

Institution: Birkbeck, University of London
Unit of Assessment: 26 (Modern Languages and Linguistics)
<p>1. Unit context and structure, research and impact strategy</p> <p>1.1 How research is structured</p> <p>Modern Languages and Linguistics at Birkbeck has a long-established reputation for innovative and creative research characterized by its interdisciplinary approaches and a shared understanding of language and text (both verbal and visual) as cultural phenomena. REF2014 confirmed the excellence of our research and established our strategy to continue to build on our global standing, to develop new directions through interdisciplinary research (especially in new forms of intercultural and transcultural research), to engage effectively with the public and with stakeholders in our research as a precursor to real world impacts, and to play a leading role in supporting the emergence of practice-based research in the discipline.</p> <p>During this census period, the unit has included two departments across two Schools: the Department of Cultures and Languages (CL) in the School of Arts and the Department of Applied Linguistics and Communication (ALC) in the School of Social Sciences, History and Philosophy. The creation of CL was anticipated in our REF2014 strategy, deriving from the merger of three pre-existing clusters (European Cultures and Languages and Iberian and Latin American Studies merged at the start of 2014/15, while Japanese Studies joined in 2015). This reconfiguration facilitated the deepening and expansion of the unit's research range, enabling the growth of comparative and transnational research. In fact, this strategy has been so successful that the merger of the remaining distinct Departments (CL and ALC) into one unit is a key post-REF2021 strategy.</p> <p>Having maintained a headcount of ~24 across the census period, the unit supports research across historical periods from the early modern to the present day, while maintaining a wide variety of disciplinary orientations and interdisciplinary practices: applied linguistics, educational, personality, social and cultural psychology, pragmatics, literature, word and image studies, political, intellectual, military and cultural history, critical theory, philosophy, theology, gender studies, film, urban studies, art history, cultural geography, visual culture and environmental humanities. The unit's research also has a distinctive international scope, spanning across the UK, Austria, Belgium, Brazil, Canada, China, France, Germany, Ecuador, Japan, Mexico, Portugal, Spain, Serbia, Syria and the United States.</p> <p>A key strength of our unit is our continuing dedication to contributing to the creation of new philosophical and theoretical paradigms. This is tangible in our critical engagement with, for example:</p> <ul style="list-style-type: none"> • culture, society and politics in literature: e.g. the question of 'evil' (Catani); the self-reflexivity of narrative (Kawakami); animal rights as it intersects with feminism (Richards); the relation between literary and state forms (Kraniauskas); • translation studies: e.g. cultures of translation (Zhu Hua); • economic/mathematical modelling: informing language policy theory and practice (McEntee-Atalianis); • inter- and trans-cultural studies: e.g. intercultural dialogue (Walker); transcultural exchanges (Centeno, Martins) and transnational film (Leal); • intermediality: e.g. book illustrations in their relation to literary reception and reading practises in Lewis; intersections between contemporary Japanese women's theatre and visual arts in Anan; • education, pedagogy and professional practice: emotions in language teaching and learning and multilingualism in psychotherapy (Dewaele); supervisory meetings (Petrić); content and language integrated learning (Morton)

- productive and receptive communication: e.g. translanguaging (Zhu Hua); intelligibility (Saito).

Meanwhile, as evident in our publications and on-going projects, our intercultural, comparative and historical research continues on, e.g.:

- the neoliberal cultural economy of urban development (Balibrea)
- the linguistic landscape as a cultural and material resource for gentrification (Lou)
- contemporary forms of 'orientalism' (Walker)
- Japanese calligraphy in the French imagination (Kawakami)
- Anglo-German cultural relations (Damrau, Weber)
- the comparative study of European decolonization (Shipway), including the history of the French Foreign Legion (Michels)
- slavery and visual art (Fracchia)
- historical insights into the neuroanatomy of language representation (Lorch)

Similarly, research on translanguaging, everyday multilingual creativity and emotions (Dewaele, Lou, Zhu Hua), as underpinned by research grants, continues to produce stand out results in the field, as does the work at the interface with non-academic institutions such as on raising awareness among psychotherapists of clients using foreign languages (Dewaele), amongst others.

The research centres and groups located in the Departments, the Centre for Iberian and Latin American Visual Studies (CILAVS), Birkbeck Research in the Aesthetics of Kinship and Community (BRAKC), the Eighteenth-Century Research Group and the Centre for Multilingual and Multicultural Research (CMMR) help create research synergies in these areas across ALC and CL and beyond, giving further impetus to the merger of the two units into one department in the near future.

1.2 Research objectives during the assessment period

In 2014 we committed: to enabling all staff to remain research active; to supporting the broadest possible range of research focus in terms of both historical depth and interdisciplinarity within the framework of Modern Languages and Linguistics; and to using our research centres and groups to drive innovation and to provide a forum to engage with audiences beyond HE. That these objectives have been met is evidenced by the inclusion of outputs from all staff in the current REF submission. These publications and the activities listed elsewhere below testify to the historical and interdisciplinary range and depth of our research. Both also indicate the level of our engagement with audiences in and beyond HE in professional, cultural and familial contexts.

We also committed to a focus on particular areas of research, the majority of which remain central to our UoA: 19th and 20th c. history, the history and politics of literary form, the culture of emotions, transnational kinships and communities (a theme that has diversified into innovative strands – Anan, Balibrea, McEntee-Atalianis, Petrić, Zhu Hua), multilingualism, social cognition and creativity, lingua franca communication and global languages in professional and institutional contexts.

Some areas of focus became less central as colleagues moved elsewhere in the School as a result of the reconfiguration of the languages departments in 2014-15, e.g. memory and museum studies. Conversely, others have taken on a greater significance than originally expected as a result of research synergies created by the new departmental configuration: e.g. visual cultures and intercultural and comparative cultural studies.

Over the census period, our increasing commitment to visual studies broadly conceived (Fracchia, Lewis, Martins), and research on film in particular (Centeno, Martins, Leal), has expanded into filmmaking practice (Centeno, Martins). In line with our focus on intercultural and comparative studies, staff have produced outstanding research on key topics, such as migration and migrants' interrelation with residents and their mutual transformation. This research focuses on a variety of key social and political spaces, from the home (Petrić) to the city (Balibrea, Gardner-Chloros, Kawakami, Lou, Zhu Hua), from families (Zhu Hua, Leal) to the workplace (McEntee-Atalianis). It includes a focus on cultural spaces – media (Vessey), theatre (Anan) –

and virtual spaces (Placencia), as well as the political and historical spaces of exile (Balibrea, Petrić), the late colonial and post-colonial empires (Shipway) and the marginalized hinterlands (Centeno, Kraniauskas, Martins, Shipway) as sites of transcultural and migratory experience.

