Unit-level environment template (REF5b)

Institution: Ulster University

Unit of Assessment: 26

1. Unit context and structure, research and impact strategy

Context and structure

In REF2014, Ulster submitted to 28A (Celtic Studies)/28B (Linguistics and Modern Languages) panels, each submission with a separate focus. Post 2014, and following a strategic review, Ulster focused on the synergies of expertise in languages and linguistics.

This new multi-campus, cross-Faculty unit was established to maintain sustainability of key areas and enhance vitality by fostering cross-disciplinary collaborations. The unit supports specialisms in:

- Theoretical Linguistics
- Discourse
- Language Development and Disorders
- Irish Language and Literature
- Computer Assisted Language Learning (CALL)
- Language Policy and Language Rights.

Coalescing around these priority specialisms has facilitated a vibrant, multidisciplinary environment. Traditional strengths of the Irish and Celtic Studies Research Institute (founded in 2005) in Irish Language and Literature and CALL were complemented by those from the Ulster Centre of Multilingualism (launched 18 June 2012) in Theoretical Linguistics, Discourse, and Language Development, and interdisciplinary dialogue led to further collaborations in the areas of Language Disorders and Language Rights.

The unit consists of staff across two faculties (AHSS and Life Sciences), four campuses (Jordanstown, Belfast, Coleraine and Magee) and five schools (Communication and Media; Arts and Humanities; Health Sciences; Applied Social and Policy Sciences; Education). Over the period, the unit contained 16.2 core staff, 11 research associates, 28.88 fte doctoral researchers, 3 Professors Emeriti and 3 Visiting Professors actively involved in research development. Strategic vision and leadership were maintained by Folli (Research Director (RD) in Linguistics and Head of School (HoS), Communication) and Ó Corráin (RD Celtic Studies) until 2017, and Fomin (RD of the combined unit) after 2017.

The RD is responsible for strategic planning and day-to-day management with a recurrent budget of £30K per annum. He consults with unit researchers on individual and collective research portfolios, provides guidance on publishing, supports research trips, fieldwork and conferences, encourages cross-disciplinary collaborations, impact, knowledge transfer and public outreach initiatives. In conjunction with the Doctoral College, the RD coordinates PhD researchers aligned to the unit. He organises annual research away days to review research performance, develop a thriving and inclusive research culture, articulate and maintain a clear vision for impact. The RD and the Associate Dean for Research and Impact (ADRI) oversee the submission of grant proposals.

Achievement of strategic objectives (2014-2020)

Achievement of the strategic objectives for the period has **led to growth in all areas of activity**. As set out in our REF2014 submissions, these objectives relate to research practice, research culture and public outreach. They are:

(A) To sustain the vitality of the unit's research culture, capacity and productivity
(B) To develop the next generation of research practitioners
(C) To maintain international collaborations

(D) To disseminate our research findings within and outwith academia
(E) To facilitate achievement of impact
(F) To ensure the unit's research integrity

Below, achievement of objectives (A)-(F) during the assessment period is addressed.

(A) We sustained the vitality of our research culture to produce world-leading research, promote staff and generate substantial research funding:

- Staff produced **significant and ground-breaking work**, including articles in top peer-reviewed journals, e.g. *Language, ROLSI, Cognition, Linguistics & Philosophy, Natural Language Semantics, Linguistic Inquiry, Glossa, Discourse and Communication, Journal of Pragmatics.* Staff authored 6 monographs and edited 19 collections covering novel topics in prestigious publishing houses.
- **74% of staff availed of research leave**
- **43% of our staff were promoted to senior positions** (40% of them female).
- We **recruited new motivated talent** (2 full time staff), and actively **integrated doctoral researchers** into the research community of the unit and the university (see Section 2).
- Staff generated **more than £1.8m in research income**, increasing spend by 13%. Our **average research income increased** by 60% (from £70,251 per fte to £112.982.83 per fte).

(B) We contributed to the development of the new generation of research practitioners

- **PhD Researcher to staff ratio increased** from 1.23:1 to 1.52:1.
- **Staff supervising to completion increased** from 50% to 74% of the unit.
- Staff managed **11 post-doctoral researchers** on externally funded projects (increase from 7 in REF2014);

(C) We fostered cross-disciplinary collaborations and partnerships (see Section 4 for detail)

- We **built upon our existing research networks** in the areas of Irish Language and Literature, Theoretical Linguistics and Language Development (e.g. Maritime Memorates; LAGB).
- We **created new networks** of excellence in the areas of Discourse and Theoretical Linguistics (e.g. Real Complaints; Xprag.de).

(D) We disseminated our research findings by organising and taking part in events for different audiences. 75% of our recurrent budget was directed to support:

- Learned societies and individual researchers to organise and host national and international conferences (16 in-house; 10 outside Ulster) (10%)
- Public lectures, keynotes (over 50 in total) and invited external experts (10%).
- Conference presentations (40%)
- Bespoke workshops and symposia (e.g. NHS Speech & Language Therapists' network; Parents' multilingualism workshops) (5%)
- Outreach activities: e.g. Ulster Centre of Multilingualism open fora; the Festival of Ideas; the Festival of Social Science; events for indigenous language speakers (e.g. *Éigse Loch Lao; Éigse Cholm Cille)* (10%)

(E) We provided material and financial support (20% of recurrent budget) for the development of impact across the unit specialisms, including the submitted case studies:

> **Driving Societal Transformation through Language Reform in Northern Ireland: Language Rights and Multilingual Speakers**
> Staff with specialisms in Irish Language, Language Rights and Policy, Language Development and Disorders have driven legislative and societal transformation in relation to

language in Northern Ireland (NI). Experts at Ulster played a direct role in the transformation of legislation to recognise Irish language rights in NI, leading to the language occupying a central role in the development of the New Decade, New Approach program for NI Government. Our work

- has strengthened the profile of non-indigenous languages in post-conflict NI
- influenced government policy on language of indigenous communities
- driven the change of local council policies for minority languages
- enhanced community relations through language
- informed policy provision for Irish speakers
- enhanced understanding of the benefits of bilingualism for communities, policy makers, practitioners
- reduced the academic attainment gap of young multilingual speakers leading to increased integration

Transforming Irish language teaching across Europe: New digital tools for teachers and learners
Staff with specialisms in Irish Language and CALL developed open educational resources utilising new technology, removing barriers to accessing authentic learning materials and providing content and technical guidance for Irish language teachers and learners. The shift to digital teaching and learning of Irish was catalysed through

- a transformative open digital platform exploited by over 5,500 learners
- training programmes incorporating technical guidance in language pedagogy and know-how in the creation of multimedia resources for over 30 EU practitioners
- creating a new community of practice contributing to the creation and promotion of authentic Irish and Scottish Gaelic linguistic data
- partnerships with UK and ROI radio/television companies to increase the audience of Irish language listeners locally and internationally
- development of language learning software and other digital artefacts to establish sustainable and productive links between disconnected communities of minority language speakers

(F) We ensured research integrity:

- We adhered to strict ethical guidelines for research involving human participants.
- 100% staff completed Research Integrity & Ethics online training.
- We worked with Ulster Research Governance, convening consultative sessions for PhD researchers and staff, providing pro-forma for informed consent and participant information and an on-line ethics submission system.
- We appointed a Risk and Ethics Officer to oversee ethical approval procedures.

