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| Institution: University of Reading |
| Unit of Assessment: UOA26 Modern Languages and Linguistics |
| <p>1. Unit context and structure, research and impact strategy</p> <p>The Modern Languages and Linguistics UOA at the University of Reading is committed to socially engaged research in which the tools of linguistics and modern language studies are deployed to address complex real-world issues such as war and conflict, migration and intercultural contact, othering and discrimination, and the maintenance of healthy and prosperous societies. The Unit, through its affiliated Departments and Interdisciplinary Research Centres, and supported by the University's structures, has created a vital and distinctive research environment to address these issues by:</p> <ol style="list-style-type: none"> 1. bringing together a unique range of disciplinary perspectives, including sociolinguistics, psycholinguistics, literary and cultural studies, and by engaging with other disciplines to understand the contexts of language use across cultures. 2. building and nurturing collaborative relationships with external stakeholders in government, industry and the non-profit sector. <p>We focus on addressing the historical origins of contemporary problems, the current factors that contribute to them, and the ways people within and outside of academia can work together to solve them through better understandings of language and culture.</p> <p>Strategy and structures</p> <p>The Unit includes colleagues from the Departments of Languages & Cultures (DLC) (formerly Modern Languages & European Studies), English Language & Applied Linguistics (DELAL), and the School of Psychology & Clinical Language Sciences (PCLS), representing a diversity of approaches to the study of language and culture that is much wider than our 2014 submission. The main rationale for widening the scope of the Unit was the recognition that an interdisciplinary approach, encompassing psychological and social understandings of language and culture, contemporary and historical perspectives on social problems, and empirical and interpretative approaches, would better serve our research focus in the current context of rapid social, political, cultural, and technological change.</p> <p>Interdisciplinarity is a key part of the University's research strategy. As described in the Institutional Environment Statement (IES, Section 1), since 2015 our research activity has been structured around four interdisciplinary Research Themes and 35 Research Divisions. Each Division has a Research Division Lead (RDL), and each Theme is led by a Research Dean. The Unit's research spans all four Research Themes: Heritage & Creativity, Prosperity & Resilience, Agriculture, Food & Health, and Environment.</p> <p>Our staff have leading roles in three of the University's Interdisciplinary Research Centres (IDRCs):</p> <ul style="list-style-type: none"> • Centre for Literacy and Multilingualism (CeLM), established in 2013 and led by Serratrice since 2019. • Centre for Book Cultures and Publishing (CBCP), established in 2018 and led by Heywood, La Penna, Wilson (English) and Walker (Typography). • Centre for Health Humanities (CHH), formally established in 2018 with Jaworska and Gehrhardt (aka. White) on the steering committee. <p>IDRC status provides administrative and communications support and additional funding opportunities from the University. Colleagues in the Unit are also involved in the interdisciplinary Centre for Film, Aesthetics and Cultures (CFAC, led out of Film, Theatre & Television).</p> <p>Since 2014 our research strategy, and the structures enabling it, have developed through a dynamic and reflective process designed to ensure that research is inclusive as well as</p> |

cohesive, robust and flexible. Throughout the reporting period, research priorities have been developed in a bottom-up fashion, by colleagues working in 'research clusters'. The role of clusters has been to facilitate discussion and collaboration, peer review and publishing, to facilitate grant applications and to explore areas of synergy with other clusters. These clusters were instrumental in developing, over time, the research programmes that helped to drive the formation of the Interdisciplinary Research Centres (IDRCs) supporting the Unit.

Ideas generated through interaction in and across these clusters and the IDRCs have fed into the development of the Unit's vision and strategy, which is reviewed annually in a collaborative process coordinated by the Research Division Lead. This bottom-up process of developing a strategic vision has been aided by the University structures; for example, Theme-led, communities of practice, incubator sessions, hands-on 'sandpit' events and seed-funding for early-stage projects.

Research vision and areas of focus

The work of the clusters has resulted in a vision that genuinely articulates our common aspirations to develop translanguaging and transcultural approaches to key problems in the modern world through both contemporary and historical perspectives. Three distinct but interrelated areas of focus have emerged and been supported through strategic hires, institutional seed-funding, and incentives for cross-disciplinary collaboration.

1) Conflict, contact and migration

Research in this area focuses on the relationship between language use and identities, ideologies and social cohesion in contexts of conflict, migration, displacement and discrimination. It builds upon the strong foundation established by work submitted in the last REF, including **Footitt's** AHRC project on Language at War, and has been enhanced by a number of strategic hires of ECRs such as **Capstick** (who works on language and migration), **Pilsworth** (who works on cultural nationalism in Germany), **Elston** and **McAllister** (who focus on culture and nation-building in Latin America), and **Aslan** (who works on intercultural pragmatics).

