance and other small-scale forms of research support, such as subsidies for organising conferences and impact events.

Particular attention is paid to the inclusion in the UoA of our 4 ECRs (Early Career Researchers including lecturers as well as post-doc researchers) which are supported by policies and activities both by the UoA and the Faculty/University. The HoD allocates a lighter teaching and administrative load (typically 50%) to probationary research-active staff. ECRs are encouraged to develop a research-led teaching profile and to engage in the activities of relevant research groups. They gain experience in doctoral supervision as members of supervisory teams. Moreover, the CHEP (Centre for Higher Education Practice) gives particular support to ECRs, offering training and networking events across the University (see REF5a,§3.2). Our research centres hold regular exploratory research forums in which early ECRs present their ideas and more experienced colleagues offer advice on activities that may lead to impact. The Faculty has allocated a senior member of staff as a champion for all ECRs. This champion participates in the Faculty's Research and Enterprise strategy group. The Faculty also has a research funding scheme specific to ECRs. The success of these initiatives is demonstrated by **Porter** leading on one of our ICSs and winning a prize in 2014 for best De Gruyter paper at the AILA (Network of European Applied linguistics) junior researchers Conference. **Jones, Wang** and **Kranert** have published their first monographs while **Morán-Panero** obtained a contract to publish her PhD as a monograph.

All staff are supported by a senior colleague they have selected as a mentor who advises and supports them independently from the annual appraisal process. **This informal mentoring has been instrumental to the disciplinary cross-hybridisation.** The process provides systematic and proactive support for staff in producing high-quality research outputs and targeting these toward appropriate outlets, as well as greater integration of research groups. Mentoring aims to build an intellectual relationship which is both honest and supportive and we take great care in matching mentors with staff based on common interests and shared research activities.

Beyond mentoring, the annual appraisal process (see REF5a) for staff involves target setting and discussion of achievement in all aspects of their role, career development, aspirations and plans. Where skill gaps are identified, staff are directed toward the programme of development opportunities offered by CHEP. The University is a signatory to the *Concordat to Support the Career Development of Researchers*, which it promotes to faculties and members of staff via the CHEP (REF5a,§3.5). Staff policies apply equally to both full-time, part-time and fixed-term staff and conform to equality and diversity legislation forming an integral part of our wider equality and diversity agenda.

Support for the writing and submission of research bids is offered at University, Faculty and UoA levels. Peer-review process is built across the UoA and the Faculty to encourage interdisciplinarity and develop methodological rigour. For example, all Research Council bids receive constructive feedback from colleagues across Humanities, and a European Office within Research & Innovation Services (RIS) (REF5a,§1.5) supports all aspects of EU bids with additional funds to assist meetings of potential partners. Between 5 to 17 applications are submitted annually by our UoA. We currently have two ERC Advanced Grant applications who have benefited from this Faculty support.



### 2.3 Postgraduate Researchers

We are extremely proud of our diverse postgraduate community of researchers (PGRs). The UoA has a large and growing PGR cohort (around 200 in 2020/21), the largest in the Faculty. 88% are international students (mostly from Algeria, Chile, China, Mexico, Malaysia, Saudi Arabia and Thailand), 57% of postgraduates are women. The UoA is committed to sustaining the size, diversity and vitality of our current PGR community while maintaining a balance between its educational mission and research ambitions. This necessitated that we increase the training for both postgraduates and staff to meet the fast-changing expectations of Language and Culture researchers to work across the boundaries of traditional disciplines while preparing them for external internships and international networking (see 1.2 research groups/clusters).