Future strategic plans (2020-2025)

Our ambition for the future is to enhance the work of the unit's existing research clusters through the following objectives:

I. Maintain and enhance a thriving and inclusive research culture
1) Encourage and support academic co-operation within and across unit specialisms.
2) Nurture interdisciplinary collaborations, both existing and emerging.
3) Grow our pool of talented researchers through successful funding applications.
4) Engage in knowledge exchange with a range of sectors, e.g. with the Museum, Heritage & Creative NI sector to address the impact of the COVID-19 pandemic; with NGOs and government in relation to the Natural Environment and Climate Action.
5) Engage with professional stakeholders to translate our expertise into bespoke services for health service, creative and education sectors.

6) Involve users of research findings, such as parents/carers of migrant pupils, teachers, speech therapists, language legislators and officers, government officials, to ensure they play a greater role in shaping the direction of research.
7) Commit to equality, diversity and inclusion in our research culture and practice. We will maintain and enhance our relationship with minority and marginalised language groups, considering issues of race, diversity and openness.

II. Promote individual and collective research excellence
1) Review individual research plans regularly.
2) Identify and develop innovative research themes to enable cross-institutional synergies and inter-disciplinary collaboration.
3) Contribute to the development of the new generation of researchers, considering such issues as research integrity, EDI, and wellbeing.

III. Facilitate achievement of impact
1) Support research projects that generate significant national and international impact and outreach.
2) Cultivate substantive networks with both governmental and non-governmental bodies to influence public policy and public perception.
3) Draw on the unit specialisms to support, organise and contribute to public events, campaigns, fora and festivals.

2. People

Staffing strategy and staff development

The unit staffing strategy is aligned to Ulster University's staff policy driven by three priorities: (a) creation of a supportive and inclusive research culture and environment, (b) enabling researchers to develop their full potential, while (c) valuing and recognising their contribution. Since 2014, Ulster has been recognized as a HR Excellence in Research institution. Ulster implemented the Concordat for the Career Development of research staff and is committed to the principles of the European Charter for Researchers and the Code of Conduct for their Recruitment. We are committed to creating an inclusive, beneficial working environment that unlocks staff potential, and have introduced practical measures to assist staff in research advancement and career development:

Recruitment: New staff are essential to sustainability, ensuring research quality and respecting equality and diversity. During the cycle, two ECR (**Gerard** and **Kennedy**, both female) were appointed and returned in the REF. Recruitment includes a substantial research component at short-listing and interview. Compulsory selection panel training includes EDI training.

Employment: We are equally committed to recognition of our research active staff through staff promotion, nomination for research awards and fellowships. In the past REF cycle, **Folli** was promoted to Professor; **Fomin** to Reader; **Rhys, Sevdali, Romoli, Ó Dónaill** and **McDermott** to Senior Lecturer (40% of them female). **Romoli** was awarded the Ulster Distinguished Research Fellowship (2018). We encouraged applications for prestigious research awards externally. **De Brún** was awarded an AHRC Leadership Fellowship (2015), while **Fomin** held an Alexander von Humboldt International Network Award for experienced researchers (2016-7).

Research culture: Working in co-operation with our dedicated research development managers, staff receive guidance and financial support:
• To prepare and submit funding applications
• To lead strategic research initiatives aligned to the unit's impact strategy
• To invite external colleagues to secure contribution from external sources.
• To attend prestigious international conferences, as well as take on archival, fieldwork and laboratory research (up to 60% of the unit's QR funding per annum used for this purpose).

Professional development: Researchers are provided with multiple opportunities to develop and enhance their research specialisms

- 70% of staff participated in 3 or more initiatives delivered by Ulster Research & Impact including
    - RIGOUR - Research Income & Grant Opportunities for Ulster Researchers
    - SOARING - Significance and Originality in Academic Research: Interpreting New Guidance;
    - PGCHEP – Post-Graduate Certificate in Higher Education Practice, delivered by Ulster Centre for HE Research and Practice which includes research development in its syllabus.
- University-wide career development opportunities are supplemented by those organised by the unit (research seminars, impact development workshops, internal peer-review, and collegial feedback on research outputs and grant applications).
- Staff discuss research development strategies with the RD who awards internal funding to activities aligned to the unit objectives. The unit provided around £56,000 in research development funding in the REF cycle to staff.
- Staff workload is managed by the Head of School (HoS) and RD who distinguish between staff with significant research responsibility (SRR) and those without. Staff with SRR are allocated 32% of their time for research. Staff who show potential to transfer to a teaching and research profile are provided with extra funding in support of research development. We recognise that ECR require more support – they are allocated approximately 5% of our recurrent budget annually for research development activities. Where possible, the workload model is adjusted to accommodate requests to concentrate teaching and administration in one semester to enable focus on research in the other.
- Individual and collaborative research is supported by the University sabbatical policy which ensures all staff can apply for research leave to develop personally, while delivering research outputs beneficial to the unit and the University. 74% of staff availed of the University-wide generous research leave arrangements: (2019: **McDermott;** 2018: **Mac Cathmhaoil, Romoli**; 2017: **Sevdali, Smith, Sewell;** 2016: **Rhys, Fomin;** 2015: **De Brún, Stapleton;** 2014: **Hughes, Ó Corráin**). This led to 5 externally funded projects, 3 documentaries, 4 international conferences and 20 research outputs (including 6 monographs).
- We supported Visiting Professorship appointments to facilitate significant research collaborations, e.g. Benwell (Stirling) worked with **Rhys** on the NIHR project Real Complaints, Mac Craith (Heriot-Watt) with **McDermott** on Language Identity AHRC project, Moscati (Siena) with **Romoli** in Language Development.

Staff development: the RD convenes individual research Personal Development Planning (PDP) annual reviews. Advice is provided on research strategy, emphasizing the importance of Open Access and Open Research Environment. The HoS reviews PDP plans and targets for research, aligned to School-oriented Development Appraisal Reviews (DAR), achieving alignment between PDP and DAR.

Research environment: the RD is part of the institution's Research Fora to support University and Faculty-wide research policy and development. The RD meets with the Associate Dean for Research and Impact (ADRI) to review the successes and shortfalls of the unit performance. The ADRI works closely with RDs and supports the relevant HoS on strategic appointments at recruitment level.

Early Career Researcher support: Our strategy entails recruiting and sustaining excellent young researchers. ECRs contribute to our research clusters and are provided with mentoring support. ECRs undergo 3 years of probation assessed annually by the HoS and RD to provide feedback, indicate further development activities, and ensure balanced workloads. ECR have a reduced administrative and teaching load during probation.

Support for career development
Individual research plans are reviewed annually. Staff, RD and HoS meet to discuss research activities planned throughout an academic year, divided between research outputs (against the REF

criteria of 'originality', 'rigour' and 'significance'), generation of impact, collaboration with internal and external individuals and bodies, and grant applications.