One of the most active groups in this area comprises researchers working on contemporary issues in migration and border studies (**Capstick, Faloppa, Themistocleous, Treffers-Daller, Schröter**). These scholars have been involved in a range of funded projects including the ESRC Network Grant 'The protective role of language in global migration and mobility: Language policies and practices in refugee settings' with colleagues from Education and Psychology; a British Academy grant on 'Experiencing multilingual spaces in borderline communities affected by conflict' (**Treffers-Daller, Themistocleous**); and the British Council-funded project on language and resilience in refugee settings which forms one of the Unit's impact case studies. Another important aspect has been the role of translation and intercultural communication in situations of contact, which was the major focus of **Footitt's** AHRC project 'Listening Zones of NGOs', on how issues of language and cultural knowledge affect the work of UK development NGOs.

Another key area of investigation has been the representation of migrants in political and media discourse, particularly issues of othering, silencing, racism, and hate speech (**Faloppa, Schröter**). **Faloppa's** work has resulted in opportunities to influence policy through his appointment as a member of the Council of Europe's Committee of Experts on Combatting Hate Speech and his ongoing collaboration with Amnesty International. Colleagues have also explored how migrants themselves use media, both for interpersonal communication and as a means of resisting negative representations (e.g., **Faloppa's** work funded by an ESRC Impact Acceleration Grant, and **Capstick's** work on 'migration literacies', which formed the basis for his 2015 monograph).

Work on conflict, contact and migration is informed by a broader range of research on multilingualism and intercultural communication. This includes **Treffers-Daller's** research on multilingualism and language contact, part-funded by the Horizon 2020 Marie Curie's

International Training Network 'Multimind', and her work on code-switching and identity in Cyprus, funded by the Centre for British Research in the Levant. It also includes work on the psycholinguistic dimensions of multilingualism (**Aveledo, Serratrice**). Work on multilingualism is supported by the presence of linguists who work in a range of languages including English, German, Italian, Spanish and Turkish, as well as international collaborations with colleagues working in Chinese, Hindi, Kurdish, Malay, Pashto and Telugu.

Finally, historical perspectives on the intersections of language, nationalism and conflict are provided by scholars such as **Leoussi**, who has focused on national identity formation in Europe in the eighteenth and nineteenth centuries, **Pilsworth** and **Schröter**, who work on political discourse in Germany, **Wölfel**, who works on representations of war in German cinema, and **La Penna** and **Leavitt**, on the cultural history of the transition from Fascism to the Republic in Italy. This historical perspective builds upon work in earlier historical periods done by long-serving colleagues who have recently left, including **Leglu**, who worked on multilingualism and translation in Medieval French and Occitan literature, and **Tucker**, who explored the writing of displacement and exile in the European Renaissance. This range of sites, languages, and contemporary and historical perspectives in the study of conflict, contact and migration has made the Unit an emerging centre of excellence in this area.

2) Maintaining healthy and prosperous societies

Our second strategic area of research focuses on how linguistics and cultural studies can contribute to healthy and prosperous societies through strengthening areas such as health and education. Much of this work focuses on language teaching and learning: **Capstick, Cunnings, Daller, Furneaux, Setter, Tavakoli, Treffers-Daller** have all contributed insights into how languages are learned and how language learning can be assessed, and the design of teaching materials for different kinds of learners. A unique feature of this strand of research, which has a long tradition at Reading, is the range of approaches represented – from sociocultural to those informed by studies in second language acquisition and psycholinguistic and neurolinguistic approaches. This research has been funded by grants from the British Academy, British Council, Leverhulme Trust, and Welsh Assembly. Much of it dovetails with work on conflict, contact and migration, such as, **Treffers-Daller's** ESRC-funded work on multilingualism and multiliteracy in primary schools in under-resourced contexts (India), and **Capstick's** work on language teaching and resilience in refugee camps. A number of projects are designed explicitly to contribute to building research capacity in linguistics and language education in lower- and middle-income countries, such as the Newton Mobility Grants secured by **Aslan** to train language teachers in Turkey to address issues of intercultural competence, and **Setter**, who trains university teachers in Malaysia in teaching and researching intonation.

Researchers have also examined the role of language and discourse in health, business and professional communication. An important emerging research strength is Health Communication, including communication about health-related issues over the internet (**Jaworska, Jones**), language training and assessment for nurses (**Daller**), and the role of pan-European and governmental regulation in communication about health and food. A particularly notable contribution to this growing research area is the European Institute of Innovation and Technology (EIT Food) funded project on the communication of health claims about food in different European languages (**Jones** and **Jaworska** with colleagues from Food & Nutritional Sciences, Computer Science, Typography, overseas and industry partners as well as NGOs). Also contributing from a psycholinguistic perspective is **Serratrice**, who has worked on the impact of multilingualism on dementia in the Indian context; **Setter**, who has teamed up with colleagues from Psychology to study language impairment in children with Williams Syndrome; and **Aveledo**, who works on the impact of bilingualism on patients with Multiple Sclerosis. Research on language and health is also informed by historical perspectives on disease and disability (e.g., **Gehrhardt's** work on the rehabilitation of wounded WWI veterans). Recently there has been growing engagement with the relationship between language and environmental issues (e.g., **Waters' work** on the human experience of climate change in the Indian Ocean and **Jaworska's work** on communication about climate change in corporate and professional discourse).

