

<p>Institution: University of Essex</p>
<p>Unit of Assessment: 26 – Modern Languages and Linguistics</p>
<p>1. Unit context and structure, research and impact strategy</p> <p>Overview</p> <p>The Department of Language and Linguistics' international reputation for linguistic research (ranked 13th in QS World University Rankings by Subject) reflects the variety of perspectives it adopts for the study of language and the multiplicity of theoretical and methodological approaches it takes. Our strategy is to foster this approach to linguistic enquiry by appointing excellent researchers from different linguistic subfields to work together across nine research clusters within three broad areas: applied linguistics (second language learning and teaching; language policy and multilingualism; English language teaching), descriptive/theoretical linguistics (linguistic diversity and theoretical linguistics; African languages; language variation, identity and interaction), and psycholinguistics (experimental linguistics; early language development; language decline: attrition, ageing and impairments). Each cluster is responsible not only for undertaking innovative research, but also for training new researchers through its doctoral courses, with impressive results: 197.5 PhD students were registered during the REF assessment period. The future objectives of the UoA are: (1) to exploit synergies between the different theoretical orientations to gain a better understanding of the human capacity for language; (2) to engage non-academic populations in the development of its research; and (3) to undertake cross-institutional, multi-disciplinary projects on language description, development, processing and variation.</p> <p>Evaluation of 2014 Strategy</p> <p>The aims of the UoA's 2014 strategy were:</p> <ol style="list-style-type: none"> (1) to enhance the work of its existing research clusters through collaborative and cross-disciplinary projects, informed by the exchange of ideas and methodologies between the research clusters and cognate disciplines (psychology, cognitive science, education); (2) to make greater use of existing and emerging technologies (reaction-time measurement, eye-tracking, EEGs, high density video recording, computerised analysis of corpora); (3) to further integrate doctoral students into the UoA's collaborative research projects; and (4) to more fully involve potential users of the UoA's research findings (parents/carers of infants, language teachers, speech and language therapists) in shaping the direction of research, and to support this work by attracting external funding. <p>Several initiatives since 2014 ensured these aims were realised (see achievements below):</p> <ol style="list-style-type: none"> (1) Annual research away days with a specific emphasis on interdisciplinary initiatives across the research clusters (e.g. 2014: <i>data sharing and analysis</i>; 2014: <i>developing impact</i>; 2015: <i>cross-disciplinary collaboration</i>; 2016: <i>grant proposals</i>; 2018: <i>REF scoring impact and outputs</i>); (2) Thematic workshops and international conferences organised by the UoA, e.g. 2014: <i>Tense-Aspect – multidisciplinary perspectives</i>; 2015: <i>Portuguese as a Global Language: challenges and opportunities in teaching and learning</i>; 2016: <i>The learning of foreign languages in primary schools in England</i>; 8 events as part of the ESRC Seminar Series on <i>Language Attrition</i>, inc. 2016: <i>3rd International Conference on Language Attrition</i>; 2016: <i>The role of interaction in language development and loss throughout the lifespan</i>; 2017: <i>Languages in the primary classroom</i>; 2018: <i>15th Old World Conference in Phonology</i> (Jointly with UCL); (3) Workshops on emerging technologies and methodologies (e.g. eye-tracking; EEG; statistics; CHILDES); (4) Creation of the Centre for Research in Language Development throughout the Lifespan (LaDeLi) in 2015, driver of several interdisciplinary initiatives (see below),

- including several of the above conferences;
- (5) Development of the **Baby Lab** and **sharing of experimental facilities** and participant pools with the Department of Psychology;
 - (6) Acquisition of **state-of-the-art eye-tracking and EEG labs**;
 - (7) Regular research group meetings in each cluster to develop **collaboration between staff and research students**, including co-production of research papers and conference organisation (16 research articles authored by staff-PGRs were published during the REF period, and 11 PGRs worked collaboratively with 6 staff on research projects); and
 - (8) **Collaboration with research users** in the following areas: foreign language learning; educational policy (Zambia; Botswana; Tanzania; England); Language Analysis for the Determination of Origin; language attrition; language acquisition and bilingualism; Conversation Analysis and the study of multimodal interaction.

Achievements

In line with our vision of achieving research excellence in **Applied Linguistics**, the department has continued its strategy of **appointing excellent researchers**. Costley, Gkonou, and Jabbari have enhanced the expertise in **TEFL**, pursuing a diverse range of research on multilingual classrooms, the psychology and emotional labour of language teachers, academic literacies, and technology-enhanced second language learning. They have joined an established team of researchers focusing on the **teaching and development of language** (including attrition/loss) **throughout the lifespan** and adopting a variety of theoretical perspectives, including usage-based and generative frameworks (Gánem-Gutiérrez, Myles, Roehr-Brackin, Schmid). The **language policy and multilingualism** cluster focuses on how societal multilingualism is linked to language policy in the contexts of Zambia, Botswana, and Tanzania (Costley, Gibson, Kula), and on the implementation of the new requirement to teach foreign languages in primary schools in England in 2014 (Myles).

The **Theoretical and Descriptive Linguistics** group has maintained the UoA's long and unique history of hosting world-class researchers from diverse perspectives and different syntactic frameworks, thanks to the appointment of several new promising **early career researchers (ECRs)** (Cole, Chiu, Gibson, Jeffries, Jerro, Kim). Gibson works within the **Dynamic Syntax** framework to analyse the real-time processing of a variety of morpho-syntactic constructions (such as auxiliaries, inversion constructions, and verb reduplication), whilst Jerro takes a **truth-conditional approach** to the semantics of events, verb meaning and argument realisation. Kula and Kim work in **Element Theory/Government Phonology** and **Optimality Theory**, respectively contrasting representation and constraint-based phonology. Empirically, the department focuses on a **large range of languages**, though certain regions are a particular focus. Gibson, Jerro, and Kula research various aspects of syntax, semantics, morphology, and phonology in several **Bantu languages** including Bemba, Kinyarwanda, Swahili, and Chichewa, and have produced important descriptions and analyses of constructions in these languages such as auxiliary verbs, applicative morphology, and relative clauses. Kim describes and analyses the phonological and morphological systems of two **endangered Mesoamerican languages**: Huave and Amuzgo. The **Language variation, identity, and interaction** cluster investigates language from the perspective of linguistic variation and change, particularly **regional varieties of British English** and **modern Arabic dialects** (Al-Wer; Cole; Jeffries); **conversation analysis**, particularly grammar and embodiment in interaction (Clift), and **first language attrition** (Schmid).