Our dynamic and extremely integrated postgraduate community relies on the following qualities:

- Our PGRs are supported from a variety of sources: prestigious ESRC and AHRC studentships (11 awards since 2014), and Faculty of Arts and Humanities, as well as University of Southampton studentships. Our international students have gained funding from government agencies in Thailand, Vietnam, Mexico, Malaysia, Algeria, Chile, Libya, Saudi Arabia, Iraq, Oman, Malta, Turkey, Iran, and Pakistan. In 2011, the UoA introduced a Distance PhD, with support from the Government of Mexico through PRODEP (*Programa para el Desarrollo Profesional Docente, para el Tipo Superior*). The programme hosted around 70 students and to date, 23 students in four cohorts are enrolled. The ESRC and AHRC-funded students are still a minority among our PGR students, but they are key to our diversity.
- Students are recruited according to standard University criteria, with a relevant Master's degree including an element of research methods training as a standard prior requirement. Where students possess research aptitude but not a relevant Masters, they are directed to our Integrated PhD programme, which provides a year of assessed coursework before work on the research thesis; this programme provides access to doctoral study to around 10 students annually. More targeted methodological training is also available through our research groups.
- PGRs are supported by a supervisory team with at least two staff members. This system of providing a first supervisor with specialised expertise and second supervisor with generic expertise has enabled the UoA to adopt an efficient and flexible supervisory support structure which has *de facto* facilitated the development of cross-disciplinary projects. Full-time students meet the supervisor at least fortnightly during a semester and progress is documented through activity reports, as well as an annual academic training needs analysis. Support with English language and study skills is available for international students from the Academic Centre for International Students and the Library.
- PGRs belong to the Faculty Graduate School and have representatives on its steering committee. The School provides funds for conference attendance and travel, and offers training to PGRs – concerning the viva, for example, or publishing – additional to mandatory University-level training in areas such as research ethics and equality, diversity, and inclusion. The Graduate School coordinates annual 'milestones' at which independent assessors together with the supervisory team review the progress of PGRs. While the outcome determines whether the candidate continues on the programme, these occasions are also opportunities to advise PGRs on their projects, to give feedback on their research, and to identify training needs. The School actively supports GradNet, a PGR-led group which

encourages networking and socialising, organises a seminar series and annual conference and publishes a peer-reviewed multi-disciplinary journal *Emergence*. PGRs have access to the University's Enabling Services, which offer a variety of support for students with disabilities, mental health problems, or specific learning difficulties, and provide resources, host workshops, and offer advice promoting wellbeing.

As a complement to the Faculty support, the UoA supports its PGRs to furthering their projects and developing their skills as researchers, while ensuring that they are well placed to pursue careers within or outside academia. Support includes:

- Attendance at research centres and regular seminars at which PGRs present work-in-progress, followed by a peer response that provides the basis for general discussion. The Modern Languages and Linguistics PGR group offers students the opportunity of presenting their work in progress. A weekly seminar for students is led by CGE and CLLEAR staff, where students present their research and discuss general research topics. TNS is represented by the postgraduate Modern Languages Group which runs monthly seminars in collaboration with WSA, History and the Confucius Institute. In 2019, it organised a series of intensive workshops for both postgraduates and ECRs 'Using Theory in Research' jointly with History. Staff and postgraduate students have built on the success of the research group Debating Ethnography through a Facebook virtual group attracting interest from both within the UK and internationally with more than 200 followers.
- PGRs have the opportunity to lead remunerated undergraduate seminars and give lectures, which provides invaluable experience for those pursuing academic careers or teaching posts outside higher education. PGRs are regularly observed by staff members, who produce reports offering feedback that serve as the basis for teaching references.
- PGRs organise workshops and conferences each year through the research centres or research groups (e.g. Language education). A member of staff provides oversight and advice, but the choice of topic, speakers, and format is the organisers'. In addition to furthering their research, this offers opportunities for networking and experience of preparing grant applications. PGRs were successful in securing funds for their data collection and fieldworks from subject associations such as the *Language Learning* journal dissertation program and the *European Association of Social Anthropologists*.
- For those pursuing academic careers, the Doctoral Programmes Director (DPD) for MLL serves as placement director. They ensure that PGRs can receive feedback on CVs, cover letters, research proposals and other elements of applications, coordinate mock interviews and job presentations, and advise PGRs in securing references and preparing teaching portfolios.
- To ensure that PGRs receive adequate guidance and support, we assign each a Personal Academic Tutor outside the supervisory team. The Departmental Senior Tutor and Faculty Senior Tutor provide additional assistance as needed.