Work in these two areas has been strongly supported by the [Centre for Literacy and Multilingualism](#), which has provided a forum to build internal collaborations as well as strong cooperative relationships with external stakeholders (see section 4), and has provided seed-funding for projects leading to successful external bids (see section 3). It has also benefited from colleagues' involvement in the [Centre for Health Humanities](#) (CHH), which provides a forum to work with scholars in History, Literature Philosophy and Pharmacy. Finally, work in this focal area overlaps with all four of the University's Research Themes – Agriculture, Food & Health, Environment, Heritage & Creativity, Prosperity & Resilience – and has benefited from seed-funding made available by the Themes as well as opportunities the Research Deans have provided for formulating interdisciplinary research agendas across the University (e.g., **Jones** and **Jaworska's** EIT Food project).

3) Transmission of knowledge and culture across time and space

The third major focus is the material/technical means through which culture is disseminated and their political, economic and social underpinnings. Work in this area at Reading is distinctive in the breadth of its historical coverage. Much of it builds on the strong foundation of research in Medieval and Renaissance manuscript production and circulation established by scholars such as **Leglu, Nasti, Tucker** (a particular strength in our last REF submission). More recent developments have been in the areas of British and continental book history and publishing from the seventeenth century to the present (**Heywood, La Penna, Simó-Comas**), cultural production and dissemination in non-European contexts (**Elston, Kumaraswami, Waters**) and women in publishing (**Elston, Heywood, La Penna**).

Work has also been strong where it intersects with the focal area of conflict, contact and migration in projects which explore the role of publishing, translation and cultural production in contexts of rapid political change. Examples include **La Penna's** AHRC-funded work on translation and cultural production in the transition from dictatorship to democracy in Italy; **Simó-Comas' work** on publishing and cultural policies during the transition to democracy in Spain; **Heywood's** work on European children's literature in the 1960s, supported by a Marie Curie fellowship; and **Pilsworth's** BA/Wolfson-funded work on anti-Fascist publishing in the UK. There has also been important work on cultural production and political change in non-European contexts by scholars in Spanish and Latin American studies: **Elston** focuses on cultural politics and transitional justice related to the armed conflict in Colombia; **McAllister** explores the role of culture in recent Argentinian political history; and **Kumaraswami** studies post-revolutionary literacy and cultural policy in Cuba (partially supported by the Leverhulme Trust).

There has also been a strong focus on cultural dissemination through newer technologies and their impact on language, communication and culture. **Jones** and **Jaworska** have explored the role of digital technology in the communication of health messages and the formation of health cultures online; **Jones** has researched the role of digital technologies in social activism; **Aslan** has researched the role of internet memes in cultural transmission and linguistic enregisterment; and **Themistocleous** has examined the impact of digital technologies on the translingual practices of Greek Cypriots.

Work in the area of cultural dissemination is strongly supported by the [Centre for Book Cultures and Publishing \(CBCP\)](#). The Centre is supported by the University's renowned [Special Collections](#) in book publishing and printing history. This focal area has also been supported by the £500k **Collections Project** introduced by the University to extend the research use of the University of Reading Special Collections (IES Section 4), and the Dean for Heritage & Creativity, who provides seed-funding for events and research that bring together researchers, practitioners and policymakers, such as **La Penna's** 2019 Research Endowment Trust Fund award for her project on mapping translation in Reading's British publishers archives.

Vitality and sustainability

Future strategic goals of the Unit are based on building on these structures and the strong interdisciplinary and inter-institutional relationships they have facilitated over the past five years.

We have identified research on migration as an area for investment. Over the past two years, with the support of CeLM, the Unit has brought together an international network of scholars with a broad range of disciplinary expertise to explore the relationship between the linguistic challenges faced by migrants and other social and material issues such as bio-psycho-social well-being, economic security, and media use. Further work in migration will also benefit from the MA in Migration Studies which has been recently introduced to the School of Literature & Language's portfolio of MA programmes.

Future work in the area of language teaching and learning will be enhanced by the Joint Project on Language Teaching and Assessment with the British Council (from 2019), which hosts seminars and grant-writing workshops, funds PhD students, and provides internships for undergraduate and postgraduate students interested in working in the area of language assessment. There are also promising developments in collaborations with lower- and middle-income countries. The work of **Treffers-Daller** in India, **Aslan** in Turkey, **Setter** in Malaysia and **Capstick** in countries affected by the refugee crisis will continue, along with new initiatives such as **Tavakoli's** new project on language testing and economic development in Mexico (resulting from a British Council collaborative grant with the University of Guanajuato and currently funded by a TOEFEL CEO Assessment Grant). A range of opportunities for future research on language teaching presents itself following the recent merger with the **Institution Wide Language Programme (IWLP)**, which has seen the addition of language teachers with expertise in Arabic, British Sign Language, Chinese, Modern Greek, Japanese, Russian, and which introduces opportunities to pair up teaching-intensive and research-active staff for collaborative research on language teaching.