Excellent research has continued within the area of **psycholinguistics** thanks to the **appointment** of up-and-coming **ECRs** (Chiu, Delle Luche, Jeffries, Lawyer) as well as the ongoing work by Schmid. The **Experimental Linguistics** cluster applies cutting-edge methodologies such as eye tracking, EEG and e-Prime to answering questions about **linguistic perception, production, and representation** (Chiu, Delle Luche, Jeffries, Lawyer, Schmid). They investigate how speech is perceived by adults and children, how sentences are processed in the mind of the reader, how dialect knowledge is acquired and used in perception, and they quantify language loss in diverse populations. The **Language decline** cluster focuses on language development – including **attrition, loss and impairment** – as an expression of the human language capacity and an object of study in their own right (Chiu; Lawyer; Roehr-Brackin, Schmid). Schmid is a world expert on the

phenomenon of language attrition, with a recent focus on the effect of personal factors such as age of migration and working memory.

A central aim of the 2014 strategy was the creation of our **new Research Centre, LaDeLi**, which regroups 11 members from the Department working on **early language development, second language learning and teaching, and language decline** due to attrition, ageing or impairments. Two recently appointed members of staff in the School of Health and Social Care working on **language disorders** (Joffe; Caute) also contribute to the activities of the Centre, as well as other colleagues from Psychology. Since its launch in 2015, LaDeLi has been central in many interdisciplinary initiatives and events involving colleagues in other departments and universities, nationally and worldwide. For example, it has organised **12 workshops** on varied topics, some **sponsored by external bodies** (BAAL; EuroSLA; British Academy) as well as internal pump-priming (e.g. language and dementia; primary school language learning; the role of interaction in language development and language loss). LaDeLi organises yearly 'away days' where members discuss work in progress and potential **synergies for the development of collaborative projects**. These have led directly to two interdisciplinary pilot studies: *EAL children and the learning of foreign languages in primary schools* (Costley, Gkonou, Myles, Roehr-Brackin – which led to a journal article); *Link between language learning intensity, loss of accessibility to the native language, and executive function* (Schmid and two PGR students). Away days also led directly to **two interdisciplinary events**: *Interface of emotion and cognition in language learning and use*, a two-day international workshop – postponed from June 2020 to June 2021 due to COVID-19, and the *Role of interaction* event mentioned above. LaDeLi organises an annual **Distinguished Speaker series**, open to the public, which has attracted leading international scholars (Crain; Opler; Munoz; Prevost; De Houwer; Leung) and large audiences. LaDeLi housed a **Marie Skłodowska-Curie fellowship** awarded to Hervé on *French-English bilinguals' processing of morphosyntactic structures: the case of cross-linguistic transfer* (PI Myles 2017–2019) and its members were successful in obtaining a range of **external funds** to support its infrastructure and research (see section 3). LaDeLi hosts the *East of England* branch of **Bilingualism Matters** (set up by Myles, Hervé, Delle Luche in 2018), offering research-informed resources and advice to parents, language professionals and teachers. Myles also set up and chairs the national network **Research in Primary Languages** (RiPL, <http://www.ripl.uk>), which provides research-based information and advice to language professionals and policy makers.

The UoA attracted **6 post-doctoral fellows** during the REF period, 5 on externally funded projects from ELDP (Rinzin), British Academy Newton Grant (Gharibi), British Academy Postdoctoral Fellowship (Horesh), the ESF Reach High programme (Camilleri), Marie-Skłodowska-Curie Fellowship (Hervé), and one as part of a British Academy GCRF Sustainable Development Scheme (Reilly). These postdocs bring enthusiasm and dynamism to the Department and are a reflection of the thriving research culture of the UoA, and its attractiveness as a context for **young scholars to develop into independent researchers**. The topics investigated reflect the varied research specializations of staff including; *Endangered language documentation and description in Bhutan* (South Asia); *Issues in heritage language development in Persian speaking children*; *Language and change in urban Palestinian dialects*; *Negation in Maltese and vernacular Arabic dialects*; *Processing of morphosyntactic features in French-English bilinguals*; and *Sustainable language policy development in multilingual sub-Saharan Africa*. They were mentored by Patrick, Schmid, Al-Wer, Sadler, Myles and Kula.

All the initiatives outlined above have been crucial for the delivery of our strategy from REF 2014. They have enabled a range of collaborative interdisciplinary work across all three broad areas of the Department, as well as engagement with research users. For example, Kula (phonology), Gibson (syntax) and Costley (applied linguistics) are marrying **linguistic theory, learning, and education policy** in their British Academy project *Bringing the outside in: Merging local language and literacy practices to enhance classroom learning and achievement*. Jeffries (sociolinguistics) and Lawyer (psycholinguistics) are collaborating on a BA project *Accent the positive: an investigation into children's implicit attitudes towards different regional accents*, making use of **experimental psycholinguistic methods** (ERPs) to investigate young children's **perception of accents**. Costley, Gkonou, Myles and Roehr-Brackin collaborated on a project comparing

multilingual and monolingual children in the primary-level language classroom, and Jerro and Lawyer (with two PhD students) use innovative **psycholinguistic methods** to investigate to what degree noun classes in Kinyarwanda are **semantically categorised** (as opposed to being determined by phonological or morphological factors). Patrick, Schmid and Al Wer have developed close links with the University's **Human Rights Centre** for their work on *Linguistic Analysis for the Determination of Origin* (LADO). The appointment of Cole to the Department, initially for 3 years as a Postdoctoral Research Fellow in the **Institute for Analytics and Data Science** (2020-23), will strengthen our links with data scientists, and her interdisciplinary expertise combining data analytics and sociolinguistics will enhance the work of the Department.