In these studies, multi-lingual and multi-cultural conditions (as well as transdisciplinarity across various fields of knowledge) are understood as the norm, rather than an exception. Crucial too are the histories and experience of language learning and use in classrooms, at home and in everyday encounters as it intersects, for example, with cognition (Saito), neuroscience (Lorch), emotions (Dewaele), ideologies and policies (Lou), and as it is part of the literary and disciplinary fields in the US and UK to which we contribute (Damrau, Weber).

In 2014 we also committed to retaining the geographical spread of our research across a wide variety of German-, French-, Portuguese- and Spanish-speaking contexts. This we have done while also expanding the geographical reach of our research with the inclusion of Japanese Studies within CL, bringing a new source of creative and collaborative energy to our research environment.

1.3 Research objectives over the next five years

Building on our success since 2014, our research strategy will be to continue to:

1. strongly support the research activities of staff, fostering individual research curiosity;
2. support the intellectual synergies created by our research centres and study groups;
3. embed research on translation and transculturation across a wide variety of discursive and visual texts in contexts of social transformation and cultural conflict, as well as of diverse historical periods and geographical locations;
4. enhance interdisciplinary research, notably in sociolinguistics, multilingualism, transcultural exchanges and environmental humanities both within the College and beyond;

New strategic emphasis will be given to:

5. developing our intercultural and comparative research through methodological and conceptual innovations in research areas such as transnational and transcultural exchanges; visual and inter-medial studies; migration, identity and exile;
6. increasing our global visibility through the establishment and maintenance of research partnerships with other institutions;
7. expanding practice-based research, particularly into counselling, film, curatorial practice and supranational organisations.

These strategies are dynamic: they will continue to evolve, in order to retain relevance, while effectively shaping our future development over the next five years.

1.3.1 Visual and inter-medial studies

In relation to objective 5, our research is expanding into film and TV and other aspects of visual studies, including visual arts (Fracchia), illustration, adaptation and intermediality (Lewis), photography (including the history of its technologies; Kawakami, Martins), and digital humanities associated with material culture (Martins). This is demonstrated, for example, by the development of a new research programme on Digital Amazon with non-academic partners in both the UK, Brazil and Germany. This partnership strategy has worked well over the census period and will evolve over the next REF cycle.

1.3.2 Global visibility

In relation to objective 6, we will continue to maintain a formal collaboration agreement with Georgetown University Centre in Multilingualism, the Communications Department of the Federal University of Rio de Janeiro and the Department of Hispanic Languages & Literatures of the University of Pittsburgh. We will proactively build new global collaborations through opportunities presented such as by funded projects e.g., members from the Centre for Multilingualism in Society across the Lifespan, University of Oslo sit on the international advisory board of the ESRC-funded Family Language project and AHRC-funded Translation and Translanguaging project; Dewaele and Petrić took part as UK representatives or team leaders in

the EU-funded COST Action research networks 'Study Abroad Research in European Perspective', 'New Speakers in a Multilingual Europe: Opportunities and Challenges' and European Literacy Network; a GCRF networking grant, which was awarded by the Academy of Medical Sciences, enabled experts from China such as Nottingham University Ningbo China campus to work closely with ALC members.

Our unit attracts and welcomes visiting scholars from all over the world and hosted more than 50 visitors from China, USA, Brazil, Japan and Europe during this REF period. Our objective is to increase this number over the next census period.

1.3.3 Practice-based research

In relation to objective 7, practice-based research is an expanding area and will continue to form part of our long-term planning. Centeno's full-length documentary [Ainu. Pathways to Memory](#) (2014) was awarded six prizes and was screened in forty film festivals. Martins' short film [The Many Lives of a Shield](#) (2017), available online, has been part of the exhibition *Plantae Amazonicae* (see below) and was screened in Bern, Rio de Janeiro, Paris, and several other venues in the UK. In the field of linguistics, Lou deconstructed and recomposed the linguistic landscape of Covid-19 as poems, in a collaborative short film [Limehouse Cuts](#), which was premiered at the Poplar Union Digital Arts Festival.

Zhu Hua's work on the 'visual turn' in translanguaging led to the exhibition by Ella McCartney entitled *To Act. To Know. To Be.* (at the Lychee One Gallery, London, March 2017), supported by a Leverhulme Artist in Residence award. The expansion of research on the visual archive of travel into artistic practice (Martins) has resulted in two exhibitions supported by Arts Council England: *El Encanto* (by Birkbeck's artist-in-residence Freddy Dewe Mathews, Peltz Gallery, 2017) and *Plantae Amazonicae* (by the Royal Botanic Gardens Kew's artist-in-residence Lindsay Sekulowicz, Shirley Sherwood Gallery, 2017-2018). The Peltz Gallery also exhibited, in 2014, *Family Ties: Reframing Memory* (Leal, Wourm), in which six invited artists reflected on the intersections of memory and imagination in the re-telling of family histories; and *Replaced Lives*, in which four artist printmakers created unique visual responses to the 'Replacement' conference held at Birkbeck in 2016 (Wourm). In addition, research into Victorian and present day understandings of neurological disorders that affect language and thought (Lorch) helped to shape *The Embroidered Minds Epilepsy Garden*, sponsored by the Epilepsy Society, as part of the RHS Chelsea Flower Show (2018), which has been awarded a prized Silver Gilt medal. All these six exhibitions included a programme of talks and other academic events.

1.3.4 Other strategic objectives post-2021

With the strategic appointment of a new post in Japanese and East Asian culture and history in 2021 (see people strategy), we will extend our research specialism beyond Japanese literature and the visual arts, strengthening the area of non-European languages in the unit.

We will grow PGR numbers, actively seeking ways to fund students with research interests across our full range of expertise, for example through AHRC CHASE consortium, AHRC CDP scholarships, ESRC UBEL DTP Linguistics pathway, ESRC UBEL DTP co-funded awards and Sasakawa PG studentships for Japanese Studies.

We will seek to expand our postdoctoral research community through relevant externally funded Fellowship schemes, e.g. British Academy Postdoctoral Fellowships, Leverhulme Early Career Fellowships etc., and by including postdoctoral researchers on grant applications when appropriate. We currently have two applications for postdoctoral positions in Japanese Studies and Global Englishes being considered by The Leverhulme Trust.