Mid-term career staff are encouraged to include post-doctoral researchers in funding applications. Eleven externally funded research assistants were employed. Working with **Rhys: Joyce, Douglas** and **Baron** are employed on 'Real Complaints' (2019-2021), **Kerrison** on Real Complaints Impact Development (2018); with **Sevdali: Mertyris** and **MacLeod** on Investigating Variation and Change (2017-20), **Kane** and **Logue** on 'Language Made Fun' (2015-2020); with **Romoli: Renans** on 'Semantics of Count and Mass Nouns' (2016-7), **La Morgia** on 'Alternatives in Meaning' (2019); with **McDermot: Grant** on 'Hidden Heritages of the North-West' (2018). The presence of post-doctoral researchers enhances our research environment through their participation in research seminars and conferences. Conversely, the affiliation with Ulster also benefited the PG researchers as they progressed to academic appointments (e.g. Ulster provided match-funding to extend **MacLeod** beyond his AHRC-funded contract; **Grant** was appointed as Lecturer in Ulster; **Renans** as Junior Professor in Bochum (Germany), **Kane** as Research Associate by Queen's University Belfast).

Support mechanisms for and evidence of the training and supervision of post-graduate students
We work with the Doctoral College to support new supervisors with a development programme to enhance understanding of their roles and responsibilities including workshops on effective supervisor-PhD researcher relationship and common PhD supervisor challenges and potential solutions.

The Doctoral College provides a comprehensive two-day induction programme for new PhD Researchers, complemented by unit level induction with the RD, supervisors and research cluster. PhD researchers benefit from allocated individual desk spaces; they actively engage with the Doctoral College open space hubs for networking, building collaborations across year groups and peer-led initiatives. They are given an annual bursary of £900 and further support from the unit where necessary. The annual Richard K. Degenhardt Award is available to Celtic scholars (£1,500).

PhD researchers benefit from the Researcher Development Programme, including workshops, online training and other opportunities and gain valuable experience to complete their PhD and become professional researchers with transferable skills.

Researchers participate in the annual Festival of PhD Research and Three Minute Thesis (3MT) competition (**Flint** in Ulster Final 2019). PRES results show that post-graduate researcher satisfaction increased from 83% to 89% in Modern Languages and Linguistics in Ulster (84% national rate).

The Doctoral college encourages that the PhD researchers are supervised by teams of two or three. We ensure ECRs are integrated into experienced supervisory teams to avail of mentoring by senior colleagues while contributing to the progress of doctoral students.

Out of 16.2 core staff, 14.2 led 24.66 fte PhD researchers to completion, with 2 ECR involved in on-going projects. The unit's PhD completion's rate increased from 1.23 completed PhD per 1 staff in REF2014 (28.33 fte: 23 staff) to 1.52 (24.66 fte: 16.2 staff).

From 2014, we recruited 28.88 fte PhD candidates, through a generous University allocation of VCRS and DfE fully funded PhD scholarships (four per annum).

This cohort was complemented by 5 externally funded PhD scholarships – a key success of our inter-institutional UK-wide collaboration strategy. The unit participated in two AHRC PhD training consortia: *Clarsach,* joined by 12 UK Celtic departments, 2014-19, and *Northern Bridge,* joined by Durham, Northumbria, Newcastle, QUB, 2018-2023.

Doctoral researchers avail of training provided by AHRC CDT consortia (including a development grant of up to £8,000 per annum) and through the Irish Humanities Alliance.

Staff foster a research culture among students enrolled on MRes Celtic Studies and MSc Linguistics. 14 Masters' graduates progressed to PhD, 7 completed in the census period.

Through international networks, we attracted 16 international students (8 completed; 8 on-going). For example, we enrolled PhD candidates from the MA in Celtic Studies (jointly delivered with UBO, France, 2017-20) and through the *Societas Celto-Slavica* network (from University of St Petersburg, Russia).

In Celtic Studies, PhD completions were on Irish translations and modern Irish literature, Irish medieval writing, Irish folklore collection and Early Modern Irish poetical and religious traditions.

In Linguistics, they were on synchronic and diachronic syntax, multilingualism, language acquisition, pragmatics, conversation analysis and discourse. Supervisory specialisms have been extended to historical linguistics, language conflict and identity, language policy and planning, and learning strategies in MFL secondary education.

Equality and diversity
Themes of equality and diversity are central to our research agenda. Much of the unit impact and public outreach activities address the needs of the marginalised communities (e.g. Language Made Fun project with Barnardo's).

Diversity and inclusivity are valued, actively promoted and embedded in all research processes and policies as outlined in our Code of Practice, which places people at its centre and ensures barrier free processes to maximise inclusivity and participation in REF, we used it as our roadmap for identifying SRR staff and selecting outputs for REF2021. The diversity of the international backgrounds of core staff (40% come from outside of the UK/ROI) embedded in our recruitment and career development strategy contributed to the success of the unit in the census period from the point of view of the growth of our research portfolio and cross-disciplinary collaborations.

Women in the unit have a high profile: **Folli** (HoS 2014-7, Provost 2017-20) and **Rhys** (HoS 2018-20) are in leadership roles, 40% of promoted staff were female. 50% of staff underwent equality and diversity (EDI) training, with the unit's target to achieve 100% for the next census period. 100% of staff underwent recruitment and selection training that includes EDI component. The unit gender balance is 7.2 females to 9 males, the age profile distributed across various age groups (Fig. 1):
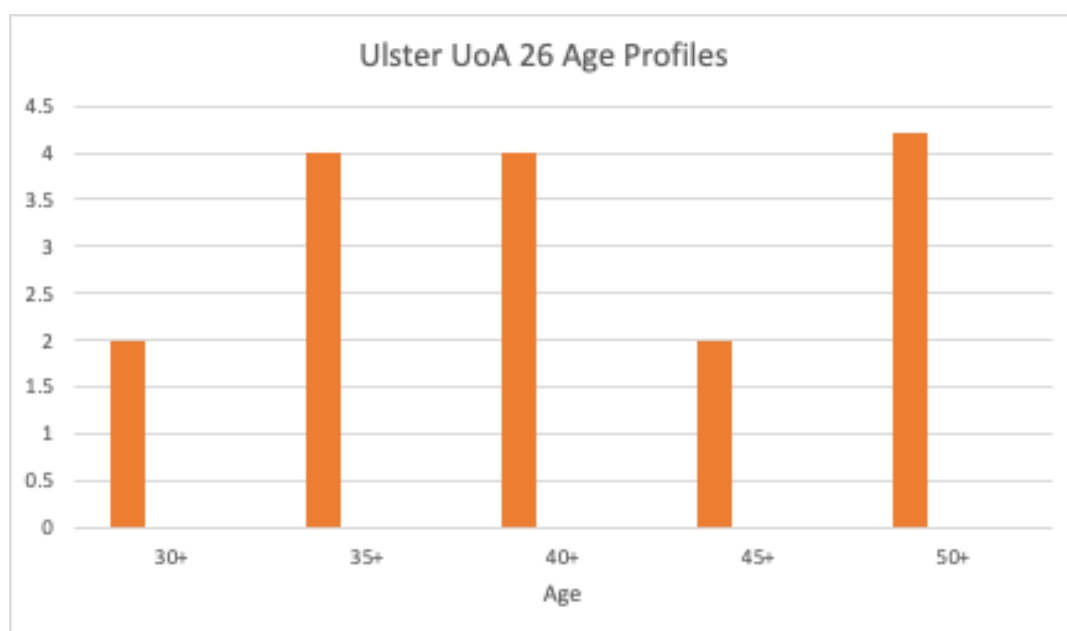