Vision and Strategic Plans

We have maintained the **sustainability** of the UoA. In particular, the retirement of 6 colleagues and the departure of another 4 during the REF period led to the **appointment** of 11 new colleagues, and the subsequent **reconfiguration of the UoA's research clusters**. The UoA's vision is to ensure their full potential is realised through **collaborative and cross-disciplinary projects**. These projects will be informed by the **exchange of ideas and methodologies** between the research clusters and with cognate disciplines (e.g. psychology, cognitive science, education), building on and stepping up the work already mentioned, as well as developing new areas. Projects will continue to make greater use of existing and **emerging technologies** where appropriate (reaction-time, eye tracking, EEGs, statistical and computerized tools, corpus linguistic coding and analysis tools etc.). **Doctoral students** will be further integrated into the research culture of the Department and University, by collaborating in research projects, co-producing research papers, and being involved in the organisation of research events. Potential **users** of the UoA's research will play a greater role in shaping the direction of research and in collaborating in projects (teachers and teacher trainers, parents/carers of young children, speech and language therapists, health professionals, policy makers, psychologists etc.). To support this work, the UoA will seek **external funds**.

Key themes for investigation will be '**language development and language loss across the lifespan**', '**African languages**', '**language and educational practice and policy**', and '**the interface between linguistic knowledge and other sociocognitive systems**'.

Developing initiatives that follow from this vision will include:

- (i) a series of **research awaydays** where members of all the clusters exchange information on their ongoing research and **develop ideas for collaborative interdisciplinary bids**;
- (ii) a series of **thematic workshops** on specific research topics that bring together Essex and external researchers with a view to initiating **cross-institutional projects**;
- (iii) a series of **workshops on emerging technologies and methodologies**;
- (iv) the **development** of current research strengths in the study of **African Languages**;
- (v) expansion of the work of the **Baby Lab** (which investigates early language development in infants), using a newly constituted **shared participants' pool** with the department of Psychology;
- (vi) **involvement of language teachers** in the development of research projects on language learning in the classroom, and dissemination of findings to research users (e.g. teachers, policy makers);
- (vii) **expansion of PGR provision** in Translation and Interpreting;
- (viii) using the staff-doctoral student research groups in African Languages, Arabic Linguistics, Conversational Analysis, English Language Teaching, Phonology, and Second Language/Psycholinguistics, to develop **collaborative projects between staff and doctoral students**;
- (ix) **LaDeLi** will build on its strengths and continue to develop its collaborative activities. It will aim to **bid for external funding to obtain Research Centre status**, based on its development of a multi-disciplinary research agenda on **multilingualism across the lifespan** which involves researchers from a range of fields beyond **linguistics**, including **psychology, psychosocial and psychoanalytic studies, computer science, health and**

social care, and philosophy.

Underpinning these initiatives will be our continuing commitment to the same **four strategic aims** that we articulated in 2014: **appointing excellent staff**; maintaining our **international profile** in each of our research clusters; **protecting staff time** to enable them to produce high quality research outputs, and to engage in research activities which have **impact in the world** beyond the academy.

2. People**2.1 Staffing Strategy and Staff Development**

The **recruitment** of new staff with high research potential, and support for the research of existing staff, is crucial to ensuring the UoA's strategic objectives are met. The ability to contribute to the UoA's research culture, and to produce work of the highest international standard (for inclusion in this and future REF exercises) are stated as essential requirements for academic (with research) posts in all advertisements, and **assessment of research potential** is accorded the highest priority in the selection process. This policy has enabled the appointment of **10 Lecturers** and **1 Research Fellow** in the Department of Language and Linguistics during the assessment period: **Chiu** (PhD from UCL); **Cole** (from Essex); **Costley** (from King's College London); **Delle Luche** (from Université Lumière Lyon 2); **Gibson** (from SOAS); **Gkonou** (from Essex); **Jabbari** (from Texas A&M U.); **Jeffries** (from U. of York); **Jerro** (from U. Texas); **Kim** (from U. of California, Berkeley); and **Lawyer** (from UC Davis). Four of them had previously briefly held posts in Manchester, Plymouth, Hong Kong and SOAS. Additionally, **two appointments in Linguistics** were made in **the School of Health and Social Care**, one lecturer (**Caute**) and one professor (**Joffe**). **35%** of the UoA staff are ECRs, and **60%** are aged under 45.

New members of staff are **mentored** by a senior member of staff with whom they meet regularly to **monitor progress** and receive **advice on research plans**. **Early career academics** who are on their Pathway to Permanency are given **lighter teaching loads** to allow them to develop their research profiles, and they are paired up with established staff for PhD supervision, enabling them to gain experience at the onset of their career. Together with their Academic Adviser, they set clear achievable targets for their 3 years of probation, with interim 18-months targets; these form the basis of regular mentor/mentee stocktaking. They have access to an **extensive programme of personal development activities** offered by the University's Organisational Development team, including coaching sessions. All staff (both early career and established) participate in a **yearly personal development review programme** led by a senior staff member – a substantial part of which is devoted to research planning and review; **advice on research funding and engagement activities** is provided by the University's Research and Enterprise Office (REO). All research staff are eligible for **one term of research leave after every 6 terms of service**, and a total of 41 terms of research leave were taken during the REF period. **Impact and engagement** activities are encouraged and form part of discussions of research plans and bids for funding, and are regularly presented at departmental events, as well as externally (see ICSs). The UoA's **Director of Impact** ensures opportunities for engaging with research users are not missed, and the departmental **workload model allocates time** for the pursuit of **impact activities**, for example to Impact Case Study authors or colleagues developing their impact agenda. A departmental 'Research and Impact Management Committee' chaired by the UoA's Director of Research (DoR) monitors the research plans of each member of research-active staff annually. The committee disburses funds from the Department's Research Endowment to support research (all ECRs have benefited from this fund). Every member of research active staff is given **financial support** to present work at **conferences** and related events of at least £700 per year, with additional funds being added for **submitting grants** (£150 for grants over 50,000, and £50 for grants under this amount) and **timely completion of PhD students** (£150 for each student who completes within the planned 4 years).