1.4 Impact objectives during the assessment period

In REF2014 we committed to using our research centres as a forum for engaging with audiences beyond HE. We further committed to increasing the impact of research on the education and well-being of transnational individuals, families and communities and the social policies and practices associated with them. Our research centres continue to engage non-HE audiences with our work through seminars, conferences and exhibitions, often held in collaboration with our non-HE partners. Our impact case studies testify to the achievement of the second aim..

1.5 Impact objectives over the next five years

We aim to build on our REF2014 objective to foster collaborative research with non-academic organisations and the public, expanding boundaries across the sciences and humanities and exchanging knowledge both to strengthen our research and to maximise its public benefits. Our research centres will continue to perform a key role in this strategy as we work to strengthen the ties that helped take our research beyond HE and allowed it to impact on transnational communities. We will seek to build new partnerships as new areas of research emerge and their impact are felt. We are particularly supporting in this area promising partnerships emerging from Fracchia's work on slavery and visual art, Martins' research on the repatriation of biocultural collections, Centeno's research network on Japanese transnational cinema and Lou's mapping of the linguistic landscapes of London.

1.6 Approach to supporting interdisciplinary research

Major new areas of interdisciplinary research which have been mainstreamed in the UoA over the last census period include the digital humanities (Martins), narco-culture (Kraniauskas), transcultural film studies (Leal, Centeno – a new appointment since REF2014 – on the transcultural history of Japanese cinema) and psychology (Dewaele). In addition, ALC has consolidated its research on multilingualism, leading to a significant expansion in methodologies and interdisciplinary research through the strategic appointment of new members of staff (Lou: linguistic landscaping; Petrić: narrative interviews; Saito: behavioural and neurophysiological experimental measures; Vessey: corpus-mediated discourse analysis) and methodological innovations from existing staff (Zhu Hua: sociolinguistic ethnography and multimodality; Lorch: archiving; McEntee-Atalianis: mathematical modelling; Lou: visual and mobile methodology; Dewaele: intercultural pragmatics).

Our long-term strategy of supporting individual researchers to pursue areas of interest, while maintaining an awareness of unit-level strategies and exploring research synergies with others within and beyond the UoA means that our commitment to interdisciplinarity is now constitutive of most of our research, individually and collectively. We anticipate we will follow a similar path with continued success over the next census period.

1.7 Research integrity and progress towards an open research environment

Following the policies and practices developed at College-level, the UoA works in accordance with the principles in the Concordat for Research Integrity. Departmental Directors of Research are members of Schools' Ethics Committees which report to the College Ethics Committee. Schools' Ethics Committees provide a forum in which questions relating to the rigour and integrity of research can be discussed, with conclusions and examples of good practice disseminated to all researchers. They also review and approve ethics applications and identify and facilitate training needs. Departmental and UoA research days also provide a context in which research integrity can be discussed as appropriate and necessary. Any member of staff has the opportunity to discuss the rigour and integrity of their own research with their mentor and/or the relevant Director of Research, also allowing for developmental needs to be identified and implemented by the Ethics Committee. In the case of an allegation of research misconduct we would follow the College's research misconduct procedure (see the Institutional Environment Statement for details).

All staff members are required to deposit publications accepted in the last three months in Birkbeck's green Open Access system BiRON and benefit from access to the work of colleagues via this repository. It is possible to apply for School-level funds to pay for open access charges. Distribution and monitoring of the use such funds is undertaken by the School Research Committee, overseen by the School's Assistant Dean for Research. Any ethical considerations that arise in relation to open access are referred to the School's Ethics Committee. The UoA benefits from the work of the College Open Research Group (of which the CL Research Director is a member) which disseminates its work on open access, open data and reproducibility to the benefit of individual researchers. In addition, we have several colleagues who actively support an open research environment through their work on the editorial boards of journals which are completely open access or have strong open access policies (Leal, *German as a Foreign*

Language; Petrić, Journal of International Students; Placencia, Pragmática Sociocultural; Lorch, Cortex).

2. People

2.1 Staffing strategy and staff development

2.1.1 Staff development

The unit has an active staff research mentoring system in place to support individuals' grant and output writing and holds regular research staff meetings where individuals receive peer support to develop current research. The unit holds two Research Days a year to discuss and develop research strategy and, in response to remote working during the pandemic, we set up an online staff group for sharing announcements of events and initiatives of common interest.

Birkbeck has clear procedures on academic career progression and reward and an annual appraisals process, Academic Review. During AR all staff review research goals with a trained colleague and discuss the support needed to meet them. Progression panels annually consider applications for promotion, discretionary and accelerated increments for all staff, including fixed-term and part-time staff. All staff are automatically informed of the procedure each year and Deans and Heads of Department actively encourage applications from those showing exceptional levels of performance. Since 2014, four colleagues in the UoA have been promoted to Professor, seven to Reader and two to Senior Lecturer.

In keeping with the Concordat to Support the Career Development of Researchers, all academic staff have access to the Department of Learning and Organisational Development's career development programme and to the academic career-building seminars offered by the Birkbeck Institute for the Humanities and the Birkbeck Institute of Social Research.

2.1.2 Effectiveness of the unit's staffing and recruitment policy

There is a recognised crisis in modern languages in the UK (from [A Languages Crisis?:](#) (HEPI Report 123) "only 32 per cent of 15-to-30-year olds from the UK can read and write in two or more languages (including their first language). This is less than half the level in the second-placed EU country (71 per cent in Hungary), and far behind France (79 per cent), Germany (91 per cent) and Denmark (99 per cent)").

The unit has returned 21.7 FTE, only slight lower than for REF2014 (25.4 FTE). With appointments pending, we expect a higher FTE return for the next census period. Our staffing strategy has been to further increase the scale and reach of our research through the appointment of excellent staff in key strategic areas, specifically Language/TESOL, English Language and Linguistics and Japanese Studies. In general, to enhance the sustainability of the UoA, and in recognition of the need for new ideas to refresh our research environment, we have prioritised the appointment of junior staff to replace outgoing senior members. New staff have all been appointed on long-term contracts.

Post-REF21, we will consolidate and further expand our expertise in Japanese Studies and will look to develop Global Englishes, Global South Studies and Latin American cultures through further strategic appointments.