PGRs are instrumental to our research culture in the organisation and content of events. Our students led the Faculty Doctoral festival in 2019 with the theme of *Language and Culture in the Academic World and Beyond*, a clear testimony of their engagement. *Language Testing* has also grown as a new area of research led by PGR and staff with around 150 followers. In July 2020, **Patiño** as DPD, with the support of the student rep of MLL, organised the two-day virtual workshop: 'Steps to getting published: opportunities and dilemmas for PGRs'. 26 PhD students had

the opportunity to expand their understanding of how to improve their chances of being published. The first day was dedicated to the “Editor’s gaze”, and the second to the “Writer’s dilemmas”. Cross-centre research groups provide further support for in-depth discussion and preparation of research projects. PGRs are expected to play an active part in the research centre closest to their interests (e.g. fortnightly work in progress sessions, participating in visiting speaker programmes, important events such as the Three Minutes Thesis competition, and assisting with the administration of conferences and workshops).

Several of our PGRs have been successful in obtaining and securing academic positions, earning internal and external recognition as well as becoming excellent reflexive language teachers. 20 have secured academic positions in the UK, China, Mexico, Jordan and Japan. In 2019, Harkness was finalist for the best three-minute PhD presentation at University level. **Morán-Panero**, a former PhD student at Southampton, was recruited as an ECR and was the finalist for the Joshua A. Fishman 2018 De Gruyter Mouton prize for best PhD thesis on a topic in the sociology of language. Another PGR, Jaewon (Jane) Ra was selected by the faculty for a doctoral college research award for a publication based on her thesis. In 2020, Amber Dudley was awarded the ‘Runner-Up’ Doctoral College Research Award for one of her PhD publications. We pride ourselves in training the next generation of linguists/cultural experts and educationalists eager to work across disciplinary boundaries.

#### 2.4 Equality, Diversity and Inclusion

Equality, Diversity and Inclusion (EDI) is a key component of the University’s staffing strategy. It is embedded throughout our activities. Our UoA carefully monitors staff EDI training and reports regularly to the School/Faculty. It is mandatory that all researchers - staff and PGRs - complete an EDI training course. The staffing recruitment strategy at all levels is internationally oriented and pays consistent attention to equal opportunities. There is a balance of British and foreign nationalities represented by research active staff (11 are British, while the remainder includes 7 different nationalities). The pattern of promotions during the assessment period provides evidence of the success of our approach to EDI. All female colleagues in fixed-term posts secured permanent positions at Southampton or academic posts elsewhere. 9 female full and part-time staff members were promoted during the assessment period in some cases more than once. The gender ratio among research active staff is currently 3:1 in favour of women, as only 6 members of staff are male. Staff and students promote equality and diversity through specific events and societies with for example LGBT+ Staff Network events organised by our 2 newly appointed ECRs in 2015.

This commitment to EDI is reflected in the preparation of the present REF submission. We fully engage with the diversity agenda which is at the core of our multicultural, multifaith and gender diverse research culture. The EDI Lead who supports the implementation of the diversity agenda had regular opportunities to provide feedback on drafts of documentation. We ensured gender and ECR representation on the UoA’s subcommittee for selecting outputs. Staff leading the submission completed bespoke EDI training, focusing on implicit bias. These measures supplement those of the University (see REF5a, §3.6). Moreover, the UoA has been extremely careful to embed EDI at the heart of its REF preparations.

The Faculty has participated in the EU Good Practice Pilot to extend the Athena SWAN scheme to arts, humanities and social sciences and is proactive in its implementation. The School of Humanities is working towards a Bronze award for 2021.

The University is a signatory to the *Concordat to Support the Development of Research Careers* and in 2018 renewed the European Commission's *HR Excellence in Research Award*, first awarded in 2012, demonstrating our long-term commitment to the career development of researchers. This underpinned our commitment to our ECRs, typically Postdoctoral Fellows at level 4 on the ERE-Research career pathway which are supported through an ECR network, together with overall ERE staff development through the CHEP. Due to our high number of PGRs and PGT students, we have the highest number of research projects in the Faculty going through a rigorous ethical review.