All research staff have a **one-to-one meeting with the DoR every year** to discuss their research and funding plans, and to seek advice on outputs and research bids. This is in addition to her **open-door policy**, and the holding of ad-hoc one-to-one meetings whenever required by

colleagues wishing to discuss their research. **Outputs** are regularly **read and commented on** prior to publication by colleagues in relevant areas, and **draft bids are reviewed** by the DoR and colleagues in similar areas as well as the Research Development Managers in the REO, ensuring ample feedback is provided prior to submission. The departmental **Director of Impact** holds regular meetings/workshops to explore impact avenues and give feedback on impact plans and bids for funding. **Career progression** is managed through an annual review of members of the UoA by senior staff in the Department where performance in research, teaching, administration and knowledge exchange are assessed. The senior staff make **recommendations on progression and promotion** to the University's Staffing Committee. Five members of staff were promoted during the REF period, two to professorships, one to reader and two to senior lecturer.

The University complies with the **Concordat to Support Research Integrity**, and has developed the *University Code of Good Research Practice*, with oversight provided by REO's Research Governance and Planning Manager, who ensures compliance with the code as well as other external legislation and funders' requirements. The UoA adheres to strict ethical guidelines for all research involving human participants, whether undertaken by staff or students. The UoA has a **departmental Ethics Officer** who supports applications and provides advice on the process, e.g. holding regular sessions for research students and staff, providing pro forma for informed consent, information for participants etc.

The UoA firmly believes in its **open-door policy** with regards to supporting research, and in its **proactive mentoring** of junior colleagues. Evidence of the success of our approach can be found in the impressive number of **prizes and accolades** UoA members have received during this REF period. Roehr-Brackin and Tellier (a former PhD student in the Department) won the **Albert Valdman Prize for best paper** in the leading journal *Studies in Second Language Acquisition*, one of the very top journals in this field (2019). Myles was awarded the European Second Language Association **Distinguished Scholar Award** (2020). Gkonou received the **English Language Teaching Research Award** from the British Council, and Cole, while a PhD student in the Department, was awarded the **British Association of Academic Phoneticians prize** for best student presentation. Joffe received the *International Journal of Language and Communication Disorders* **Editors's 2019 paper prize**. Schmid was elected as a member of **Academia Europaea** and had the **top downloaded paper** 2018-19 in the *International Journal of Applied Linguistics*, and Myles' 2017 article in the journal *Languages, Society and Policy* had **63,000 unique page views** between May 2017 and December 2020, accounting for well over half the total page views for all articles published by the journal.

Members of the UoA have given **63 keynotes/plenaries** during the REF period, and **65 expenses-paid invited lectures**, all over the world.

2.2 PGR Students

An impressive **197.5 PhD students** registered in the UoA during the REF period, coming from many linguistic backgrounds (Arabic, Chinese, English, French, German, Greek, Japanese, Malay, Swahili, Thai, Turkish, among others). The **diversity of our research student community** contributes enormously to the **richness and vibrancy** of the individual student experience. The UoA offers **seven PhD programmes** (Linguistics; Applied Linguistics; Sociolinguistics; English Language Teaching; Psycholinguistics; Experimental Linguistics; Translation Studies). Following the success of its suite of five established MA programmes, as well as student demand, the UoA established a **new PhD programme in Translation Studies** (Translation, Interpreting and Subtitling) in 2019.

66 students have received international funding from the Commonwealth and a range of overseas Embassies or Governments, and a **further 44 received funding from a range of sources such as scholarships**. The UoA is also part of a successful consortium of 7 institutions in the Southeast of England (CHASE) awarded an **AHRC Doctoral Training Partnership** (worth £17m) since 2014. It is also a member of the **ESRC's South East Network for Social Sciences (SeNSS) Doctoral Training Partnership**. These two schemes have funded 7 PhD students during

the REF period. Each doctoral student in the UoA is supervised by at least one supervisor whom they meet with on a regular basis. **Student progress is monitored through twice-yearly meetings** of the student's **supervisory panel** which includes two members of staff in addition to the main supervisor. Each student's progress against **agreed milestones** and targets is assessed at these formal board meetings and recommendations concerning the student's candidature made to the Graduate School.

Many of the students who successfully completed during the assessment period are now in **academic posts worldwide**, including China, Denmark, Germany, Hong Kong, Israel, Japan, Jordan, Malaysia, Mexico (2), Saudi Arabia (4), Tanzania, Thailand (2), Turkey, UAE, UK (7).

Research students are a vital component of the research environment, and they are treated as the future colleagues we expect them to become. Their **training needs** are assessed by their supervisor as soon as they arrive, and they are directed to **relevant modules** from one of the UoA's **six Masters programmes** in Linguistics, as well as other courses they need to attend. They are **assigned a workspace**, and have access to PCs, networked printing facilities, photocopying facilities and a small **research library within the Department**. The Department runs a weekly **seminar series** with invited speakers from all areas of the discipline at which research students are expected to be present. Here they meet and network with eminent visiting speakers. As already described in section 1, research staff and research students participate actively in **research groups** which meet regularly through the year. Additional weekly or bi-weekly **lab sessions focusing on data handling and analysis** are run for all doctoral students working in experimental psycholinguistics as well as for students researching Conversation Analysis. Doctoral students benefit from the University's *Proficio* programme which allocates them up to **£1,000 to participate in professional development activities**. Within the Department students attend a **professional development module** which provides workshops on topics such as the use of Praat (for speech analysis); the use of R (for advanced statistical analysis); the use of ELAN (for audio-visual data coding); CHILDES tools and Mechanical Turk methods for language acquisition; writing for publication; conference abstract writing/reviewing; among others.