2.1.3 Support for individuals at the beginning of their career

All new appointees receive induction and training, including the opportunity to gain a Postgraduate Certificate in Higher Education. During their first three years they are assigned a research mentor (who advises, e.g. on developing their publication and grant application strategies) alongside a probation advisor (who advises on their academic career more broadly). Probationary staff are given lighter teaching and administrative loads. New colleagues are encouraged to present their research at UoA Research Days and to contribute to the development of the unit's research strategies.

2.1.4 Sabbatical leave policy

The College recognises that research requires dedicated time away from other academic responsibilities and is committed to providing research leave and to encouraging academics to

gain research grants. All academic staff are entitled to one term's study leave after nine terms of service. Those who take on substantial roles at School level (e.g. Head of Department) have three terms of leave after three years of service. All eligible colleagues have taken leave during the census period. Staff can also apply to the School of Arts Research Committee for funding to support a short period of leave to complete large funding bids, e.g. from the AHRC, Leverhulme Trust, Horizon2020, Wellcome Trust or ERC. Colleagues have used (or have active plans to use) this support to develop applications for AHRC Networks and Leverhulme International Networks.

2.1.5 Exchanges between academia, business, industry or public or third sector bodies AND 2.1.6 Support for impact

The departmental Research Leads advise all staff on research grants and impact activities, including the strategic use of internal funds to support them:

- an annual £700 School research fund for each member of staff;
- an annual opportunity to top up that fund with up to £1,200 (CL) or £2000 (ALC) through a competitive application to the School; these funds support not only research trips and conferences but also pilot projects and environment activities;
- a College Impact Seed Fund, with up to £10,000 available per UoA;
- a competitive alumni-funded Research Innovation Fund accepting applications for up to £5,000 as seed-funding for new projects;
- the Birkbeck Wellcome Trust Institutional Strategic Support Fund (ISSF), supporting activities within medical humanities.

Vessey and Lou have received awards from the Research Innovation Fund and funding from the Impact Seed Fund has supported our REF2021 case studies.

The School Impact Officer is a dedicated post to provide specific advice to academics about developing knowledge exchange links with external bodies (including how to set up staff exchanges) and delivering impacts from research.

2.2 Research students

2.2.1 Recruitment of doctoral research students

Birkbeck's mission is to provide an inclusive learning environment for students from diverse social and educational backgrounds, most of whom balance study and work or other family commitments. Since 2014, there have been within the unit a total of 51 PhD awards and the size of our PhD student cohort has grown by 4% over this census period, something we are particularly proud of given the pressures on our subject area nationally. Our PhD student body is diverse in terms of their national origins. Within our current cohort we have 22 international and 18 EU students.

2.2.2 Funding

CL has an excellent track record of successful AHRC Collaborative Doctoral Awards, including the V&A, the Royal Society, and the Pitt Rivers Museum at Oxford, which aligns with our objective to enhance collaborative research with non-academic organisations. In addition, the studentship with the Pitt Rivers Museum is also a practice-based PhD, an area of planned expansion. We have obtained Sasakawa PG studentships for Japanese Studies, and hosted PhD students with scholarships from Chile, Brazil and Portugal.

Three of ALC's PhD students were awarded six-month Postdoctoral fellowships funded through the College's Wellcome ISSF award (the Institutional Strategic Support Fund – awarded by Wellcome to the ca. 30 institutions it awards most funding to). One student received a three-year postdoctoral Fellowship from the British Academy and two others obtained three-year postdoctoral Fellowships (University of Mannheim and Chalmers University of Technology in Gothenburg).

Following Birkbeck's entry as a full member of the CHASE consortium in 2018/19, the UoA has been able to put forward PhD applicants to the CHASE Doctoral Training Studentship Programme.

2.2.3 Monitoring and support mechanisms; progression and completion

Students follow their School's induction programme, consisting of research seminars, research skills workshops, critical theory sessions and lectures. Alongside regular meetings with their supervisor, students have a yearly progress interview with two colleagues outside their supervisory team who report to the Postgraduate Director any measures needed to facilitate progress. The upgrading procedure from MPhil to PhD (requiring 20k words plus a complete thesis outline and bibliography) provides another point at which to identify progression problems and put remedial measures in place.

The unit offers PhD students subject-specific training. CL runs two fortnightly research seminars. One seminar, led by staff members, is thematically and theoretically informed, so as to familiarize students with key debates in the field beyond individual research projects. Each year staff and students choose a theme, most recently: 'Revolution', 'Myth', 'Crisis', 'Empire', 'Migration' and 'Time'. The second seminar is student-led. Students give presentations and get feedback and support from staff and peers. Students also organise an annual Postgraduate Research Conference to present work-in-progress, one of the highlights of the year, extending their research expertise and adding vibrancy to the departments' research environment. ALC PhD students present their research at bimonthly seminars. These are attended by staff and academic visitors from across the world who also present their work. Since 2014, these included 4 visiting MA students, 15 visiting PhD students and 12 visiting Scholars.

We are committed to offering training and experience in teaching. Before teaching, students take our bespoke courses 'Teaching the Arts in Higher Education' and/or 'Teaching Languages in Higher Education'.

Since 2018, the unit has increased its emphasis on employability and on providing guidance to students looking for employment after their studies. They can attend a variety of events such as general skills for job applications, discussion panels with alumni, employers and recruitment agents in sectors relevant to the Arts, Creative and Education industries, and information sessions for international students wanting to work in the UK / students interested in working abroad, in addition to the standard offers from our careers service.

CL students received support for fieldwork and to attend conferences from CILAVS, Santander, the Society of Latin American Studies) and Birkbeck's extraordinary research expenses funds. They were also granted the following prestigious awards in the census period: Guest Researcher at the Ibero-Amerikanisches Institut in Berlin, an AHRC International Fellowship at the Harry Ransom Center of the University of Texas at Austin and a Leverhulme Trust Study Abroad Studentship.

In addition, CL students have contributed actively to the School of Arts' broader research environment, through (for example) organization of events during Arts Week (and a Peltz Gallery internship. Most ALC students have presented their research in conferences sponsored by the departmental incentive fund, the SSHP Postgraduate Support Fund and the Martha C. Pennington fund (3-year funding scheme, so far about 10 PhD students were funded to present at national and international conferences). The Department hosts one student funded by the Council of At-Risk Academics (CARA). Many research students have also published research papers and book reviews jointly with their supervisors or as single authors.

The student-led Birkbeck College Applied Linguistics Society organise regular social and academic events (such as walking, quizzes, fund-raising for charities working with translators, helping out with Linguistics Olympiad marking) to enrich the students' experience. In collaboration with staff (McEntee-Atalianis), they won the national 'Giving Back Award' in 2019's WhatUni Student Choice Awards for their 'Lives in Translation' campaign in support of interpreters and translators who work in high-risk settings.