The University is currently in the process of assessing the institutional barriers to racial equality and is working towards joining Advance HE's Race Equality Charter. MLL is actively involved in this process and committed to enhancing its internationalisation agenda and advancing the awareness and promotion of race equality among its students and staff.

### 3. Income, infrastructure and facilities

#### 3.1 Income

Since 2014, the UoA has continued to obtain significant external research grant income and after a brief dip following staff changes is now on a strong upward curve growing by 273% from £146,172 (2013/14) to £544,848 (2019/20) in award value. In addition to generating multiple research outputs, the diversification of our funding stream has enabled us to develop major research projects across the three research centres, for example:

- In Applied Linguistics represented by CLLEAR, recent successes include the AHRC award of £578,951 to **Domínguez** and **Hicks** for their project, *Vulnerable native grammars: the effects of limited input in native language attrition*; *Improving reading in Modern Foreign Languages: Can instruction in phonics and reading strategies improve students' progress and motivation in Key Stage 3* (**Porter** £6,886 Nuffield Foundation); *Assessing Language Progress: How to Measure, and What to Compare to?* (**Zheng** 5 projects totaling over £50,000 in total British Council and Pearson Education) and *Generation Why: teenagers as leaders in linguistic change* (**Holmes-Elliott** £9,994 The British Academy).
- CGE has also gone through a demonstrable success: *English as an ASEAN lingua franca: Implications for language and education policy and practice* (**Baker** £37,300 The British Council) and *From English language learners to Intercultural Citizens: Chinese student sojourners development of intercultural citizenship in ELT and EMI programmes* (**Baker** £9,980 The British Council).
- Finally, TNS successes include: UK Global Challenges Research Fund: *Bridging national strategy on sustainable development of water-energy-food systems to local scale needs in Malawi* awarded to co-PI **Lewis** (£165,761) and, more recently, under the 'Clusters awards' a follow-up funding on the same theme (**Lewis** £168,660); Continuation of transnational identities investigation of Madagascar musicians through AHRC impact funding (**Meinhof** £80,172) and *Common Ground: Refugees and native residents create community in rural Hampshire*, Arts Council England. (**Armbruster** £14,835).

Participation in major funded projects has led to active engagement in a range of international research networks, which have provided supplementary scholarly infrastructure and contributed to research dissemination and impact. They include networks on *Meaning in Language Learning*

(AHRC-funded, **Slabakova**), *Language Attrition* (ESRC-funded, **Domínguez** and **Slabakova**), World University Network project on *multilingualism and mobility in the northern and southern hemispheres* (**Paffey**, **Patiño**, **Mar Molinero** and **Stevenson**), *English as a Lingua Franca* network (as part of AILA, **Baker**, **Jenkins** and **Wang**), *Changing English Consortium* (Helsinki University, **Jenkins**), *Diamond Jubilee Fellowship project* (funded by Helsinki and Southampton, **Baker**, **Jenkins** and **Wang**), *Research in Primary Languages Network* (funded by Reading & Department for Education, **Porter**), *Professional Development Consortium in Modern Foreign Languages* (UoA for Education, **Porter**), *Young Language Learning network* (funded by AILA, **Porter**).

### 3.2 Organisational structure

The Faculty has a Strategic Research fund to which colleagues can apply which provides seed funding for larger external research applications, by way of supporting research trips, workshops, and networking. There has been regular investment using grants from commercial sources. This includes Santander support for Mexsu, which led to the development by **Mar-Molinero** of research links with several Mexican universities and support for the distance learning PGR programme with Mexican government funding. Funding from the British Council has also enabled research on English language policy in Mexico. New targets involve pump-priming funding from the Worldwide Universities Network, GCRF, the Alan Turing Institute and the Southampton Marine and Maritime Institute.