The Department encourages independent and collaborative thinking by providing doctoral students with the **academic and financial support to organise an international conference, LangUE** (now in its fifteenth year and with its own **online proceedings**; postponed in 2020 because of the pandemic), and an **internal conference, SociolinguistEssex**. Research students are also actively involved in supporting the organisation and running of workshops, conferences and events in the Department. **Financial support (up to £700 per student)** is available from a departmental budget to help students **giving papers at external international conferences**. Often, this work is the product of collaboration with supervisors, and, if published in proceedings or in international journals, will be jointly authored. Over the REF period, colleagues in the UoA have **co-authored 16 research articles** with PhD students.

2.3 Equality and Diversity

The Department is committed to the University's policy on **valuing diversity and equality of opportunity**. Existing and prospective staff are assessed solely on the basis of their merits, abilities and potential regardless of any protected characteristics. The **five professors** in the UoA are **all female**, and **two** of them are **BAME**, including **one of only 25 female black professors** in the whole of the UK (Rollock, 2019), and who is currently **Deputy Dean of Partnerships** (Kula). The staff gender balance is now much more representative of our student body, with **90% of staff female**; these figures contrast sharply with our REF2014 return, when there were only 54% of female staff, and 7 professors, 4 of whom were male, and none BAME. Out of the thirteen new appointments during the REF period, **eleven are women, one is nonbinary, and four are BAME**. This is a direct result of our commitment to diversity and equality in our **appointing, mentoring and promotion procedures**.

This commitment is evident in a range of measures we have in place, such as the appointment of a **departmental Disability Liaison Officer and Inclusivity Lead** who ensures that all students,

including PGRs, are supported in their studies and get the help they might need. This role has proved **invaluable during the pandemic**, where lack of contact has led to an increase in mental health problems. This role also involves liaising with the institutional Student Well-being and Inclusivity Service (SWIS), and keeping staff informed of the support available to them and their students.

Staff in the UoA have been **pro-active** in taking the diversity and equality agenda forward at the level of the University. For example, Gibson is the **Co-lead of the University's Tackling Racism Working Group** and she **co-chairs the Race Equality Charter Self-Assessment Team**. These groups address a range of personalised and institutional issues relating to **inclusion**, particularly **racism**. Their focus includes learning and teaching, academic staff profiles, as well as student experiences, award gaps, and student progression (including PhD students). Gibson is also a member of the **Widening Participation in Postgraduate Research Advisory Group** whose goal is to address issues relating to **under-representation of certain student groups at the PGR level** (including but not limited to those from BAME communities, students with disabilities, with caring responsibilities, asylum seekers and refugees, students who are from lower socio-economic backgrounds and first in family to go to university). Jerro is **Chair of the University LGBTQ Staff Forum** and co-creator of the **University's Trans/nonbinary staff training**.

The University facilitates **flexible working**, has developed recommendations to **support carers**, has a set of **harassment advisers**, and trains all staff involved in making appointments in equality and diversity issues. The Department of Language and Linguistics received an **Athena SWAN Bronze award** in 2019. The University also has accreditation for the use of the '**Disability Confident Employer**' symbol, which guarantees that applicants meeting the minimum criteria for a job vacancy will be offered an interview. Mentors and those carrying out appraisals within the UoA help to ensure that those whose research is interrupted for maternity leave or any other reason are offered '**keeping in touch**' days and are fully **supported in their return** to research activity. The Organisational Development Manager in the Faculty oversees compliance with the Concordat to Support the Career Development of Researchers.

3. Income, infrastructure and facilities

3.1 Income

The UoA received **£2,665,625** in **external research funding** during the assessment period for a wide variety of projects of different scope and sizes, involving both **senior staff and ECRs**, many **collaborative** and spread across all the UoA's clusters. This represents a major **step change** from its 2014 REF submission, and is a direct result of our strategic focus on fostering research collaboration and exchange, and on mentoring and supporting staff.

Large projects have been funded by the **Leverhulme Trust**, the **British Academy**, the **Royal Society**, the **European Commission**, the **AHRC**, and the **National Institute for Health Research**, and include: *a sociolinguistic exploration of Palestinian Arabic* (Al Wer); *a study of the emerging dialect of Amman* (Al Wer); *Bringing the outside in: Merging local language and literacy practices to enhance classroom learning and achievement* (Kula; Gibson; Costley); *Complementation Patterns in Vernacular Arabic* (Sadler); *Vulnerable native grammars: the effects of limited input in native language attrition* (Schmid & Gharibi); *Issues of Attrition and Transmission in Heritage Language Development* (Schmid); *French-English bilinguals' processing of morphosyntactic structures: the case of cross-linguistic transfer* (Myles & Hervé); *Research for Patient Benefit: Evaluating an early social communication intervention for young children with Down syndrome: a feasibility study* (Joffe); *Research for Patient Benefit: Evaluating Palin Stammering Therapy for children: a feasibility study* (Joffe).

Smaller projects have been funded by the **British Academy**, the **GCRF**, the **Experimental Psychology Society**, the **British Council**, the **Endangered Languages Documentation Programme** (ELDP) and the **ESRC**, and investigated topics as varied as: *Religious Affiliation, Language Variation and National Identity in the Middle East* (Al Wer); *Communicating through*

COVID-19 and beyond: a multi-language study of speech perception in adverse listening conditions (Chiu); *Disrupting discourse: establishing a decolonial paradigm for language policy, pedagogy, and practice* (Costley); *Phonological representations of regional accents in the child's lexicon* (Delle Luche); *How does phonological distance impact the early bilingual lexicon* (Delle Luche); *Dialectology in Bantu Languages: Variation in Bemba across phonology and morphosyntax* (Kula; Gibson); visiting fellowship for Prof Rajendra Chetty from University of Western Cape (Gibson); *Eroding dichotomies: description, analysis and publishing in African linguistics* (Gibson); *A Pilot Study on the Effectiveness of a Technology Based Self-Study Programme for the Development of Academic Writing Skills* (Gkonou); *A Global Study on EFL teachers' emotional and social intelligence* (Gkonou); *Accent the positive: an investigation into children's implicit attitudes towards different regional accents* (Jeffries & Lawyer); *Variation in Sesotho and Setswana as spoken in the Free State* (Gibson; Jerro; Kula); *Negation in Maltese* (Sadler); *Language, Communication and Alzheimer's Disease* (Schmid); *First Language Attrition ESRC Seminar Series* (Schmid); *Enhancing research through capacity-building in Uganda* (Kula, with colleagues at Makerere University).