The available research skills training and resources are enhanced by our DTP memberships: the unit has been part of the AHRC Consortium for the Humanities and the Arts South-East England

(CHASE) DTP since 2018, adding to the training and resources available via the relevant linguistics pathway in the ESRC DTP programme in operation in the period (the Bloomsbury DTP until 2016, the UBEL consortium since then). Examples of training provided include the CHASE-supported '[Eighteenth-Century Femininities](#)', a one-day workshop led by Birkbeck (Lewis) in collaboration with the University of Kent, the two-day symposium '[Thinking Home](#)', organized by Birkbeck (Petrić) and hosted by Essex University, and a one-day workshop on 'Researching Interculturally' led by Birkbeck (Petrić, Zhu Hua) in collaboration with Goldsmiths and Sussex.

Birkbeck Graduate Research School also coordinates a programme of generic training for PhD students with over 1500 registrations each year. BGRS provides a Moodle site with an overview of these training opportunities as well as online video resources such as LinkedIn learning. In order to identify initial training priorities, students carry out Training Needs Analysis beginning at the start of Term One each year. These opportunities are in addition to the long-established Bloomsbury Postgraduate Skills Network, which offers enhanced access to training within universities in the Bloomsbury area.

Students from the unit are actively encouraged to take up these many different training opportunities and each supervisor is responsible for ensuring that their student has the most appropriate skills training for their research and future career.

2.3 Equality and diversity

The UoA has a diverse staff body including 16 women and 9 men, with 5 out of 6 professors being female, and the majority are of non-British origin, including 14 different nationalities and a variety of ethnicities.

We are committed to the College's Equal Opportunity and Diversity Statement in relation to our staff and student body. Birkbeck holds an institutional Athena SWAN award at Bronze level, and is also a Disability Confident Employer, a Mindful Employer Charter signatory, and a Stonewall Diversity Champion and holds the HR Excellence in Research Award, which monitors and supports our implementation of the Concordat to Support the Career Development of Researchers. Each School has an Assistant Dean for Equalities who leads on equality and diversity issues, supporting the embedding of institutional equality initiatives, as well as developing and implementing local equality initiatives. The College has also established five Diversity100 PhD studentships for BAME students, one per School, for studies beginning in autumn 2020.

Within the unit we are committed to promoting women in leadership, attending the programme Aurora: Women into Leadership Roles, an initiative by the Leadership Foundation for Higher Education aimed at addressing the under-representation of women at senior levels in the sector. Departments also have Disability Coordinators who work with Assistant Deans for Equality to ensure equality of experience for staff and students.

We are strongly committed to decolonising the curriculum, this being a regular item on Departmental Teaching Day agendas, where we share best practice of our research-led teaching. We bring to the classroom critical thinking on the Western canon, dominated by Anglo-American scholarship, debating concepts such as 'epistemic freedom', 'provincialisation', 'deprovincialisation', and 'epistemological decolonisation', among others. In our PhD student research forum, we regularly include readings by authors outside the Western canon, while a focus on equality and diversity in relation to disability, gender and sexuality informs the syllabus. Our work in this area will be enhanced by the visit of Leverhulme Visiting Professor Jerome Branche in 2022-23, who will teach MA and BA modules on Afro-Hispanic and Caribbean literature, as well as lead a cross-college workshop on decolonising the curriculum. Colleagues also attend the new School of Arts' Decolonial Pedagogies Reading Group to explore and share difficulties and good practice in order to ensure an inclusive curriculum and research practice.

In constructing the REF submission, including the selection of outputs, the Department has implemented the policies laid out in the College's Code of Practice, to ensure that due regard has been paid to potential issues around equality and diversity.

3. Income, infrastructure and facilities

3.1 Research funding and strategies for generating research income

At the start of this census period, the unit acknowledged a historic issue with our approach to generating research income, which had led to a 0% success rate for grant applications submitted in 11/12 and 13/14 and only one successful application in 12/13.

Our focus for this census period was therefore to build capacity and capability, focussing on application quality rather than on substantially increasing application numbers in the first instance. Our strategies to drive up quality included: peer mentoring of grant applications, drawing in expertise across the Schools where necessary to have experience with a given funder; mentoring for junior colleagues to help them identify fundable projects and complete grant applications (including the strategic use of internal funding opportunities, internal funding competitions still being highly competitive but providing the opportunity for detailed feedback at every stage as a learning opportunity); access to a School of Arts database of successful funding applications and the support of a dedicated School Research Manager and access to funding for teaching buy-out to allow time for completing grant applications (see above).

The strategy's success is demonstrated by our 46% success rate in 18/19, including the following successes with major funders:

- 'Drawing together: the visual archive of expeditionary fieldwork' (Leverhulme Research Fellowship);
- 'Digital repatriation of biocultural collections: connecting scientific and indigenous communities of knowledge in Amazonia' (British Academy Knowledge Frontiers award);
- 'Family Language Policy: A Multi-level Investigation of Multilingual Practices in Transnational Families' (ESRC);
- 'Translation and translanguaging: investigating linguistic and cultural transformation in superdiverse wards in four UK cities' (AHRC);
- 'To Act, to Know, to Be' (Leverhulme Trust).

We have also had success in funding applications to smaller UK and global bodies, including:

- 'Japanese Transnational Cinema' (Daiwa Anglo-Japanese Foundation, £3K, 2018-20; Great Britain Sasakawa Foundation, £1K, 2019);
- 'Increasing the visibility of linguistic diversity in an international school' (British Association for Applied Linguistics, £3K, 2018-19);
- 'Capacity building for developing standardized and computerized speech and language assessment tools in China' (Academy of Medical Sciences, £6K, 2019-21);
- 'Calligraphic Forms: Japanese Writing in the French imagination' (Japan Foundation, £3K, 2019-21);
- 'Measuring the impact of watching video fragments in English as a foreign language' (Euronews, £26K, 2016-17);
- 'Migration, host-country language learning and the influence of global English' (Swedish Research Council, £5K, 2019-22);
- 'Which vocabulary factors are crucial for assessment & development of successful second language speech?' (Kansai University, Japan, £8K, 2018-19);
- 'Introducing Video-Based Interaction Activities into British Students Learning Japanese as a Foreign Language' (Japan Foundation, £8K, 2017-18).