Research into language and health is a particular growth area, with **Jones** and **Jaworska's** EIT Food project winning a third year of funding in 2021, and the same researchers also recently winning a grant from the British Academy special fund for COVID-19 related research. Along with **Gehrhardt**, they will continue to work with colleagues in the Centre for Health Humanities to identify areas where linguistic and historical/cultural approaches to health communication can inform each other. In the area of sustainability, bids are in preparation by **Jaworska** on 'Trust in Sustainability Communication', and **Waters** on 'Creative, Community Responses to Landscape Change in Mauritius'.

The newly established **Centre for Book Culture and Publishing** has generated an ambitious roadmap for future research in the areas of international publishing, gender and diversity, heritage and conflict, translation, reading and literacies and digital materialities – all areas that build on current strengths in the Unit. Practical steps will involve establishing agreements with leading research centres and archives overseas to spur collaboration. Connections have already been established with the Apice Archives in Milan (Italy), Deutsches Literatur Archiv Marbach (Germany) and the Centre for Digital History Aarhus (Denmark). The Centre has used the Collections Research Frameworks developed as part of the Strategic Collections Project to identify themes and topics relevant to external funding calls, and to continue to raise Reading's distinctive profile through yearly international conferences (such as the 2019 Women in Publishing Conference) and public talks and exhibitions.

The Centre already has over 15 PhD students and has attracted excellent post-doctoral candidates through schemes such as British Academy Post-Doctoral Fellowships, Leverhulme Early Career Fellowships, and Marie Curie Individual Fellowships (including **Bolchi**, who is working on the reception of Virginia Woolf in Italy). Bids are currently in preparation for work on the translation of European post-war fiction, exploiting the rich publisher archives at Reading (**La Penna**), and on censorship in children's literature (based on **Heywood's** University Research Fellowship). The Centre aims to attract leading academics via schemes such as the British Academy Global Professorships and Leverhulme Visiting Professorships. These activities will continue to be supported with funding from the University as well as project-based support from the Heritage & Creativity Theme.

In summary, over the past five years our research environment has developed from a collection of organically formed research clusters into a stronger, more cohesive structure supported by major Interdisciplinary Research Centres and committed to making strategic investments in the three broad areas of research discussed above. The success of our dynamic and responsive strategy is evidenced by the number and range of funded projects (see section 3), the number of outputs published (**496 outputs have been deposited in the University's institutional repository**, including 33 books and 30 edited collections during the reporting period), and the strong network of partnerships we have developed not just with other academics, but also with teachers, health workers, industry partners and development NGOs (see section 4).

2. People

Composition of the Unit

The Unit has undergone considerable changes in its staff profile since REF2014, particularly the presence of more linguists in the Department of English Language & Applied Linguistics and the School of Psychology & Clinical Language Sciences. Another important addition is scholars in Spanish and Latin American Studies. These changes have led to a more comprehensive Unit in which scholars from multiple disciplines bring their expertise and perspectives to bear on the clusters discussed in section 1.

There have also been changes in the career-stage profile of the Unit following the retirement of senior researchers (e.g., **Footitt, Tucker**) and mid-career researchers moving to other institutions (**Leavitt, Leglu, Nasti**). Most of these colleagues maintain strong research ties with the University. We have filled the posts with both early career and senior researchers in areas related to the strategic initiatives described in the last section. New hires in the area of linguistics include senior researchers (**Jones, Serratrice, and Treffers-Daller** who transferred to the Unit from the Institute of Education), and promising early and mid-career researchers (**Aslan, Aveledo, Capstick, Cunnings, Jaworska**). New hires in modern language studies include senior scholars (**Kumaraswami**) and early career scholars such as **Pilsworth, Elston, McAllister, Gehrhardt, McKeane**.

Overall, the Unit currently comprises 27 staff (24.7 FTE), and has a healthy balance across Professors (26%), Associate Professors (33%) and Lecturers/Postdoctoral Fellows (41%). This balance, along with strategic relationships with senior researchers in other units via the IDRCs, has allowed us to maintain a strong system of research mentoring, both within departments and within the clusters described above. The stability of the Unit is assured by the high proportion of permanent contracts (96%, in comparison with 83% in REF2014).