A clear example of the University support is in the area of Applied Linguistics. In 2016, we secured a top-of-the-line eye tracker (major University strategic investment over £30,000) as a base for an applied linguistics lab used to support research in various aspects of language structure, acquisition and use. This Faculty and University investment has provided the UoA with the fantastic opportunity to build more high-level expertise in the area of second language acquisition. This has resulted into more high-calibre undergraduate and PGR recruitment in the field of second language acquisition, several collaborative publications and ESRC grant applications with Psychology (Professor Simon Liversedge now at UCLan and Dr Denis Drieghe).

The Head of Department holds a research budget and allocates funds in line with strategic goals, in addition to funds available through University-wide competitions, such as its Global Research Initiator Scheme, and Faculty-level schemes, such as its Strategic Research Fund. These support the development and dissemination of research through conference attendance, workshops and conferences, including pilots for larger projects, and initiatives that aim to generate impact. The Faculty Impact Officer helps colleagues to improve and document the impact of their research. The research activities of the UoA are supported by a Senior Administrative Officer, who helps with the organisation and promotion of events, travel and accommodation for research visits, and staff recruitment, as well as a dedicated member of Finance, who assists in managing budgets for projects and other research activities.

Support from RIS and Finance has been provided through the Faculty and been promoted through newsletters, dedicated research workshops and targeted research impact training events. The operational infrastructure for research in the UoA is provided largely by central University services (Library, IT and AV services, RIS and the Finance Research Hub), where dedicated staff provide specialist advice and support for Humanities research. Customised Library, research and IT/AV support is provided by staff located in the Faculty premises. MLL has designated contacts in the Library team. Its Academic Engagement Librarian assists staff and PGRs in accessing the library's resources and in procuring new resources, while its Research Engagement Librarian advises staff and PGRs on open access, impact measurement, and data management. Staff needs are negotiated at Faculty level, and contracts with central services for the provision of operational



infrastructure are regularly reviewed and updated in the light of changing research needs. For information about the range of institutional infrastructure and facilities supporting research and impact across the University (see REF5a, §4.2).

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

##### 4.1 Research collaborations and contributions

We are a collegial, dynamic and innovative department demonstrating a strong and motivated engagement with the global changing Modern Languages and Linguistics landscape. Collaborative arrangements have been key to our international profile with 14 members of our staff involved in 36 externally-funded programmes and networks across all areas of our three research centres.

- In Transnational studies, **Demossier** led the HEA-funded project *Ethnographic Encounters* and contributed to a joint publication to map ethnography onto the Modern Languages agenda through initiatives led by Dr Naomi Wells (AHRC-funded *Cross-Language Dynamics: Reshaping Community project* - Open World Research Initiative - IMLR Institute of Modern Language Research) which were both published in peer-reviewed language and culture journals; **Lewis** is a Co-Investigator in an RCUK-Global Challenges Research Fund Grant on *Building Research Capacity for sustainable water and food security in drylands of Sub-Saharan Africa* and more recently a 'Clusters awards' on the same topic;
- In socio-linguistics, **Mar-Molinero**, **Patiño** and **Paffey** are members of the WUN Research Development Fund (RDF) Grant, funded by The World Universities Network (WUN) on *Multilingualism & Mobility in the Northern & Southern Hemispheres* while in second language acquisition, **Slabakova** was a co-investigator of the AHRC-funded network on *Meaning in Language Learning* (MiLL) and the MiMS project at the UiT, Norway. **Slabakova** and **Domínguez** were members of an international ESRC-funded Network on *Language Attrition*;
- Global Englishes is represented by **Jenkins** and **Baker** who are collaborating with colleagues from Kasetsart University, Thailand and leading a project funded by the Newton Fund (Researcher Links Workshop Grant) on *English as an ASEAN lingua franca: Implications for language and education policy and practice*. **Baker** has been a partner since 2018 in a project with NCKU Taiwan on *Use of Linguistic Strategies in English Medium Instruction (EMI) Classrooms* funded by Ministry of Science and Technology (MOST) Taiwan. This has involved collaborating on data analysis, the publication of findings and developing teacher education resources, as well as visits to and from NCKU.