Fig. 1. Ulster Modern Languages and Linguistics unit age profiles (on 31.07.2020)

During the period, 2 newly recruited members of staff were female. Staff returning from maternity leave were supported through a sabbatical support scheme or teaching relief. 11 post-doctoral researchers included 6 male (**Kerrison, Mertyris, MacLeod, Joyce, Grant, Douglas**) and 5 female (**Renans, La Morgia, Kane, Logue, Baron**). Out of 28 (24.66 fte) completed PhDs, we supervised 16 female and 12 male, with over 31 PhDs currently registered (22 female and 9 male).

3. Income, infrastructure and facilities

Research funding

The unit attracted substantial amounts of research funding. Developmental workshops (e.g. university-led initiatives such as RIGOUR, SOARING, and bespoke workshops on EU and NIHR funding; research away days) were instrumental in preparing staff to focus on grant proposal formulation and delivery. Research sabbaticals also directly contributed to the success of funding bids by Sevdali, de Brun, McDermott, Romoli and Fomin.

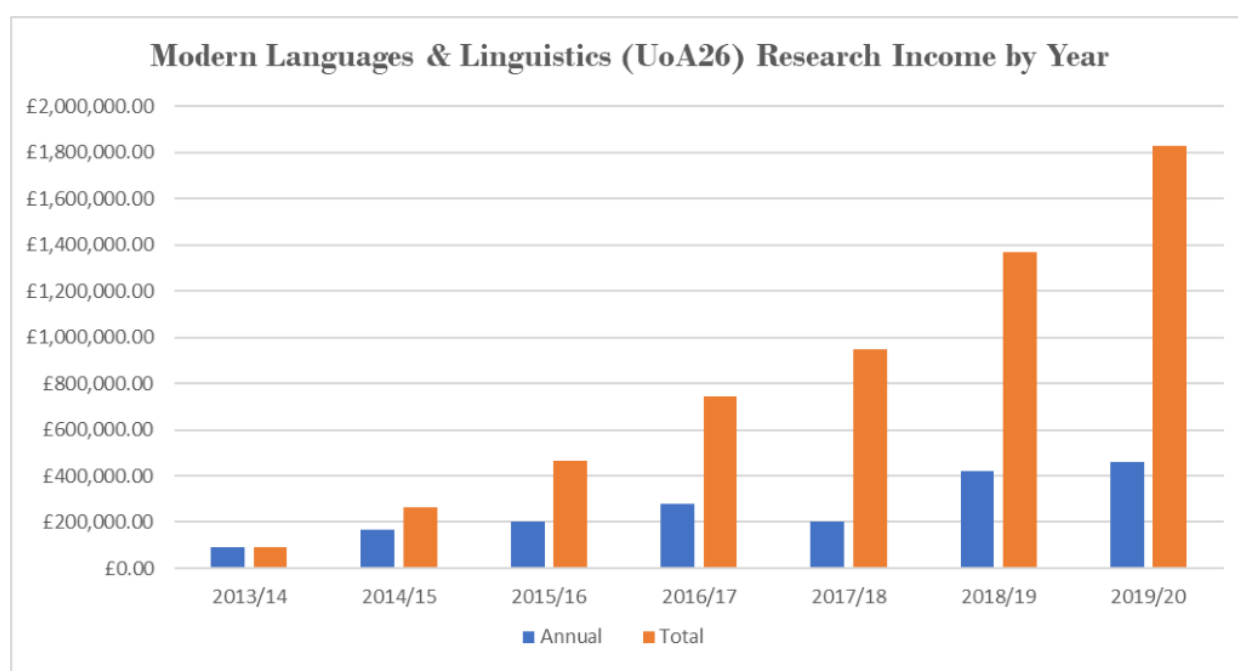Over the period, our research spend was in excess of £1.8m (£1,830,322.31, see Fig. 2).

Fig. 2 Ulster Modern Languages & Linguistics research income growth (2014-20)

Our average **research income per fte increased by 60%** (from £70,251 per fte to £112.982.83 per fte).

Over £1.16m came from Research Councils, c. £323,000 from UK-based charities, c. £212,000 from UK government bodies and over £120,000 from EU research funding.

Rhys won a £556,802 grant supported by NIHR Health Services and Delivery Research Scheme for *'Enhancing the Patient Complaints Journey: Harnessing the Power of Language to Transform the Experience of Complaining'* (2019-2021, as PI, with Stirling, QMU, Loughborough).

AHRC funding was provided for Research Leadership fellowship on Rethinking Revivalism (**De Brún**, £76,089), *'Investigating Variation and Change'* (**Sevdali,** £193,712), 'WWI Migrant Voices' (**McDermott,** £16,829). The Leverhulme Trust supported *'Alternatives in Implicature'* (**Romoli,** £20,912; with UCL: total £185,016) and Alexander von Humboldt Foundation supported **Fomin** in

2016-7. Further AHRC funding was received for the 'English Evaluative Concepts' (**Gillespie,** £11,920), four Celtic Studies CDT 'Clarsach' (PI **De Brun, Fomin**, total £226,812) and one 'Northern Bridge Consortium' (PI **Fomin**, Year 1: £9,668) PhD scholarships.

EU funding was secured for 'Producing Open On-Line Learning Systems', **Ó Dónaill, Comer, Ó Corráin,** £64,983 (total EUR 288,621), 'CLIL Open Online Learning', **Ó Dónaill**, £38,286 (total EUR 348,438) and EUROCALL (**Barr,** £81,393), 'Youth Work eLearning Partnership' (Friel, **McDermott,** £47,274). **Comer, Ó Dónaill** and **De Brún** have received the total of £40,650 from various Republic of Ireland Irish language bodies.

Funding was received from The Leverhulme Trust to support a Visiting Professorship in *'Atlantic Post Print Manuscript Cultures'* (**Mac Cathmhaoil,** £88,052), *'Plural Mass Nouns'*, (**Romoli, Folli,** £40,531, with York: total £134,267). The British Academy supported '*Language Acquisition and Loss'* (**Romoli, Folli**, £8,029, with UCL), *'Diaspora Communities'* (**McDermott**, £4,465). The National Trust supported *'Hidden Heritages'* (**McDermott, Ó Néill,** £25,000) and The Big Lottery funded *'Family Learning and Integration Hub'* (**Folli, Sevdali, Rhys, Kennedy,** £27,395). In 2015-6, McDermott was Royal Irish Academy Charlemont Scholar to develop language policy for 'contested' languages.