Support and mentorship

Providing mentorship and training is a priority, reflecting the higher representation of Lecturers (up from 25% in 2014 to 41%) and Associate Professors (up from 25% in 2014 to 33%). All staff are teamed with a mentor in their department, and new staff also receive ongoing mentoring and support from colleagues in their research clusters. ECRs also benefit from annual research planning meetings with the Research Division Lead, grant-writing seminars within departments and affiliated IDRCs, as well as training on impact and the maintenance of impact logs. Early-career staff are also mentored to work towards their first external funding bid, either as PI or Co-I. Tailored training for grant-writing is provided by Research Services (RES), led by professional services staff and experienced academics, and providing opportunities for networking with ECRs in other disciplines. We are committed to creating a conducive environment for ECRs through the balancing of workload and the provision of regular research leave every three years (with opportunities to apply for research leave for special projects).

The success of these measures is evidenced by strong presence of early and mid-career researchers in our submission as well as successes in external grant capture by ECRs (e.g., **Pilsworth's** BA/Wolfson Fellowship, **Aslan's** Newton Mobility Grant, **Themistocleous'** British Academy grants). Lecturer-level staff are well represented in the disbursement of internal pump-

priming grants, UROP fellowships (for undergraduate summer research placements), and institutional investments in research development. In 2020, for example, **Capstick**, was awarded over £30k from the University's Research Endowment Trust Fund (RETF) for his participatory research project with refugees (see section 4). ECR and lecturer-level staff have also been successful in winning external recognition, such as **Elston's** 2018 Montserrat Ordóñez Prize by the Latin American Studies Association for her book on women's writing in Colombia and **Pilsworth's** 2018 Camden House ECR Book Proposal Prize. Finally, the quality of the mentoring provided to ECRs is reflected in the number of successful promotions to the rank of Associate Professor. Over half of the Associate Professors returned in this submission have been internally promoted in the past five years, including **Cunnings, Faloppa, Heywood, Jaworska, Themistocleous, Wölfel**.

Diversity and inclusion

The Unit is committed to promoting a diverse, equitable, vibrant and supportive working environment for all colleagues and benefits from University policies and programmes led by the Dean for Diversity & Inclusion and Human Resources, and the work of Diversity and Inclusion Officers situated within the Unit's affiliated Schools.

Like many other units focusing on language and linguistics across the sector, the Unit has a preponderance of female staff (74%). What is perhaps more notable is the prevalence of female colleagues in leadership positions: two of the affiliated IDRCs (CeLM and CBCP) are headed by women, the current Research Division Lead is a woman (as were the two preceding RDLs), school and departmental Directors of Postgraduate Research are all women, and both Heads of School are women (Literature & Languages; Psychology & Clinical Language Sciences).

Approximately a third of the women staff in the Unit have participated in women's leadership training, such as the Leadership Foundation for Higher Education's Aurora Programme and the Springboard Personal and Works Development Training Course. Women have also been particularly successful in their applications for promotion to Professor during the reporting period (**Furneaux, Kumaraswami, La Penna, Tavakoli, Waters**). Over the reporting period the Unit has also sought to promote gender diversity by increasing opportunities for male staff. This is particularly true in DELAL, which, at the beginning of the reporting period was made up exclusively of women, but now has a more balanced gender profile (with **Aslan, Capstick, Daller, Jones**).

Sensitivity to gender diversity is also reflected in our research, including **Elston's** work on women's writing in Colombia, and **Simó-Comas'** project on women in Post-Franco Spanish publishing. In 2019, the CBCP organised its First Annual International Symposium on Women in Publishing, from which a major two-volume publication co-led by **La Penna** and **Heywood** is in preparation with Edinburgh University Press. **Jaworska's** work on gendered representations in media and professional discourse led to her engagement with Ernst & Young in 2020, for which she, together with two colleagues from Economics, produced an assessment of diversity and inclusion in performance criteria and promotion procedures leading to changes in organisational policies.

The Unit also has a strong, open presence of LGBTQ staff, some of them with considerable expertise in research into language and LGBT issues, which has helped to attract PhD students (**Jones**, for example, has had students working on LGBT issues in China and Cuba). Other work includes **Setter's** research on transgender voices, carried out in collaboration with undergraduate student-researchers, which is reported in her 2019 book on the role of the voice in social life.

The dominance of non-British (or recently naturalised British) staff (52%), and the Unit's focus on international issues, helps ensure that it is attentive to the politics of both the global and the local and integrates the perspectives of often marginalised groups. We have also seen an increase in British BAME staff from 0% in 2014 to 8% in this submission. In addition, the merger with **IWLP** has brought in colleagues from Chile, China, Croatia, Japan, Libya, Russia and Serbia. The growing ethnic and cultural diversity has created a conducive environment for teaching and

research that focuses on multiculturalism and inclusivity as well as on challenges such as informal and institutionalised discrimination (e.g., **Capstick** and **Faloppa**'s projects examining multicultural challenges in migration, **Gehrhardt**'s research on facial disfigurement, **Jones**' work in a prison for foreign-national offenders, and **Faloppa**'s work on hate speech).