Memberships of national and international committees reflect the wide range of areas in which the UoA is well-represented. **Slabakova** and **Hicks** are members of the AHRC Peer Review College; **Demossier**, **Slabakova** and **Domínguez** are members of the ESRC Peer Review College. **Slabakova** has served on the ESRC Grant Assessment Panel and the US National Science Foundation linguistics panel. **Demossier** is a UNESCO Wine Network member. In terms of research advisory panels or review boards, **Slabakova** is a Member of the advisory board of IRIS (<http://www.iris-database.org>). **Zheng** is Steering Committee member for the new UK Association of Language Testing and Assessment (UKALTA). **Patiño** is a member of the executive committee of the International Association for the Study of Spanish in Society. **Hicks** is a Commissioning Panel member for the ESRC Transformative Research scheme and has been an Executive Board member for Southampton ESRC Doctoral Training Centre. **Demossier** sits on the Executive Committee of the AUPHF+-Association of University Professors and Heads of French (<http://www.auphf.ac.uk/>).

A majority of our members of staff have been members of committees in 31 subject associations spanning the main areas covered by the UoA. **Mar-Molinero** has been the Honorary President of the International Association of Spanish in Society since 2010. **Campmas** is a member of the Executive committee for the Society of Dix-Neuviémistes and with **Soo** of the Association for the Study of Modern and Contemporary France. **Soo** is also a Member of The Society for the Study of French History. **Domínguez** was a member of the executive committee of the European Second Language Association (EuroSLA) from 2016 to 2019. **Demossier** and **Armbruster** are members of the European Association of Social Anthropologists, and **Demossier** a Fellow of the Royal Anthropological Institute. **Jenkins** is a fellow of the Academy of Social Sciences. **Kranert** is a board member of the newly founded international DiscourseNet Association, the association for discourse studies. **Slabakova** is a foreign member of the Norwegian Academy of Science and Letters and the Royal Norwegian Society of Sciences and Letters.

All staff act as referees for major international journals in their field; many also serve as manuscript reviewers for major publishers and assess funding proposals for major funding bodies in the UK (Leverhulme, AHRC, ESRC) and abroad (e.g. Finnish Academy of Research, Swiss National Science Council, the Dutch Research Council, the Rockefeller Foundation and the US National Science Foundation). 13 Members of staff are editors of 26 scholarly journals, for example: *The Journal of English as a Lingua Franca* (**Baker, Jenkins**) and *Second Language Research* (**Slabakova**). Our staff serve as members in editorial and advisory boards of well-esteemed international journals and editors of book series: **Jenkins** and **Baker**, *Developments in English as a Lingua Franca* (de Gruyter); **Mar-Molinero** *the International Journal of Iberian Studies*; **Domínguez**, *Second Language Research*; *Journal of the European Second Language Association*; *International Journal of Spanish as a Heritage Language* and *Studies on Second Language Acquisition*; **Kranert** is a member of the Editorial board of the open access Journal Springer Nature *Humanities & Social Sciences communication* (formerly Palgrave communications); **Slabakova**, *Linguistic Approaches to Bilingualism*; *Journal of the European Second Language Association*; **Demossier**, *Food (Anthropology of Food)*; **Soo**, *Diasporas: circulations, migration, histoire*; **Porter** is co-editor of *Language Learning Journal*.

Our UoA international expertise is represented by our staff who have acted as external examiners for 71 doctorates at institutions in the UK and other countries including Australia, Canada, Colombia, Germany, France, Hong Kong, the Netherlands, Spain and the USA.

The same energy applies to the organisation of conferences and workshops. Staff have (co)-organised over 40 events, including international conferences such as *Language Testing Forum* 2014 and *Ladder of Civilisation: History of Chinese Imperial* in 2019 (**Zheng**); *Researching Language in the City: exploring methodological and theoretical concepts*, part of the AHRC-funded MEITS project, in June 2018 (**Mar-Molinero**); *Generative Approaches to Second Language Acquisition 14* (**Slabakova** and **Domínguez**); *Language Ideologies in the Spanish-speaking world context* (**Mar-Molinero, Patiño** and **Paffey**); the Society for Latin American Studies annual conference (**Jones, Lavery, Patiño, Mar-Molinero**); *Researching Language in the City*, and the EuroCALL conference. **Kranert** has co-organised the DNC3 Congress in Paris, at which DiscourseNet, the international association for discourse studies, was founded. He is also co-organiser of the Open DiscourseNet Seminar in London and a DiscourseNet Research Group on discourses of the Corona Pandemic. Overall, we organised around 10 colloquia and panels at international conferences.