Unit infrastructure

Administrative support for the unit is provided by two 0.5 fte Academic Excellence Executive Assistants. A faculty facing Impact Officer from the Impact Team collaborates with the unit on the impact strategy, sign-posting opportunities, and providing visibility of potential impact case studies. She consults staff on developments and funding calls, supports impact-driven funding applications, public engagement and communication plans. Our Research Development Manager advises on funding opportunities and applications and our Research Contracts Manager manages grants.

At University level, the DVC for Research and External Affairs leads the University Research and Impact Strategy through a monthly RD forum and the Doctoral College oversees doctoral development programmes, PhD submissions data, and PhD events. At Faculty level, the ADRI leads a monthly RD Forum.

Facilities

The unit is active across all four campuses of the University and facilities have been greatly enhanced in each location. Each campus has extensive research holdings. Library allocation for hardcopy and e-book purchase and journal subscriptions have been extremely generous with Jordanstown, Magee and Belfast libraries spending £199,510 on Celtic Studies and Linguistics during the census period. Special collections of Irish material, including rare books and pamphlets, are available on the Magee, Belfast and Coleraine campuses. Linguistics researchers in Jordanstown have a dedicated, well-equipped language development laboratory and specialist library. 2019 brought the £1.3M Magee Library refurbishment, providing a state-of-the-art research and collaborative learning space alongside the £11M teaching centre (completed 2018). Creation of bespoke research hubs had a transformative effect on doctoral collaboration, promoting a rich, multi-faceted research culture, hosting the regional final of 3MT (Doctoral College) and TOYP (UK's Ten Outstanding Young People) in conjunction with the UK Junior Chamber of Commerce. The relocation of staff and students from Jordanstown to the newly built £365M+ Belfast City campus in 2021 will enhance the physical and technological environment for research while expansive infrastructure innovations will be delivered to both Belfast and Magee campuses via the City Deal initiatives recently approved by the UK Treasury.

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

Collaboration is a key element within our research strategy. Networks are organised around our key specialisms (see section 1). ECRs are given guidance on network building and international co-operation.

4.1 Research networks and partnerships

Ulster participates in the Irish Humanities Alliance, a Royal Irish Academy body that champions humanities research and scholarship across the island of Ireland.

Ulster has cemented its reputation across our specialisms through national and international networks and collaborations:

Irish Language and Literature:
Societas Celto-Slavica
Since the establishment of *Societas Celto-Slavica* (2004), we have collaborated closely with research centres in Russia (Russian Academy of Sciences), Poland (Łodz, Lublin, Szczecin), Germany (Heidelberg, Marburg, Leipzig) and France (Brest). **Mac Mathúna** (President) and **Fomin** (Secretary) edit, with Mikhailova (Moscow), Johnston (Aberystywth) and German (Brest), the annual journal of the Society, *Studia Celto-Slavica*, since 2018 published jointly by the Centre for Research in Breton and Celtic (Brest) and Ulster. Volumes 7-11 of the series were published at Aberystwyth (2015), Bangor (2018) and Brest (2018, 2019, 2020) from conferences held in St Petersburg (2012), Bangor (2014), Heidelberg (2016) and Quimper (2018); the 10th Celto-Slavica colloquium will be held in Szczecin.

Celto-Indica
Since 2007, **Mac Mathúna** and **Fomin** have collaborated with colleagues from Jawaharlal Nehru University, New Delhi, India preparing an Irish-Indian interdisciplinary anthology of writing from the earliest times to the present. The 712p. work, *Mutual Regard: An Anthology of Indo-Irish Writings* was published (2018, New Delhi) with **Mac Mathúna** as General Editor and **Fomin** as Assistant Co-Editor.

Maritime Memorates
This collaborative project was established with c.£165K from the AHRC between 2010-14 with **Fomin** (PI) and **Mac Mathúna** (Co-I), along with the National Folklore Collection, UCD, and the School of Scottish Studies Archives, Edinburgh. The results have been made available online (www.arts.ulster.ac.uk/storiesofthesea), with initial findings published in 2016, *Stories of the Sea: Maritime Memorates of Ireland and Scotland* (Berlin) and disseminated through public shows (Pan-Celtic Festival (2014), Irish Music Festival (2014)), exhibitions (Trier 2014) and conferences (Quimper (2018), Chichester (2019), Bangor (2019)).

Religion, Cosmology and Magic
Fomin and **Mac Mathúna** participate in the *Power of Words in Traditional European Cultures* network, led by Borsje (Amsterdam), associate member of the unit. Partner institutions include Cork, Amsterdam, Helsinki, Moscow, St Petersburg. Following a 2008 network conference held at Ulster, **Mac Mathúna** (with Borsje) edited *Celtic Cosmology: Perspectives from Ireland and Scotland* (2014). As members of the network, Ulster researchers spoke at *Charms, Charmers and Charming: Innovation and Tradition* conference (Cork, 2016), and contributed to sessions organised at the Celtic Studies International Congress (Bangor, 2019).

Language Policy and Planning:
McDermott collaborates with McMonagle (Hamburg), and NicCraith (Heriot Watt), through Ulster's Visiting Professorship scheme, on the issue of linguistic rights in conflict spaces. **McDermott, Rhys**, and **Sevdali** collaborate with Corrigan (Newcastle) on outreach and impact activities relating to multilingualism in Northern Ireland.

Theoretical Linguistics:
Sevdali's ongoing collaboration with Anagnostopoulou (Crete) led to an AHRC-funded project *(Investigating variation and change)*, an international workshop on The Place of Case in Grammar (Crete, 2018, https://www.ulster.ac.uk/conference/placig) and book contract with Oxford University Press. **Sevdali's** new collaboration with **Macleod** (Ulster) led to another AHRC-funded project *(Language awareness for Key Stage 3)*. **Sevdali** also collaborates with Sheehan (Anglia Ruskin),

Walkden (Konstanz) and Alexiadou (Humboldt-Universität Berlin). **Folli's** work with Alexopolou (Cambridge) was published in *Linguistic Inquiry* and was the foundation for the collaboration with Tsoulas (York) leading to the Leverhulme Trust grant *Pluralised Mass: a window into linguistic variation*. **Romoli** collaborates with UC San Diego, University of Maryland, Leibniz-ZAS centre in Berlin. He is a foundational member of Xprag.de, a new network in *Experimental Pragmatics*. The unit works closely with the LAGB and was to host the 2020 meeting (postponed due to COVID).

Discourse:
Rhys' collaboration with Benwell (Stirling) through Ulster's Visiting Professorship scheme led to a successful application to the Civic Impact Fund and to the development of a wider network of researchers and stakeholders connected to NHS complaints, which ultimately led to a successful application to the NIHR with researchers from Stirling, QMU and Loughborough with **Rhys** as PI. She leads the CARDS/YORKTALK network (with York St John) to deliver CASP (Conversation Analysis Skills and Practices) workshops. **Stapleton's** sabbatical supported the development of international collaboration with Sweden leading to a funding application on *'Swearing and Power'* to Riksbankens Jubileumsfond.