The University developed a Code of Practice for REF2021 setting out principles of transparency, consistency, accountability and inclusivity in the identification of eligible research staff and the selection of research outputs. The UoA has followed this Code of Practice, paying due regard to Equality and Diversity issues in the construction of its submission. The University's interim Equality Impact Assessment (2020) and bias analysis (2021) identified no statistically significant differences for protected characteristics in our selection. Diversity across a range of characteristics (gender, ethnicity, career stage, discipline) was taken into account in the selection of outputs: 30% of those selected are from men, and 70% from women, reflecting the gender ratio within the Unit. Outputs are evenly distributed across rank with approximately a third coming from Lecturers/ Post-doctoral fellows, a third from Associate Professors, and a third from Professors. 17.5% of outputs are by BAME colleagues.

Research students

A vibrant and growing community of PhD students makes an important contribution to the intellectual culture of the Unit. The number of PhD completions has increased since 2014 from 12 to 49, and enrolment continues to rise, especially in the areas of linguistics and translation. Quality has also increased: in 2019-20, 72% of new PhD students had achieved a Distinction for their MA degree (75% of those from UK universities, 12.5% from US universities, and 12.5% from universities in other countries). DELAL in particular has been successful in recruiting PhD students from its own MAs in TESOL and Applied Linguistics. 70% of currently enrolled PhD students are fully funded, either by scholarships from their own countries or through schemes such as Horizon2020, AHRC's South, West and Wales DTP, and the Felix Scholarship Scheme (for students from India and other developing countries studying at Reading, London, Oxford or SOAS). We are working to increase the number of Collaborative Doctoral Awards; a recent success being **La Penna**'s AHRC Collaborative Doctoral Award on British military encounters with Italian civilians in cooperation with the Imperial War Museums. In addition, **Capstick**, **Faloppa** and **Treffers-Daller** all contribute to supervision of students with MultiMind studentships funded by Marie Curie ETNS Action. As with academic staff, an important feature of the PhD population is its diversity, with students from Europe, the Americas, Asia and the Middle East. In the current student body 83% are non-British, and 63% of those are BAME students. Over a third of our PhD students are mature students (age over 35 on entry).

PhD students are supported by joint supervision, including a considerable number of collaborative supervisions across departments. PhD students are provided with funding to present their work at international conferences, and the annual PhD Conference in Language Studies, co-sponsored by DELAL and CeLM and organised by students, attracts PhD students from across the University. DELAL also publishes the annual Language Studies Working Papers, which is edited by a team of students. PhD students have also assumed other leadership roles. For example, Payne and Tomlinson (SWW DTP-funded students in German and French) led the university-wide Gender and Sexuality Network, and Romanzi (PhD Italian) directed the SWW DTP journal *Question* (2019, 2020). Our students actively engage with development opportunities to enhance their research skills and employability, including the Graduate School's Researcher Development Programme which provides training in study skills, communication skills, open research and research integrity, funding and grant applications, as well as the Preparing to Teach programme, the PGR Leadership Programme and the PGR Women's Development Programme.

Most PhD students are given opportunities to teach if they wish, mostly leading seminars for first-year undergraduate modules, and receive mentoring in teaching from senior staff. Others work as research assistants and editorial assistants for journals. This work experience is seen as an essential aspect of their training. PhD students are encouraged to publish during their studies, and their work has appeared in a range of prestigious journals such as *Annali*

d'Italianistica, Applied Psycholinguistics, English for Academic Purposes, International Journal of Corpus Linguistics, Modern Italy, Studi Secenteschi, Studies in Second Language Acquisition, System, and Tre Corone.

The effectiveness of the support we provide is evidenced by the high rate of timely completions, with 90% of full-time students submitting within 48 months. Students who have completed their PhDs have gone on to find employment (including post-doctoral positions) in other Universities (including UCLAN, Reading, Tokyo, Zurich and the Scuola Normale Superiore di Pisa), or to return with promotions to institutions where they were previously employed (Imam Abdulrahman Bin Faisal University, Qassim University, University of Malawi). Others find employment in other sectors such as government, publishing and the non-profit sector.

Post-doctoral and Visiting Fellows

We have also hosted eleven Post-Doctoral Fellows, mostly associated with specific grants – **Tesseur** and **Delgado**, linked to **Footitt's** AHRC-funded project, **Ryder**, associated with **Jones** and **Jaworska's** EIT Food project, and **Defilippi**, associated with **Faloppa's** Erasmus Plus project. Other Visiting Research Fellows have included Sullam (supported by the British Academy) and De Santis (supported by the British Academy/Accademia dei Lincei).

Over the reporting period the Unit has welcomed 29 visiting researchers and research fellows from institutions such as Universidad de Havana (Cuba), Murcia University (Spain), University of Milan and Rome Sapienza (Italy), Universities of Ticino, Geneva and Zurich (Switzerland), Wasada and Kobe Gakuin Universities (Japan), and Guangdong University of Foreign Studies (China). These visiting scholars work in collaboration with and, in many cases, receive mentorship from staff at Reading.