Regular workshops have also been key to the development of our research with themes spanning from *Moving stories: Exploring transcultural storytelling in contexts of migration* (**Armbruster**) to a

*Meeting of the BAAL Language Learning and Teaching Special Interest Group (Kiely)*, PGR student conferences such as the Conference in Global Englishes (**Jenkins** and **Baker**) and the *ASMCF Annual Conference 2014: Language, politics and power in 21<sup>st</sup> Century France (Demossier)*. **Zotzmann** organised in 2019 the 22nd Annual Conference of the International Association for Critical Realism (IACR) hosted by MLL and the Department of Health which attracted 91 delegates from all over the world. Our newly recruited colleagues have been particularly active: **Wang** co-organised the Eighth International Conference of English as a Lingua Franca (ELF8) in 2015 and is the Lead China Coordinator for Global Englishes. In April 2019, **Campmas** organised the very successful international conference of the Society of Dix-Neuviémistes on the theme of Discovery and Exploration while **Jones** organised an international conference attended by scholars from the UK, the USA, Brazil, Portugal, Nigeria and Mozambique.

In HEI consultancies, 7 members of staff have served as academic advisors or consultants for committees or programmes in the UK and abroad: **Reiter** (Leeds); **Kiely** (University of Tlemcen, Algeria, Sultan Qaboos University, Oman, and the University of Coventry); **Mar-Molinero** (Limerick, Swansea, Surrey, Houston and George Mason, USA); **Hicks** (Essex); **Slabakova** (Leeds, York, Arizona State, University of Illinois and UC Santa Cruz, USA); **Baker** (Manchester and Sussex).

Staff have received prestigious scholarly awards or fellowships: **Zotzmann** has been awarded the prestigious UK Mexico Visiting Chair Mobility Grant; **Lewis** was a Visiting Fellow at the Institute for Latin American Studies, School of Advanced Study, University of London; **Jenkins** was a visiting scholar at Helsinki University. **Slabakova** has been a Research Professor II at UiT, The Arctic University of Norway and is currently a Research Professor II at NTNU; **Baker** was a visiting professor, at the Vietnam National University.

Between them, our staff have been invited to give over 120 plenary or keynote presentations and guest lectures in the UK and abroad: **Baker** (Greece, Turkey, China, Taiwan, Thailand and UK); **Demossier** (Australia, Italy, France, New-Zealand, Switzerland, USA, UK); **Domínguez** (Spain, Netherlands, UK, USA); **Holmes-Elliott** (USA, UK); **Kiely** (UK, Thailand, USA, Oman, Indonesia and Dubai); **Kranert** (Germany); **Lewis** (USA, UK); **Mar-Molinero** (UK, Mexico, Germany, Netherlands, Switzerland, Croatia, Austria); **Morán-Panero** (Colombia, Greece, Spain, UK, Brazil); **Orchard** (UK); **Reiter** (Austria); **Stevenson** (Germany, Ireland and UK); **Patiño** (Mexico, Columbia, Spain and UK); **Porter** (UK); **Slabakova** (USA, Germany, Norway, China, UK); **Soo** (USA); **Jenkins** (China, Thailand, Taiwan, Japan, Finland, Switzerland). Most staff members are regularly invited to give lectures at seminars in the UK and abroad (Colombia, Austria, Finland, Germany, Luxemburg, France, Switzerland and China).