CL also obtained funding for a visiting researcher in Japanese Studies through the SRUK/CERU International Mobility Programme "On the Move" 2019-20.

Building on these successful foundations, our strategy for the next census period will be to increase the size of award and the number of types of funder we apply to, driving up the number of applications whilst maintaining the quality and approach we have developed in this census period.

3.2 Infrastructure support

The School of Arts employs a School Research Manager who liaises with academic staff to identify funding opportunities, supports funding applications and oversees the day-to-day financial running of projects post award. The SRM works closely with the School Impact Officer who directly supports academics to build and maintain relationships with stakeholders and can provide advice about follow-on funding opportunities and how effectively to engage the public and stakeholders with the research. This local support is in addition to that provided by the College Research Office, which is responsible for assessing funders' terms and conditions, costing research, obtaining institutional approval for applications to be submitted, contract negotiation, post-award financial reporting as well as questions of research governance and evaluation more broadly defined.

Our research centres and study groups help to manage research and drive research agendas, embedding our staff, postdoctoral and PGR students in vibrant research communities. The College's infrastructure has enabled their development as recognized and funded entities outside of the departmental/School structure, facilitating the development of research clusters across the UoA and beyond in areas that are key to the development of our research. Each of these groupings – CILAVS, BRAKC, CMMR and The Eighteenth-Century Research Group – has been, and will continue to be, central to the consolidation and expansion of the unit's research as well as to the achievement of our strategic aims for research and impact.

In addition to directing these research centres, staff members actively participate in steering committees and advisory boards for research across the College, including the [Centre for Museum Cultures](#) (Martins), the [History and Theory of Photography Research Centre](#) (Martins), [Peltz Gallery](#) (Martins), [Birkbeck Institute of the Moving Image – BIMi](#) (Balibrea, Centeno, Lou), the [Birkbeck Institute for the Humanities](#) (Walker), the [Birkbeck Institute for Social Research](#) (Gardner-Chloros, Petrić) and the [Birkbeck Knowledge Lab](#) (Martins), and in emerging hubs of interest, for example the Cities research cluster (Balibrea, Lou), the 'Home and Exile' working group (Petrić), and the big data network (Birkbeck Institute for Data Analytics; Vessey).

3.3 Research Facilities

Full- and part-time staff have offices in dedicated School spaces across Birkbeck's Bloomsbury campus. Computer facilities and meeting spaces are also available for PhD students.

Our Bloomsbury location allows access to many relevant research collections. The British Library, the collections of the former Institute of Germanic Studies, the Institute of Historical Research, the German Historical Institute, the Wiener Library and The Leo Baeck Institute are all close.

The School of Arts research facilities, such as the [Peltz Gallery](#), [Birkbeck Cinema](#), and the [Derek Jarman Lab](#), have enabled the unit to engage effectively in public-facing activities and have supported impact in many fields, as described in the section below. The College's External Relations team and the School/departmental Events Coordinators and Web and Digital Editor help to organise and disseminate the work of the centres, providing invaluable support for our research and impact strategies.

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

This list of collaborations and contributions is selective, designed to communicate the range and quality of research activities across the unit.

4.1 Research networks and collaborative projects

All staff participate in research networks and collaborative projects within and beyond our institution, in the UK and internationally. Our research centres play a key role in supporting many of these collaborations. Significant examples include: **Balibrea**: 'Asociación de Estudios Manuel Vázquez Montalbán' (Founding member and president.); **Centeno**: 'Japanese Transnational Cinema' network (funded by Daiwa Foundation and Sasakawa Foundation, PI) and 'Projekts Yasujirō Ozu und der westliche Film' (Goethe-Universität Frankfurt, partner); **Dewaele**: the EU-

funded COST Action 'Study Abroad Research in European Perspective', COST Action 'New Speakers in a Multilingual Europe: Opportunities and Challenges' and 'Migration, host-country language learning (the UK rep on the Management Committee), and the influence of global English' funded by Swedish Research Council (partner); **Lewis**: 'Illustratio' network, France; **Lorch**: 'The values of French language and literature in the European Middle Ages' funded by European Research Council Advanced Grant (Interdisciplinary Member of Seminar and Advisory Steering Committee); **Petrić**: COST Action European Literacy Network 'Strengthening Europeans' capabilities by establishing the European literacy network' (Leader of the Academic Literacies research team); **Trindade**: 'Modern Mediations' research online, Institute for Contemporary History, New University of Lisbon and 'Culture, Identity and Power' Institute for Contemporary History, New University of Lisbon; **Wourm**: 'European researchers on the Aesthetics of Community'; **Zhu Hua**: the AHRC-funded 'Translation and Translanguaging: Investigating Linguistic and Cultural Transformations in Superdiverse Wards in Four UK Cities' (a collaboration between four UK universities, CI); the ESRC-funded 'Family Language Policy: A Multi-Level Investigation of Multilingual Practices in Transnational Families' (a collaboration between three UK universities, CI); the GCRF Networking Grants funded by Academy of Medical Science 'Capacity building for developing standardised and computerised speech and language assessment tools in China' (in collaboration with University of Nottingham Ningbo China, the UK PI).

We have been awarded a Leverhulme Visiting Professorship for Prof Jerome Branche (University of Pittsburgh; delayed to 2022-23 because of the Covid-19 pandemic) to extend our expertise in Afro-Hispanic America and Caribbean Studies.

4.2 Relationships with key research users, beneficiaries or audiences and wider contributions to the economy and society

We have also developed relationships with research users, beneficiaries and audiences through our work with public institutions such as museums and exhibition spaces, including Kew Gardens (Martins), Lychee One Gallery (Zhu Hua), British Museum (Weber), Museu Nacional Centro de Arte Reina Sofía in Madrid (Balibrea), as well as public festivals e.g. Chelsea Flower Show (Lorch), Bloomsbury Festival (Zhu Hua & Lorch), Essex Book Festival (Petrić), and Poplar Union (Lou).

We have engaged with other key stakeholders, making wider contributions to the economy and society: **government organisations** e.g. computer-assisted text analysis in detection of Islamist extremists for police (Vessey); **educational institutions** such as international schools funded by the BAAL Applying Linguistics Fund (Lou); **cultural and community organizations**, including Polish community organisations (Zhu Hua); and **NGOs**.

4.3 Contribution to the sustainability of the discipline

A significant contribution has been made by the (co-)organization of conference, symposia, roundtables and workshops which also evidence the extent of our collaborations with UK and international partners within and beyond HE, as well as the significant role our research centres play in the sustainability of the discipline.