Research-led teaching

The Unit is characterised by a strong tradition of research-led teaching. Research is at the core of DELAL's respected MAs in Applied Linguistics and Teaching English as a Second Language. During the assessment period, three students from these courses have earned Commendations for their MA Dissertations from the British Council Masters Dissertation Awards scheme, and one was a winner (Dore, 2015/16). MA students are also given the opportunity to participate in research internships with the British Council's Assessment Research Unit as part of the Department's ongoing collaboration with the British Council.

Research-based undergraduate teaching is supported by University initiatives to improve teaching and learning, for example **Faloppa's** University Teaching and Learning Development Fund Award for his project: 'From the classroom to the world: A student-led radio programme on language and migration', or from outside organisations, such as **Jones' BAAL** Applying Linguistics Fund project which engaged undergraduate students in conducting collaborative research with prisoners in HMP Huntercombe.

A feature of our research culture is the strong presence of undergraduate students involved in staff research, mainly through the University's Undergraduate Research Opportunities Programme (UROP), which funds summer placements for undergraduates to work with staff on research projects. This has included exploring topics such as voice and representation among transgendered individuals (**Jones, Setter**), health communication and food (**Jaworska, Jones**), food communication and sustainability (**Jaworska**), gender and health communication (**Jaworska**), and the linguistic landscape of Reading (**Themistocleous**), as well as working with archives in the University of Reading's Special Collections, such as the [Robert Dawson Romany Collection](#) (**Faloppa**), the Archive of the Italian Refugees' Relief Committee (**La Penna**), and the [East German Archive](#), the largest archive of GDR material outside Germany (**Wölfel**). One student, who worked with **Themistocleous** on a UROP-funded project on attitudes towards multilingualism presented her findings at Westminster as part of the national Posters in Parliament Conference.

3. Income, infrastructure and facilities

Research income

The success of our research strategy is demonstrated by the steady rise in research income and an increasing diversification of sources. While funding still comes primarily from UK Research Councils (especially AHRC, ESRC, and the British Academy) and UK-based charities (e.g., the Leverhulme Trust), we have expanded to include the Welsh Assembly, British Council and European funders such as the Erasmus Plus Scheme, Marie Skłodowska-Curie Actions, and the European Institute of Innovation and Technology (Figure 1).