#### 4.2 Partnerships and contributions beyond academia

We ensure successful contribution beyond academia through a range of events organised by our UoA. Our staff have been involved in **public engagement** through a wide range of activities. We have aimed to **enhance public appreciation of cultural and linguistic diversity and enrich cultural life**. Highlights include:

- Regular contribution to Pint of Science festivals (**Armbruster** on refugees voices in 2018) and through projects funded by the Public Engagement with Research Unit (PERu). **Jones** contributed to the public engagement programme 'Interruption/Disruption' associated with UKRI Voices in the Gallery project while **Lavery** has been involved with WSA in a project on multimedia Latin-American writers.

- **Zheng** is the Director of the Confucius Institute established by the University of Southampton in association with Xiamen University and with the approval of and support from the Office of Chinese Language Council International (Hanban). It runs an annual series of local community events dedicated to Chinese culture and language and has supported the production of a podcast dedicated to Chinese language teaching in Hampshire by **Patiño**.
- In 2016 we secured funding from the German embassy (**Armbruster**) to organise the 'Southampton German Festival', an outreach event to launch our participation in the national 'Think German network'. This included the successful collaboration with the Winchester Poetry Festival in October 2016.

**The main non-academic beneficiaries** of our research are policy-makers (e.g. UK government education ministers, EU Commission and European Parliament); public institutions (e.g. local and national museums; educational sector); professional associations (e.g. Association for Language Learning) and practitioners, such as teachers and public service translators and interpreters; cultural organisations and venues (e.g. the Turner Sims Concert Hall in Southampton; the French Institute in London; the *Musée des Confluences* in Lyon; the Iwalewa Haus Africa Centre in Bayreuth; the general public participating in lifelong learning events and cultural activities (such as concerts, film screenings and exhibitions) arising from research projects; individual language learners using our e-languages materials. **Kelly** (Emeritus) remains actively involved in policy contexts, e.g. attending the All-Party Parliamentary Group for Languages and was a European Language Council Board member. Through her collaboration with the Public Policy|Southampton unit, **Demossier** was selected by the European Commission JRC (Joint Research Centre) to join an interdisciplinary workshop to prepare the EC Enlightenment 2.0 Flagship report.

In addition to these ongoing activities, we have also remained alert to the broader impact opportunities offered by the Higher Education changing landscape. We have launched a very successful MOOC 'Understanding language: Learning and teaching' which has reached global audiences (over 240,900 enrolments in 170 countries) and won a Vice-Chancellor's Award for internationalisation. A second MOOC, English Medium of Instruction for Academics has 30,000+ enrolments from 160 countries. Finally, a third MOOC 'Teaching Languages in Primary Schools: Putting Research into Practice' (first run 4,657 in 139 countries) formed part of another ICS (FL literacy).

**Enterprise consultancies:** **Zheng** has served as an external psychometric consultant for language testing organizations including Pearson Education and The British Council, yielding a total consultancy fee of £23,244.

We also have a strong tradition of **non-research staff engagement with business and public bodies**. This work has been integrated within MLL, with **Dickens** acting as Director of Academic Innovation and Director of Lifelong Learning Programmes and **Borthwick** as Senior Enterprise Fellow. Both have played an important role in supporting the impact development strategy. The UoA has partnerships with The British Council (Online MA ELT, Understanding Language MOOC, online language learning materials for Mexican HEIs), Future Learn (Understanding Language and EMI MOOCs), China Scholarship Council (Courses for English Language teachers 2016 - present), Tomsk Polytechnic University, Russia (EMI and E-learning courses), Lobachevsky University, Nizhny Novgorod, Russia (EMI, E-learning and Teacher Development courses), Universidad Autónoma del Estado de Mexico (EMI courses), Santander Universities, Pearson (publisher) and the NHS - provision of language teaching and medical interpreting training courses for NHS staff. Clients of our online Toolkits include: AKU Pakistan, Bournemouth, Canterbury Christ Church,

Coventry, Cranfield, Durham, Essex, Harper Adams, Keele, Kingston, Leicester, Loughborough, Manchester Met, Nottingham, Nottingham Ningbo, Open University, Portsmouth, Reading, Royal Holloway, Sheffield Hallam, SOAS, St Andrews, Tomsk Polytechnic University, Russia, UCLan, UEA, Warwick, Winland Academy and the University of York.