Some of these awards have been responses to **national/international priorities or initiatives**, such as several GCRF projects and a BA Newton Mobility Grant with Mexico City.

Additionally, the UoA received **£282,462 from the University** to support **research**, **£82,676** to support **impact**, and **£4,740 for KE**.

3.2 Infrastructure and Facilities

The UoA can draw on **extensive facilities** in support of its research. The University's Albert Sloman **Library** has extensive collections in Linguistics and allied disciplines, with **43,535 Linguistics books** and **642 Linguistics journals** (online and print), and provides access to numerous **databases and datasets**, such as *Scopus* and *Web of Science*, as well as Linguistics indexing and abstracting databases such as *Linguistics Abstracts Online* and *MLA International Bibliography*. The Library has long opening hours and offers overnight access to the stacks and working areas. During the pandemic, it offered a click and collect service, as well as a limited number of working stations for students living on campus.

Substantial investment has been made in **new technical infrastructure** in the Department, especially in two areas of growth: **psycholinguistics** and **translation/interpreting**. Successful bids to extend experimental psycholinguistics facilities have enabled the purchase of an **Eyelink Portable Duo eye-tracker** and laptops (£51K) to complement the **Eyelink 1000 Plus** located in the Linguistics **Baby Lab** used for eye tracking experiments with infants and adults. This allows projects to target a wider range of populations: as bilinguals are often widely dispersed throughout the country, or even across countries, it is important for researchers to be able to take this equipment to their fieldwork location. The running of **online reaction time experiments** has been enhanced by the setting up of a **dedicated computer lab** equipped with 6 mic-headphones, and the purchase of 2 Chrono boxes for use with EPrime. A **new EEG lab** has been set up in the department (£37K), enabling the investigation of the neural mechanisms for language. The department now has **four dedicated linguistics labs** and also has access to facilities in the University's EssexLab. These laboratories are being used extensively not only to enable the research of Chiu, Delle Luche, Jeffries, Lawyer and Schmid in **first and bilingual acquisition**, **language attrition** and **linguistic perception, production and representation**, but are also used by many **PhD students**, and for **training in these methodologies** the new generation of postgraduate students (PGR and PGT).

The UoA has also invested over £158K in **state-of-the-art facilities for translating and interpreting** during the REF period, with a dedicated **conference interpreting suite** and the **latest software**. To-date, these facilities have been primarily used by PGT students on our 5 MAs in this field, but they are an integral part of the UoA's strategic decision to develop this research area, and provide an excellent environment for the newly launched PhD programme in Translation and Interpreting.

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

4.1 Collaborations, Networks and Partnerships

Partnerships and Networks

Given its international make-up (linguistics staff originate from 9 different countries), the international nature of recruitment to its doctoral programmes and the interdisciplinary nature of its research, the Department is committed to the widest **research collaboration**. Many members of the Department have collaborative arrangements, both official and informal, with academics at other institutions:

Within the UK: Universities of Bedfordshire; Birkbeck; Birmingham City; Cambridge; City U London; Leicester; Manchester; Michael Palin Centre; Open University; Oxford Brookes; Plymouth; Queen Mary; Southampton; SOAS; UCL; Worcester; York;

In Europe: **Austria** (Graz; Vienna); **Belgium** (Ghent; Royal Museum of Central Africa, Tervuren); **France** (INALCO Paris; Nantes; Lille; Toulouse); **Finland** (Helsinki; Eastern Finland); **Germany** (Hamburg; Konstanz; Mannheim; Braunschweig; Humboldt; Frankfurt); **the Netherlands** (Groningen; Flemish Institute; Leiden; Amsterdam); **Sweden** (Gothenburg; Upsala); **Switzerland** (Geneva);

In America: **Mexico** (CIESAS); **USA** (Ohio University; UCLA; South Florida; Michigan; North Carolina; Alabama; Texas at Austin; Georgetown; Utah; Missouri; Albany State);

In Asia: **Hong Kong** (Education University; Poly University; Chinese University; University of Science and Technology); **Japan** (Tokyo; Osaka; Sendai); **Jordan** (Yarmouk University); **Pakistan** (LLWAS); **South Korea** (Hankuk); **Sri Lanka** (Sri Jayewardenepura);

In Africa: **Botswana**; **Egypt** (Cairo); **Rwanda**; **South Africa** (Free Sate; UKZN; Cape Town, Witwatersrand), **Tanzania** (Dar es Salaam), **Uganda** (Makerere) and **Zambia**.

Evidence of the strength of these links is provided by the volume and spread of published collaborative research arising from all these collaborations. A few examples serve to illustrate their significance: Schmid's collaboration with Köpke (Toulouse) on **attrition** has led to the co-organisation of **two international conferences/workshops**, the co-authorship of an **epistemological keynote article**, and the **co-editorship of the Oxford Handbook of Language Attrition**. Cliff's extensive **conversation analysis (CA)** networks in the USA, Europe, Australia and the UK (Colorado, UCLA, Portland, Rutgers, Queensland, Helsinki, Loughborough, York, City University) have led to the **co-editorship of a CUP handbook** on research methods in CA, the **co-authorship of 7 articles**, and the submission of a **large bid to the ESRC** (pending). Kula's collaboration with colleagues at the University of Makerere, Uganda, led to the **construction of a corpus** representing a number of **endangered languages**, as well as joint training programmes for ECRs and a **successful joint GCRF@Essex bid**. Her collaboration with the University of Zambia similarly led to **PhD and ECR training** as well as a joint **successful funding bid (BA)**.