CALL:
Ó Dónaill built upon Ulster's previous work in multimedia language learning by collaborating with Gimeno-Sanz (Universitat Politècnica de València), Andersen (SDE College, Denmark) and Ó Donnaíle (UHI) on innovations in applied language and language pedagogy. Ó Dónaill profiles issues affecting less widely used and taught languages (LWUTL) languages through European Association for Computer Assisted Language Learning (EuroCALL).

4.2 Collaborations with key research audiences

Language Made Fun
Since 2013, **Sevdali, Folli, Kennedy, Rhys**, and **McDermott** have concentrated the unit's collaborative energies on the area of multilingualism, generating significant economic, social and cultural impact, as articulated in our impact case study 'Driving Societal Transformation through Language Reform in Northern Ireland'. Supported by grants from the Lottery Fund, Garfield Weston Fund and Barnardo's NI, Ulster developed and delivered an educational programme to support the language needs of multilingual migrant children and promote maintenance of their home languages. Findings were presented to the NI Assembly (2014) and disseminated in the special edition of *Teanga* (2019).

Ulster Centre on Multilingualism
Ulster Centre on Multilingualism (UCoM) is led by **Sevdali, Folli, Kennedy, Rhys, McDermott** as a consultation service for parents, early years practitioners, speech and language therapists and other stakeholders. **UCoM** organise talks for social and health workers, parent and toddler groups, adoptive parents considering adoption of an older child from abroad whose first language is not English, teachers in Irish-medium education and major charities. Illustrative events include: "Two languages? It's a good thing!", an information morning for bilingual parents (delivered at Holy Rosary Primary School, Ormeau Community Centre, Fane Street Primary School, 2017-19); a bespoke day-long workshop to HSCNI speech and language therapists on multilingualism and how best to support multilingual clients and their families. **Sevdali** also contributed to the first British Council Survey on Language Trends in Northern Ireland (2019). **McDermott** established strong connections with NI migrant organisations (Craic NI, Active Citizens Engaged and North-West Migrants Forum), and provides regular consultancy for the Racial Equality Unit, Stormont (NI Parliament).

Irish language sector
Staff in Irish regularly engage with BBC NI, RTÉ, TG4 to disseminate their research. **Hughes** formulated the concept, co-authored and presented in the documentary on Martin Luther's impact on the Gaelic speakers of Scotland and Ireland (broadcast in 2017 on BBC in English and TG4 in Irish). **Hughes** was presenter of four episodes on Irish colleges in Salamanca, Louvain, Paris and Rome (broadcast in March 2015, September 2015, and April 2016 on BBC in English and RTÉ in Irish). **Hughes** advised *Farset Feirste – A Typeface for Belfast* (PLACE, Belfast) on the development

of a bilingual typeset for the citizens of Belfast. **Hughes** participated in several other TG4 and RTÉ TV programmes showcasing Celtic cultures throughout the British Isles and Europe. **Ó Dónaill** was commissioned by RTÉ to select and curate recordings from RTÉ Raidió na Gaeltachta's archive and build them into language learning materials. This has the twin aim of promoting literacy amongst competent speakers and enabling audiences and learners in Ireland and internationally to better understand the content. **Fomin** advised the BBC NI working on a documentary about the activities of German folklorists in Ireland before WWII, while **Ó Corráin** and **Smith** participated in BBC NI documentaries on the Irish bardic tradition.

Comer contributes significantly to public discussion on Irish language policy formulation through regular broadcast interviews, newspaper articles and consulting NI parliamentary committees. He led 40+ delegations from Conradh na Gaeilge to meet with the leadership of the main political parties in Northern Ireland and the Republic of Ireland to present the case for Irish language legislation in Northern Ireland. In 2017 alone, Comer featured in 78 appearances in various media outlets, including national newspapers (e.g. Irish Independent, 20/10; Irish Times 22/7; Belfast Telegraph 2/11), radio programmes (BBC News, 14/1, 3/3; RTÉ News 10/3; Radió na Gaeltachta 3/3; 17/11), blogs and podcasts. He will be acting as key advisor in the establishment and rolling out of the Irish Language Translation Hub which has been established within the Northern Ireland Assembly as of 2021 and has been appointed to form and lead an advisory group to establish linguistic standards within the NI Assembly.

Annual National Geographic Festival of Science (Rome, Italy)
Since 2012, **Romoli** has been Director of the National Geographic Science Festival in Rome, jointly supported by National Geographic, Nissan and Enel. The festival attracts over 65,000 visitors.

4.3 Contributions to the discipline

Staff have made significant contributions to the sustainability of research in Linguistics and Celtic Studies both nationally and internationally. 32.3% of our publications were in the top 10% most-cited journals and 18.8% of our publications are among the top 10% most cited worldwide. Contributing to Ulster's internationalisation strategy, more than 50% (105) of 200 research outputs produced in the period have been co-authored with colleagues outside the UK, mostly Europe (65%), but also the USA (15%), Asia and Australia (20%).

Language Policy and Rights: Taking a global approach with a focus on the international frameworks developed by the UN, the Council of Europe and the EU, **McDermott** advocated for better language rights whilst also critiquing shortcomings in the current system – particularly in Northern Ireland and other post-conflict regions. This work generated significant social and cultural impact reflected in our impact case study *'Driving Societal Transformation through Language Reform in Northern Ireland'*.

Theoretical Linguistics: Ulster produced cutting-edge research on semantics, pragmatics, syntax (diachronic and synchronic) supported through grants from various research councils (British Academy, Leverhulme Trust, AHRC). We published extensively in top journals e.g. *Cognition, Linguistics & Philosophy, Natural Language Semantics, Linguistic Inquiry*, and *Semantics & Pragmatics*, and regularly presented at major peer-reviewed conferences (*SALT, Sinn und Bedeutung, Amsterdam Colloquium, NELS*). **Romoli** produced innovative experimental research on semantics and pragmatics, the knowledge of meaning and its interfaces with other linguistic knowledge. The work of **Sevdali, Folli** and **Harley** was devoted to interfaces between syntax, semantics and lexicon, and diachronic syntax. **Folli** continued collaboration with Alexopoulou (Cambridge) on the nominal systems of Greek and Italian. **Folli** revisited Talmian's typology and proposed the existence of a syntactic parameter. **Sevdali** works on grammatical case. Supported by Anagnostopoulou (Crete) and accompanied by **Mertyris** and **Morgan**, she created an annotated treebank of Greek examples with nominals in the dative and the genitive (DiGREC).

Discourse: **Stapleton** focused on narrative theory using the innovative application of a 'narrative template' to a shared community narrative, having dealt with conceptualisations of prejudiced

discourse and/or the operation of the 'anti-prejudice norm'. **Stapleton** also extended her work on swearing as an interpersonal activity to additional languages and contexts. **Rhys** continued to develop a linguistically informed approach to conversation analytic research, providing insights into the relationships between turn design, action orientation and institutional roles and contexts.

Language Development and Disorders: **Kennedy** works on aphasia and pre-school children's language acquisition from a multidimensional perspective, and how it affects their experience of the environment. Her contribution to the Language Made Fun project was fundamental to the design of the intervention and assessment tools. **Gerard's** work on pre-school children's language acquisition demonstrates the influence of extra-grammatical factors and their relevance for children's general comprehension.