2014: 'The Bloomsbury Round Table on Communication, Cognition and Culture annual conference' (2014-2018, CMMR); 'Adapting the Canon' (Lewis, MHRA/IMLR); 'The British in Brazil' (Martins, Birkbeck); 'The Carnation Revolution between African Anti-Colonialism and European Rebellion' (Trindade, Birkbeck).

2015: 'Celebrating 50 years of Applied Linguistics at Birkbeck' (ALC); 'Portraiture and the Unworthy Subject in the Early Modern World' (Fracchia, University of East Anglia); 'Migrants and Language' (Gardner-Chloros, McEntee-Atalianis, Birkbeck); 'Digital Amazon' (Martins, Kew Gardens); 'Thinking Home' (Petrić, University of Essex); 'When were the 1980s?' (Trindade, New University of Lisbon).

2016: Bilingual Therapist & Interpreter Forum' (2016- ongoing, Dewaele, Costa, Birkbeck); 'Have You Heard...? Navigating the Interstices Between Public and Private Knowledge' (Lewis, MHRA/IMLR); Bloomsbury Round Table: 'Multilingualism, Multiculturalism and Emotion' (Dewaele, Birkbeck); 'Picturing the Eighteenth-Century Novel Through Time: Illustration,

Intermediality and Adaptation' (Lewis, British Society for Eighteenth-Century Studies); 'Mobilising the Value of Biocultural Collections in Brazil' (Martins, Jardim Botânico do Rio de Janeiro).

2017: 'Border Subjects/ Hispanisms' (Fracchia, Birkbeck); 'Telling object stories: film, peoples and plants in the Amazon' (Martins, Birkbeck); 'Landscapes of Abandonment' (Martins, Birkbeck); 'Language Policy & Planning in Multilingual Organisations: Exploring Language Regimes' (McEntee-Atalianis, Birkbeck); 'Language, the Sustainable Development Goals, and Vulnerable Populations' (McEntee-Atalianis, UN, New York); '9th biennial conference of the 'European Association for the Teaching of Academic Writing' (Petrić, Royal Holloway); 'Inaugural symposium of the BAAL SIG: Professional, Academic and Work-Based Literacies'(Petrić, Open University); 'Beyond National History' (Trindade, New University of Lisbon); 'Corpus Linguistics and Multilingualism' (Vessey, Birkbeck).

2018: The Michel Blanc Annual Lecture in Applied Linguistics (2018-ongoing, ALC); 'Transatlantic Spain: The Afro-Hispanic Experience of Slavery and Freedom' (Fracchia, Birkbeck);); Bloomsbury Round Table: 'Individual differences in Second Language Acquisition' (Dewaele, Birkbeck); 'Plantae Amazonicae: art, ethnobotany and biocultural artefacts' (Martins, Birkbeck); 'The Politics of Memory of the Last European Empire' (Trindade, Birkbeck); 'Global 68' (Trindade, Institute for Contemporary History - ICH, Lisbon).

2019: 'História da Cultura em Portugal no século XX (Trindade, ICH, Biblioteca Nacional, Lisbon); 'Michaël Ferrier' (Kawakami & Wourm, Birkbeck); 'Signs of Urban Change' symposium (Lou, Birkbeck); 'Reanimating collections, sharing knowledges' (Martins, Birkbeck); 'Digital Repatriation of Biocultural Collections' (Martins, Kew Gardens); 'The United Nations at 75: Listening, Talking and Taking Action in a Multilingual World' (McEntee-Atalianis, New York); 'Japanese Transnational Cinema' (Centeno, Waseda University; Birkbeck); 'Depicting Donbas: creative and critical responses to the war in Ukraine' (Wourm, Birkbeck).

2020: 'Engaging with Multilingualism in Psychotherapy' (Dewaele); 'Transnationality in Japanese Screen Image: People, Culture, Society' (Centeno, Birkbeck); 'Study Group of Language & the UN conference 2020: Language and Migration: Experience & Memory' (McEntee-Atalianis, New York and Princeton); 'Signs of Urban Change' (Lou, Birkbeck).

4.4 Indicators of wider influence, contributions to and recognition by the research base

Staff serve on journal **editorial boards** across the disciplinary range of the UoA.

They act as editor/associate editor/book review editor for: *International Journal of Bilingual Education and Bilingualism*; *Journal of Multilingual and Multicultural Development* (Dewaele); *Cortex*; *History of Neurosciences Topic/Frontiers in Neuroanatomy* (Lorch); *Linguistic Landscape: An International Journal* (Lou); *Language Problems and Language Planning* (McEntee-Atalianis); *Journal of English for Academic Purposes* (Petrić); *Applied Linguistics* (Zhu Hua); *German as a Foreign Language* (Leal).

Staff also serve as editorial board members for 44 journals, including *Journal of Spanish Cultural Studies*; *MVM: Cuadernos de Estudios Manuel Vázquez Montalbán*; *Journal of Romance Studies*; *International Journal of Iberian Studies*; *Journal of Urban Cultural Studies*; *Bulletin of Hispanic Studies* (Balibrea); *Revista de Antropología Visual*; *Revista Digital de Iconografía Medieval*; *Archivo Ibero-Americano* (Fracchia); *Contracampo: Brazilian Journal of Communication* (Martins); Placencia: *Studies in Hispanic and Lusophone Linguistics*; *Applied Pragmatics*; *Revista Estudios Discurso Digital*; *Sociocultural Pragmatics*; *International Journal of Spanish Linguistics*; *Journal of Pragmatics*; *Linguistics Applied*; *International Journal of Linguistics and Applied Linguistics*; *Euroamerican Journal of Applied Linguistics and Languages* (Placencia); *International Journal of Multilingualism*; *AILA Review*; *Estudios de Linguística Inglesa Aplicada*; *Vigo International Journal of Applied Linguistics VIAL*; *Canadian Modern Language Review*; *International Journal of Language and Culture*; *International Multilingual Research Journal*; *Russian Journal of Linguistics*; *IAFOR Journal of Education*; *Journal for the Psychology of Language Learning*; *Journal of the European Second Language Association* (Dewaele); *Historiographia Linguistica*; *Journal of the History of the Neurosciences* (Lorch); *Language and Society*, *Language in Society*; *Sociolinguistic Studies*; *Cahiers de l'AFLS (Journal of the Association of French Language Studies)* (Gardner-Chloros); *Journal of International*

Students (Petrić); *TESOL Quarterly*; *Language Teaching Research*; *International Journal of Applied Linguistics*; *Journal of Second Language Pronunciation* (Saito); *Contrastive Pragmatics, Language, Culture*; *Society, Language, Culture and Curriculum*; *Chinese Language and Discourse*; *Chinese as a Second Language Research* (Zhu Hua).