Professional subject associations and learned societies

Members of the UoA play an active role supporting the profession by sitting on the **executive committees of many subject associations and learned societies**. Myles served as President of the **European Second Language Association** (EuroSLA) from 2011-15 and remained on its executive until 2017. She set up and has chaired the national network RiPL (**Research in Primary Languages**) since 2017 (see ICS for details of its work and reach). Costley sits on the executive of NALDIC (**National Association for Language Development in the Curriculum**); Gibson is on both the executives of the **Philological Society** and of the **Linguistics Association of Great Britain** (LAGB) of which Kim is the Treasurer; Gkonou served on the Research SIG of the IATEFL (**International Association for Teaching English as a Foreign Language**) from 2014-18;

Schmid has been a member of the **EuroSLA** executive throughout the REF period and she sits on the ISB (**International Symposium of Bilingualism**) Steering Committee; Al Wer sits on the executives of AIDA (**Association Internationale de Dialectologie Arabe**), of USA (**Arabic Linguistics Society**), and of CBRL (**Council for British Research in the Levant**); and Cauter is a member of the **British Aphasiology Society** executive.

Editorial activity

Joffe is **Editor** of the journal **Child Language Teaching and Therapy**, and UoA members have served on the **editorial boards of 33 international journals** during the REF period; *Al-Arabiyya*; *Annual Review of Applied Linguistics*; *Atlantis*; *Canadian Journal of Linguistics*; *Communication Disorders Quarterly*; *English Language and Linguistics*; *English WorldWide*; *International Journal of Arabic Linguistics*; *International Journal of Bilingual Education and Bilingualism*; *International Journal of Bilingualism*; *International Journal of English Studies*; *International Journal of Learner Corpus Research*; *Journal of African Cultural Studies*; *Journal of Applied Linguistics and Professional Practice*; *Journal of English Linguistics*; *Journal of Evidence-based Communication Assessment and Intervention*; *Journal of Language Modelling*; *Journal of Lexicography and Terminology*; *Journal of Linguistics*; *Journal of Pragmatics*; *Journal of Social Sciences and Interdisciplinary Research*; *Journal of Sociolinguistics*; *Language Awareness*; *Language and sociocultural theory*; *Language Teaching Research*; *Lingue e Linguaggio*; *Linguistic Approaches to Bilingualism*; *Marang: Journal of Language and Literature*; *Revue Française de Linguistique Appliquée*; *Second Language Research*; *South African Journal of Communication Disorders*; *Southern African Linguistics and Applied Language Studies*; *Zambian Journal of Language Studies*.

Additionally, members have held **editing roles** for a number of **book series**, as Series editor of *CUP Studies in Interactional Sociolinguistics* and of the Brill book series *Empirical Foundations of Theoretical Pragmatics*, as general (co)Editor of the Benjamins series *Studies in Arabic Linguistics*, and as members of the Advisory Boards of the *Encyclopedia of Arabic Language and Linguistics* (online version), and of the *EuroSLA Yearbook* (John Benjamins).

Cross-institution collaboration and joint publications

Peer review work

UoA staff are members of a range of peer-review colleges for UK Research Councils and similar international committees, as follows: **AHRC** Peer review college (Kula); **Wellcome Trust** (Lawyer); Community of Experts, **European Science Foundation** (Myles); **Hong Kong Research Grants Council** (Costley); **National Research and Development Ministry** (Sadler; Linguistics panel, 2015); **Luxembourg National Research Fund** (Costley); **Academy of Finland Research Council for Culture and Society** (Myles); **REF2014 sub-panel 28** (Myles).

Additionally, members of the UoA have reviewed **grant applications** for a large number of **research councils**:

In the UK: AHRC; British Academy; British Council; Endangered Languages Documentation Programme (ELDP); EPSRC; ESRC; Leverhulme Trust; National Institute for Health Research; UKRI Medical Research Council; Wellcome Trust;

In Europe: Brandenburg Research Academy; European Science Foundation (ESF); F.R.S-FNRS (Belgium); German Research Foundation (DFG); Government of Ireland Postdoctoral fellowships; Luxembourg National Research Fund; Netherlands Organisation for Scientific Research (NWO); Norwegian Academy of Sciences; Prestige Marie Curie post-doctoral fellowships programme; Research Council of Norway; Research Foundation Flanders (FWO);

In North America: National Science Foundation (NSF; USA); NSF – DEL (Documenting Endangered Languages); Natural Sciences and Engineering Research Council (Canada); Social

Sciences and Humanities Research Council of Canada;

In Africa and Asia: General Research Fund (Hong Kong); National Research Foundation (South Africa); Research Grants Council (Hong Kong).

Collectively, the UoA reviewed articles for **120 international journals**, including all **leading journals**. Illustrative examples include:

Applied linguistics: *Second Language Research; Studies in Second Language Acquisition; Language Learning; Bilingualism: Language and Cognition; TESOL Quarterly; Applied Linguistics; Modern Language Journal; Language Teaching Research; Computer Assisted Language Learning; Journal of English for Academic Purposes;*

Theoretical linguistics: *Language; Natural Language and Linguistic Theory; Journal of Linguistics; Linguistic Inquiry; Glossa: A Journal of General Linguistics; Linguistic Typology; Transactions of the Philological Society; Journal of Pragmatics; Phonology; Journal of African Language and Linguistics;*

Sociolinguistics: *Language Variation and Change; Language in Society; Journal of Sociolinguistics; Anthropological Linguistics;*

Psycholinguistics: *Cognition; Language, Cognition and Neuroscience; Developmental Psychology; Applied Psycholinguistics; Language and Cognition; Frontiers in Psychology; Journal of Experimental Psychology; Journal of Speech, Language and Hearing Sciences; Child Language; Brain and Language; Current Biology; Journal of the Acoustical Society of America.*

The UoA also reviewed **book manuscripts for 13 publishing houses**.

Examining doctorates

Members of the UoA have **examined 39 PhDs** in other institutions in **the UK and internationally**: Universities of Afaf Jammu & Kashmir, Muzaffarabad, Pakistan; Anglia Ruskin; Cambridge; Cardiff; Edinburgh; Exeter; Groningen X2; Heriot Watt; Lancaster; La Trobe; Liverpool; London (Birkbeck, X2); Madrid; Macquarie; McGill Montreal; Melbourne; Murcia; Newcastle X2; Oxford; Paris 8; Queen's University Belfast; Reading; Salford; Southampton X3; Surrey; Toulouse; Victoria University of Wellington; West Indies; York X3.