Irish Language and Literature: Crucial advances included **Ó Corráin's** pioneering estimation of the influence of the European intellectual tradition on Irish poetry from different periods. **Smith** focused on poet-historians of the Middle Irish period and how they harnessed the rhetorical techniques of Latin scholarship (900-1200 AD). **Mac Cathmhaoil** studied the great Irish dynasties in their efforts to forge a sense of political unity based on shared cultural origins and the aesthetic of Bardic poetry in the Early Modern period. **Fomin** and **Mac Mathúna** advanced early Irish mythological cosmological research within the international The Power of Words framework. Supported by Alexander von Humboldt fellowship, **Fomin** explored the work of German folklore collectors in Ireland, discovering the profound influence that the print culture of the *Arabian Nights Entertainments* exercised on the Irish oral tradition. **Sewell** was commissioned to produce new translations of poetry by the Irish poets Máirtín Ó Direáin (2018: Yale UP; 2020: Wake Forest UP) and Seán Ó Riordáin. **Hughes** published a biography of Patsy Dan Rodgers, the last king of Tory island which received extensive national coverage (The Irish News, RTÉ, TG4, BBC Radio 1, Ráidio Fáilte).

4.4 Exemplars of interdisciplinary research

Computer-Assisted Language Learning. Ulster is widely recognised for expertise in developing CALL methodologies and has reinforced its international reputation for research in both face-to-face learning in technology rich environments and the pedagogy of language learning in an online environment (Content and Language Integrated Learning (CLIL) software). **Ó Dónaill** leads a community of practice, extensively disseminating his research at events in Ireland (DCU, 2016), Britain (HEA 2016, Brighton; *Languages in Higher Education*, Warwick, 2016; King's College, London, 2020), Sweden, Portugal, Spain (5th CALL Valencian Workshop, 2015), Malta, Chile (5th WorldCALL, 2018). Supported by EU funding, the work was labelled a European Commission "success story" and highlighted as an example of "good practice". The significant international impact is described in our impact case study 'Transforming Irish language teaching across Europe: New digital tools for teachers and learners'. This work is progressing via a consortium to work on the EU funded CLIL Open Online Learning 2 project (2018-2023) to develop new technological and training solutions for CLIL teachers internationally.

Neurolinguistics and brain-computer interface (BCI). A collaboration between Linguistics and Artificial Intelligence investigated development of a BCI for language-based communication through brain activity and the decoding of units of speech from neural signals. Neurolinguistic research informed the experimental paradigms for investigating stimulus and linguistic effects on brain activity as participants performed tasks in overt and imagined speech. **Folli** (with colleagues in Computing) spoke at IEEE Systems, Man, and Cybernetics Conference (Italy, 2019) and published in *iScience and Sensor.*

4.5 Responsiveness to national and international priorities

Working hand in hand with minority language and ethnic groups through creation of safe, shared spaces for people to use and debate issues about their languages, we contributed to the positive view of these groups, facilitating creative positive impacts on their creativity, cultural renewal and sustainability (see Section 4.2. 'Language Made Fun').

We address global challenges in our international research agenda. In collaboration with Amity University Haryana (India), we approached GCRF for the project 'Heritage and Dignity in Language Conflict and Mediation: A South Asian Focus with British and Irish Reflections'. We proposed to map and describe incidents of language related conflict/violence and identify areas of governance where policy interventions should be prioritised, building on our experience of similar issues in Northern Ireland (see Section 1: Driving Societal Transformation through Language Reform in Northern Ireland).

The Real Complaints project (Rhys PI) developed in response to a commissioned call from the HS&DR division of the NIHR, reflecting national priorities for research on patient experience. It was founded on prior primary research and impact work by Rhys and Benwell (Visiting Professor).

4.6 Indicators of wider influence

Staff play leadership roles nationally and internationally, serving on the editorial boards of journals and actively organizing international conferences (16 in-house; 10 outside Ulster in the period).

Membership of national and international committees, research centres and peer-review colleges
Fomin is member of Centre for Breton and Celtic Studies (University of Western Brittany, Brest) and of the Irish Humanities Alliance (2017-2023) (Royal Irish Academy, Dublin). **Sevdali, Folli, Gerard** and **Kennedy** are members of the *Linguistics Association of Great Britain* (LAGB) and **Sevdali** of The Hellenic Academics Association of Great Britain. **Rhys** is member of *International Pragmatics Association* (IPrA) and *International Society for Conversation Analysis* (ISCA). **Romoli** is Associate Investigator at Australian Research Centre of Excellence in Cognition and its Disorders (Sydney) and **McDermott** is associate member of the Intercultural Research Centre (Heriot Watt). **Mac Cathmhaoil** is Visiting Fellow (Maynooth, 2020). **Stapleton** is Vice-Chair of the Interpersonal Communication and Social Interaction section of the European Communication Research and Education Association.

Peer-reviewing for research councils nationally and internationally
Fomin, Sevdali, Romoli and **Mac Cathmhaoil** serve on AHRC PRC; **Folli** is Irish Research Council inner board member. **Romoli, Mac Cathmhaoil, Sewell** review for IRC; **Romoli** for Research Council of Norway, NSF (USA), The Leverhulme Trust; **Sevdali** for RCH (Greece); **McDermott** for the European Commission and National Science Centre (Poland); **Rhys** for the NIHR; **Stapleton** for ESRC and **Ó Dónaill** for the EU Horizon 2020 Marie Skłodowska-Curie Action.

Editorial work
Staff engaged in extensive editorial work. **Fomin** and **Mac Mathúna** co-edited anthologies on Indo-Irish literary and historical parallels (2018: New Delhi, 712 p.), Irish and Scottish Gaelic maritime heritage (2016: Berlin), *Studia Celto-Slavica* 7-11 (2015: Aberystwyth, 2018: Bangor, 2018-20: Brest). **Fomin, De Brún** and **Ó Corráin** co-edited 10th volume of *Studia Celtologica Nordica* in honour of Mac Mathúna (2020: Uppsala). **De Brún** and **Mac Mathúna** co-edited *Éigse Loch Lao* 3 (2016). **Ó Corráin** and **Ó Néill** co-edited the proceedings of the 13th Irish Linguistics conference (2014). **Barr** co-edited a volume on *Sustainability and CALL* (2017: Bloomsbury). **Stapleton** (2017) co-edited a volume on advances in swearing research. **Mac Cathmhaoil** co-edited a 551p. volume on aspects of the Ulster literary tradition in memory of Diarmaid Ó Doibhlin (2018). **Smith** co-edited a volume on the song heritage of North West of Ireland (2016). **Sevdali** received a contract from Oxford University Press to co-edit a volume on the place of case in grammar. **Comer** co-edited the biographical account of Douglas Hyde's journey to the USA (2019). **McDermott** co-edited a 261p. volume on *Ethnopoesis: Writing Heritage* (2020).