Staff are editors/co-editors of 10 book series: *EUROSLA Yearbook, Language Acts and Worldmaking Book Series* (Dewaele); *Book Practices and Textual Itineraries*, PUN, Presses Universitaires de Lorraine and MHRA *New Translations and European Translations* series (Lewis); *Advances in Pragmatics and Discourse Analysis*, Cambridge Scholar Publishing and *Monografias IULMA- Instituto Interuniversitario de Lenguas Modernas Aplicadas de la Comunidad Valenciana* (Placencia); *Bithell Series of Dissertations*, IMLR (Walker and Richards); *Routledge Series on Language and Intercultural Communication* and *Cambridge Key Topics in Applied Linguistics, Cambridge Elements* (Zhu Hua); *International Exchanges on the Study of Writing* book series by the WAC Clearinghouse/Parlor Press (Petrić).

In addition to presenting papers in 60 international conferences, **CL** members of staff have been invited to give **over 90 keynote lectures and plenary talks**. Among them were: Balibrea (Jornades La Cultura que ve, Fundació Miró, Barcelona, 2017); Catani ('Héritages' conference, University of Saint Andrews, 2015); Fracchia (Facultad de Letras y Filosofía, Universidad Nacional Autónoma de Mexico-UNAM, Mexico, 2015); Kawakami (University of Tokyo, Tokyo, 2015); Martins (Visualising the Americas, University of Kent's Third Annual Americanist Symposium, 2019); Placencia (1st Symposium on Ecuadorian Spanish. University of Guelph, Guelph, Canada, 2018); Trindade (Política, Poder Estatal y Construcción de la Historia del Arte después de 1945, Conferência, Museu Reina Sofia, Madrid, 2015); Wourm (Contemporary French Poetic Practice: An Interdisciplinary Approach, the Bath Royal Literary and Scientific Institution, 2014). **ALC** members of staff gave **more than 85 keynote and invited lectures** at international conferences and high-profile events; e.g. Dewaele (Annual Conference of the British Association of Applied Linguistics, Cambridge, 2016; International Symposium on Bilingualism 11, Limerick, 2017); Lorch (International Society of the History of the Neurosciences, Cleveland, USA, 2018); Lou (Sociolinguistics Symposium, SS23, Hong Kong, 2020); McEntee-Atalianis (My Story My Words: A Symposium on language, migration and culture in Ireland. NUI Galway, 2017); Saito (International Conference on Best Practices and Innovations in Education, İzmir, Turkey, 2017); Vessey (ILPE 4 - Les idéologies linguistiques dans la presse écrite: l'exemple des langues romanes, Messina, Italy, 2019), Zhu Hua (Biennial conference of Nordic Association of Chinese Studies, Aarhus, Denmark, 2017).

Colleagues received the following **prizes and awards**: Centeno: Kokoro Journal Prize for the Dissemination of Japanese Culture (2014 and 2018); Best full-length documentary awarded by National Museum of Anthropology and CSIC, The Spanish National Research Council (2014); Best Film, Category of "Human Rights", FICVI, Puebla, México (2014); Best Director of a Foreign Film, Zlatna Ethnographic Film Festival, Romania (2014); Audience Award, Clam Festival, Barcelona (2014), Special Mention, Intimate Lens Film Documentary, Caserta, Italy (2014); Dewaele: Robert C. Gardner Award for Excellence in Second Language and Bilingualism Research from the International Association of Language and Social Psychology (2016); Best paper prize, Journal of the European Second Language Association (2017); Excellent Research Paper award by Renmin University of China, Beijing (2019); Birkbeck Public Engagement for Engaged Practice Award (2018, special commendation); Martins: Birkbeck Public Engagement for Engaged Practice Award (2018); Gold Standard Letter in recognition of outstanding contributions to the AHRC Peer Review College (2019); Walker: DAAD Visiting Scholarship, Marc Bloch Centre for Intercultural Communication (2018); Zhu Hua: Fellowship of the Academy of Social Sciences.

Colleagues are members of **peer review colleges and learned societies** nationally and internationally, including: AHRC Peer Review College (Balibrea, Martins, Petrić); AHRC Strategic Review Panel (Martins, Zhu Hua); ESRC Peer Review College (Dewaele, Zhu Hua); The Nuffield Foundation (Dewaele), Social Sciences and Humanities Research Council of Canada (Dewaele), The Netherlands Organisation for Scientific Research (Dewaele), Fonds voor Wetenschappelijk Onderzoek, Belgium (Dewaele), Hong Kong Humanities and Social Sciences Panel of the Research Grants Council (McEntee-Atalianis, Zhu Hua); UoA 26 Modern

languages and Linguistics, REF 2021 (Lorch); CONICYT Chile (Placencia); German Academic Exchange Service - DAAD (Centeno, Leal, Michels); University Professors and Heads of French (Kawakami).

Colleagues participate in the following **associations**: *International Association for the Psychology of Language Learning* (Scholarships and Awards Officer, Dewaele); *International Association of Multilingualism* (Former president, Dewaele); *The International Academic Forum* (IAFOR) (advisory board member, Dewaele); the AILA Research Network Multilingualism (convenor, Dewaele); Modern Humanities Research Association (Conference Grants Officer, Lewis); Henry Sweet Society for the History of Linguistic Ideas (Executive Board, Lorch); International Society for the History of the Neurosciences (Executive Board, Lorch); Learned Societies and Subject Associations Network, British Academy (Representative, Lorch); Institute of Modern Languages Research, School of Advanced Studies, University of London (Advisory Board, Lorch); University Council of General and Applied Linguistics (Board member, Lorch; Zhu Hua); Archive, Library and Museum, National Hospital for Neurology and Neurosurgery (Co-opted Member of the Board, Lorch); Linguistic Ethnography Forum, BAAL (Network Manager, Lou); SIG Professional, Academic and Work-Based Literacies, British Association for Applied Linguistics (Board member and Treasurer, Petrić); European Association for the Teaching of Academic Writing (Deputy Chair, Petrić); Communauté des Chercheurs sur la Communauté (Executive member, Wourm); British Association of Canadian Studies (Council member, Vessey); British Association of Applied Linguistics (Executive Committee member, Zhu Hua).