Organisation of conferences and scholarly encounters

The UoA organised and/or hosted **22 conferences or workshops** during the REF period. Al-Wer founded and hosted the first conference of the **Arabic Linguistics Forum** in 2015, held a workshop on **Religion as a sociolinguistic factor** in 2019, and organised a 6-hour session at the **Association Internationale de Dialectologie Arabe (AIDA)** Conference in Marseilles in 2016. Costley was Conference Chair for **NALDIC's 27th and 28th Annual Conferences** in 2019 and 2020. Gkonou organised the **IATEFL Research SIG Pre-Conference Workshop** in Birmingham in 2016. Kula jointly organised (with UCL) the **15th Old World Conference in Phonology** (London 2018) and organised a webinar series on **Language and Sustainable Development** (2019). Myles organised a workshop sponsored by EuroSLA on **The role of interaction in language development and loss throughout the lifespan** (Essex, 2016); a two-day workshop sponsored by BAAL/CUP on **The learning of foreign languages in primary schools in England: issues and challenges** (Essex, 2016); a two-day workshop on **Languages in the Primary Classroom** (Essex, 2017); she organised the **Primary Languages Policy Summit** (held at British Academy, 2018); and the ESRC funded **Primary Languages Policy in England** Conference (London, 2019); Patrick organised a **LADO** (Language Analysis for the Determination of Origin) training workshop in Amsterdam in 2019. Roehr-Brackin held a **LaDeLi cross-departmental workshop** in 2020. Schmid organised **8 events** as part of her ESRC seminar series on **First Language Attrition** during the REF period, including the **3rd International Conference on Language Attrition**.

4.2 Relationship with Key Users, Beneficiaries, and Audiences

Various aspects of the UoA's work involve regular **engagement** with a range of non-academic audiences.

Health and well-being

In her work on (conflictual) family interactions, Clift has engaged closely with the Family Unit at the **Tavistock and Portman NHS Foundation Trust**, with the **Ministry of Parenting**, with a **local community** interest group; and with a Colchester **comprehensive school** (Lord Audley). This has ensured her work and its applicability are firmly grounded in the needs of its beneficiaries, and has been instrumental in a new collaborative ESRC bid.

Joffe chairs the '**Clinical Excellent Network for older children and young people with developmental speech, language and communication needs**', within the context of the RCSLT (Royal College of Speech and Language Therapists).

Chiu is collaborating with **Essex County Council** in her work with children returning to **school post- COVID**, and with **Positive East (a HIV charity)** as statistics consultant.

Schmid has contributed to the Pasalo Project on Multilingualism, which provides **professional development for health and social care professionals**, and in the context of her ESRC seminar series on **First Language Attrition**, she works with 20 collaborators in 6 countries, both academic and professional. She has interacted with a large number of **immigrant and expat organisations** within the context of that work.

Education

Gkonou is expert consultant for **Cambridge University Press** in a range of areas relating to **stress, anxiety and emotional skills in language learning and exams**: young learners; the Cambridge Framework for Life Competences in Education (CamFLIC); ELT pedagogy framework; Test anxiety in adults. She is also international member to the external committee of the **Department of Teacher Education** at the **Norwegian University of Science and Technology** in Trondheim ('Multilingualism and intercultural education: On the path between home, school and university', to advise on the social and emotional aspects of learning in multilingual settings).

Myles has collaborated closely with a range of stake-holders (**teachers, teacher trainers, policy makers, DfE, APPG for Modern Languages**) in her work on the learning and teaching of languages in primary schools (see ICS).

Delle Luche, Myles and Costley set up and run Bilingualism Matters @ East of England in 2018, which involves regular **workshops and sessions with parents and teachers** of young multilingual children.

Roehr-Brackin has been consultant for the **Esperanto Association of Britain**, carrying out empirical research on the acquisition of Esperanto as a second language.

Human Rights and wider society

Al-Wer, Patrick and Schmid, in their work on **LADO**, have interacted with **lawyers, judges, commercial linguistic firms, representatives of European governments, asylum bureaux, doctors, policymakers, police, human rights practitioners, forensic scientists, interpreters**, etc (see ICS).

Jeffries has published in the popular language magazine *Babel* (2020) and has carried out **consultancy work for the BBC** on issues of **accent and identity**, as well as for **Brands2life** on

the use of **accents in audiobooks** and on **accent stereotypes**.

Lawyer is on the Advisory Board of *Alma Economics*; and Al-Wer works closely with *Jordan Heritage*, a non-profit civil society organisation.

4.3 Wider Activities and Contributions to the Research Base, Economy, and Society

The UoA attracted funding from the **ESRC Impact Accelerator Account** to the tune of **£43,274** to support its impact activities, in the areas of **Bilingualism** (Myles); **First language attrition** (Schmid); **Language, communication and Alzheimer's Disease** (Schmid); **Primary school language learning and teaching** (Myles); **Language and the Future** (Jerro); **Mental well-being of children returning to school post-COVID** (Chiu). Many of these activities have fed into the Impact Case Studies submitted by the UoA.

Additionally, many UoA members have contributed to the **popularisation of research findings** through a range of **public and media appearances**, as well as many publications in *The Conversation*. For example, Clift has acted as consultant in Conversation Analysis to the **AI Foundation**, a US-based company building virtual-reality digital humans. Gkonou's research findings on **language anxiety** have been incorporated into English language teaching **coursebooks** (and their teacher guides) for young learners by Cambridge University Press. Al Wer delivered a series of public lectures, TV interviews and social media posts in **Jordan** in order to raise **awareness of linguistic discrimination**, and on the topics of **traditional dialects** as **cultural heritage**, and of **education through mother tongue**. Chiu's collaborative work on children's mental health post-Covid, in partnership with Essex County Council, will feed into **policy by the local county mental health services**. Schmid, Patrick and Myles have all contributed many interventions aimed at both the **general public** (media; public lectures) and at **practitioners** (professionals; educators; lawyers). Details are provided in the two ICSs.