Staff are ***members of editorial boards of peer-reviewed journals*** in Linguistics and Irish language. **Sevdali** is member of *The Journal of Historical Syntax* Language Section. **Romoli** is editor of *Journal of Semantics & Pragmatics*. **Rhys** is Associate Editor of *Pragmatics*. **Ó Dónaill** is on the board of *International Journal of Computer-Assisted Language Learning and Teaching* (IJCALLT) and *Léann*

Teanga: An Reiviú. **Folli** was on the board of Syntax until Dec 2020. **McDermott** is board member of *Anthropological Journal of European Cultures*. **Sewell** is Literary Editor of *Studi Irlandese*.

Conferences

Our highlight was the five-day 15th International Pragmatics Conference (2017, Belfast, **Rhys** and **Stapleton**), with 6 plenaries, 22 parallel sessions, and over 1,300 delegates. In Celtic Studies, the unit organises two annual conferences. *Éigse Cholm Cille* is convened in Derry; topics included 'The Irish Scholars of Ulster' (2015), 'The O'Neill Legacy' (2016), 'The Fenian Tradition' (2017), 'Bardic Schools' (2018), 'Ulster Religious Tradition' (2019). In Belfast, *Éigse Loch Lao* convened conferences on '1916 and The Irish Language' (2015), 'Irish Drama' (2016), 'Irish Language Legislation' (2017), 'Irish Language Planning' (2019).

Other international events included the 49th Annual *Symposium of Atlas Linguarum Europae* (2016), 'Post-Print Manuscript Cultures in Ireland, Scotland and Iceland' (2015), 'Comparative Revivalism' (2015), 'The Great Famine and Language' (2016), Irish Annual Conference of Folklore and Ethnology (2018).

Fomin co-organised *Societas Celto-Slavica* colloquia (Bangor, 2014; Heidelberg, 2016; Quimper, 2018) and 'Material Culture of the Celts' (Tübingen, 2017). **Mac Cathmhaoil** led 'The Influence of Print on Manuscript Culture' (Vienna, 2017). **Smith** co-organised 'Ulster Heritage Conference' (Cork, 2018). **Sevdali** led 'On the Place of Case in Grammar' (Crete, 2018). **Romoli** led 'Asymmetries in Language: Presuppositions and Beyond' (Berlin, 2019).

The unit hosts Research Seminar Series, inviting internationally respected scholars, including Adger (QMU), Alexiadou (HUB, Leibniz-ZAS), Hofstetter (Linköping), Maldonado (Edinburgh), Mac Mathúna (UCD), Jivanyan (Yerevan, Armenia), Koontz-Garboden (Manchester), Mandelkern (Oxford), Stalk (Ghent), Chondrogianni (Edinburgh), Maier (Tübingen), Cremers (University of Amsterdam), Sudo (UCL), Kim (Kent), Martí (QMU), Meyer (Leibniz-ZAS Berlin).

4.7 Awards, keynotes, invited lectures

Ó Dónaill presented keynotes at *5th Valencian Workshop on Computer-Assisted Language Learning: Telecollaboration and Social Media* (Universidad Politécnica de Valencia, Spain, 2015) and at *Teagasc na Gaeilge ar an Tríú Leibhéal: Dúshláin agus Dea-chleachtais*/ Teaching Irish at 3rd Level: Challenges and Good Practice (DCU, 2015).

Fomin presented the Annual Humboldt Lecture (Tübingen, 2016), plenaries at *Semiotics in Celtic Studies* (Trier, 2019), and *Translations in International Folklore* (Yerevan, 2019).

Hughes gave the Barra Ó Donnbháin Memorial Lecture at Glucksman Ireland House (New York University, 2019), Celtic Languages and Cultures Annual Lecture (Brest, 2018), and presented at Linenhall Library (Belfast, 2017), Lehman College (New York, 2017).

Comer gave the Annual Seán Mac Airt Lecture (Queen's University Belfast, 2015), 'Irish in the new state after 1922' (New World Trade Center, Boston MA, 2016); an American Irish Historical Society Annual Lecture (New-York, 2018), and keynotes at National Conventions of the Gaelic League (2017, 2018, 2019).

Fellow of the Some Institute for Advanced Studies, the National Humanities Center, North Carolina and the Berlin Wissenschaftskolleg, Visiting Professor at Abilitazione Scientifica Nazionale and UCL, **Romoli** gave 34 keynotes in the census period at MIT, California San Diego, Leibniz-ZAS Berlin, École Normale Supérieure in Paris, Göttingen, Università di Bologna, Università di Siena, Amsterdam, Utrecht, Macquarie, Tübingen.

4.8 Contribution to the economy and society

Ulster staff consult on Irish language learning materials and syllabi at secondary (CCEA) and tertiary (Working Group on Teaching Irish, joined by 17 ROI 3rd level institutions) level. **Ó Dónaill** and **Comer** were commissioned to assess the Irish-medium schools syllabus by CCEA NI (2018), while **Comer** was appointed Chief Examiner in A-Level Irish (2019) and **Mac Cathmhaoil** was commissioned to contribute to CCEA Irish A-level syllabus. **Comer**, in collaboration with Committee for the Administration of Justice, reported on the use of Irish by NI councils.

Comer leads *Conradh na Gaeilge: The Gaelic League*, the main cross-border organisation for raising awareness of the Irish language. **Comer** is President of *Conradh* and Chair of the Research Committee. **Ó Dónaill** is a Member of the Research Committee and Business Committee. **Comer** led the formulation of Irish language policy for the NI Government's New Decade New Approach document, advocating for an Irish language officers' scheme facilitating employment in the Irish language sector.

4.9 Collaborative arrangements for PhD training

The unit prioritises the integration of our doctoral researchers into the wider academic community of their respective disciplines. Celtic convenes a graduate seminar on Early Modern Irish and Linguistics convenes the fortnightly Ulster Linguistics Research Seminar Series, both inviting speakers from the UK, EU as well as Ulster staff. The discourse group host weekly Conversation Analysis Reading and Data Sessions (CARDS) with external participants participating remotely. In the cycle, PhD researchers presented at key conferences, such as ICCS (Glasgow, 2015; Bangor, 2019), IIEMCA (Mannheim, 2019), ICCA (Loughborough, 2018), IPrA (Belfast, 2017), SIEF (Göttingen, 2017), MFIL (Manchester, 2019), International Association of Logopedics and Phoniatrics (Taiwan, 2019), Boston University Language Development (2019), NELS (MIT – Cambridge, MA, 2015). Some have published in peer-reviewed journals, incl. *Lingua, Pragmatics, Studia Celtica Fennica, Béaloideas: The Journal of the Folklore of Ireland, Discourse and Communication.* Ulster PhD researchers launched and edit a new internal publication, Intersections. PhDs are financially supported to attend external summer schools, workshops and networking events, e.g. in Breton & Celtic Studies (Quimper, 2016-9), Creteling (Crete, 2017-9), EMCA (Edinburgh, 2018), Developmental Language Disorder Workshop (RCSLT, London). PhDs organised workshops outside Ulster such as the doctoral/ECR workshop series CASP (supported by LAGB) and were hosted by partners in Brest (through **Fomin**), Arizona (**Harley**), Crete (**Sevdali**), Berlin (**Romoli**), Potsdam (**Gerard**), St Petersburg (**Fomin**) for periods of up to one semester.