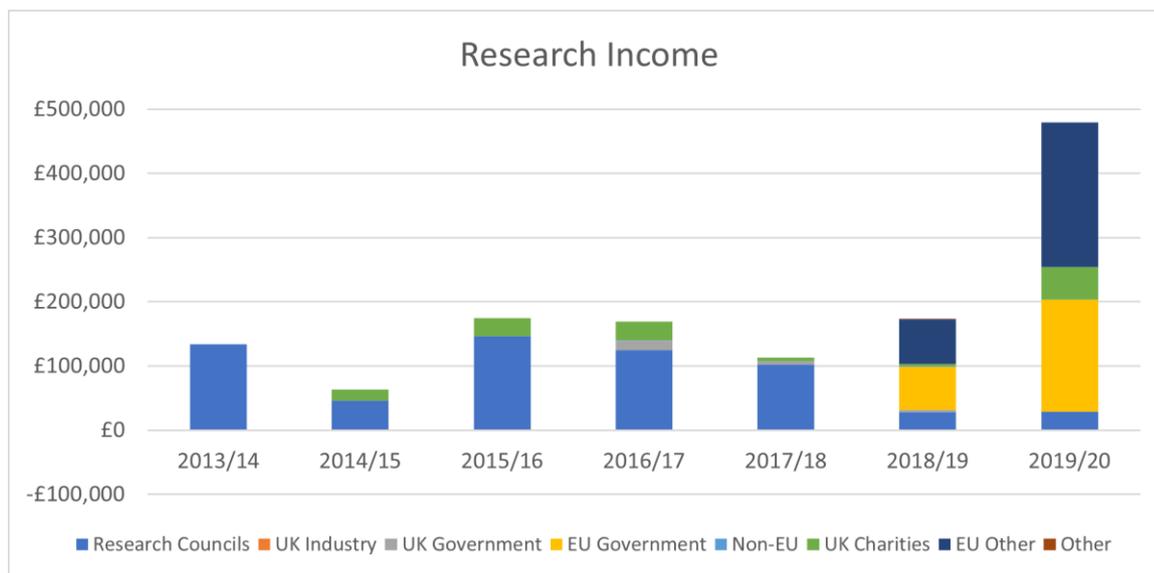


Figure 1. Research Income in the REF period by year and source

The total value of research income during the reporting period was £1,307,305. Among the most prestigious projects have been **Jones** and **Jaworska**'s EIT Food project 'Developing a digital toolkit to enhance the communication of scientific health claims', with a total award over two years of over €1.2 million (shared across 4 institutions); **Footitt**'s AHRC project 'The Listening Zones of NGOs' (>£350k); **Kumaraswami**'s Leverhulme Trust Award (£160k) for, 'Beyond Havana and the nation? Peripheral identities and literary culture in Cuba'; **La Penna**'s AHRC grant (£191k) 'Mapping literary space: Italian intellectuals, literary journals, publishing firms 1940-1960'; and **Wölfel**'s BA grant and Leverhulme fellowship for her research on GDR film. Staff have also been involved as Co-Investigators on a number of large grants led by colleagues in other units: **Treffers-Daller** and **Faloppa** are Co-Is on the €4m Horizon 2020 Marie Skłodowska-Curie Innovative Training Networks grant (led by Marinis, PCLS); **Treffers-Daller** is Co-I on the £650k project 'Multilingualism and multiliteracy: Raising learning outcomes in challenging contexts in primary schools across India' (led by Cambridge); and **Capstick** and **Faloppa** were Co-I's on the £131k ESRC Network Grant on 'The protective role of language in global migration and mobility'.

Colleagues have also been successful in securing smaller grants with potentially large societal impact. **Tavakoli**'s awards from the British Council have made a significant contribution to her research on language testing (Assessment Research Grant and Higher Education Link Grant, British Academy International Partnership Fund); **Themistocleous**' research has the potential to contribute to efforts to address conflict in Cyprus (British Academy/Leverhulme grant 'Experiencing multilingual spaces in borderline communities affected by conflict: The case of Greek- and Turkish-Cypriots in Cyprus', Council for British Research in the Levant grant 'Multilingualism and identity in Cyprus: Alternating and hybrid identity styles' (with **Treffers-Daller**); and **Faloppa**'s ESRC Impact Acceleration Grant has helped him to develop his engagement on migration and hate speech ('Media use and representation among migrants'). **Jones** and **Jaworska**'s British Academy Grant on the experience of Chinese students in the UK

during the COVID-19 pandemic builds on their previous work on intercultural, institutional and health communication.

Infrastructure and support

One of the biggest transformations since REF2014 is the role of the affiliated IDRCs in supporting funding bids and helping to develop a cohesive strategy for grant capture. Over 20% of CeLM's budget is devoted to pump-priming grants for pilot studies leading to medium-size or larger funding proposals. CeLM pump-priming supported the ESRC Network Grant 'The protective role of language in global migration and mobility' (**Capstick, Faloppa**), the Multimind grant (**Treffers-Daller, Faloppa**), **Serratrice's** Leverhulme International Academic Fellowship, and **Jones' work** in Huntercombe Prison supported by the British Association for Applied Linguistics. CeLM has also supported **Tavakoli's** ongoing work with language test publishers.

CBCP and the research clusters involved in its formation, have been responsible for national and international grant income from bodies including the AHRC, British Academy, Canadian Social Science and Humanities Research Council, Leverhulme Trust, the European Commission's Marie Skłodowska-Curie Actions, the Mayor of Paris, and Spanish Ministry of Education and Culture. Work on book cultures and publishing is supported by the University's impressive [Archive of British Printing and Publishing](#) (designated by Arts Council England as an Outstanding Collection), which includes archives from the Lewis collections, the Hogarth Press, WH Smith, Cape, Weidenfeld & Nicolson, Mills & Boon, the Sutton databases, the Location Register of Twentieth-Century Manuscripts, and WATCH.

Other support for grant development is available from the Research Dean for Heritage & Creativity, who since 2015 has provided over £107k in seed-funding, pump-priming and subsidised research leave for staff to work on applications or complete outputs. Water's work on climate change in Mauritius, for example, was supported by this fund. The H&C Theme also has its own Grant Development College, which reviews major bids as they are in development. Colleagues in the Unit have also received pump-priming support from the Deans of other Research Themes: **Jones** and **Jaworska's** EIT Food application, for example, was made possible by support from the Agriculture, Food & Health Theme.

Support is also available from the Schools of Literature & Languages and Psychology & Clinical Language Sciences. Each has a School Research and Impact Committee, chaired by the Head of School, which includes Heads of Department, Research Division Leads, post-doctoral student representatives, together with Impact, Grant Support, and Research Development Managers. This School-level approach helps to prioritise collaborative and interdisciplinary potential among the different departments. These committees review and sign off on Research Division Operational plans, help to direct research expenditure within the Unit, and channel expenditure to high potential research and impact initiatives. The committees also review research leave applications and receive reports about the progress of external bids towards submission. The School Research and Impact Committees fund research expenses and conference travel through an annual allowance for all staff, and further funding is available for specific projects. Expenditure against individual research accounts is agreed with the RDL and Head of Department to make sure that the funds are spent optimally to support personal research plans. Staff can also apply to the University's Research Travel Grant for conference attendance, archive visits or impact activities. The University also offers generous funding for Open Access publications, including subventions for OA monographs (e.g., **Waters** 2018).

A team of Research Development Managers in Research and Enterprise Services (RES) plays a central role in supporting efforts to secure external funding, disseminating calls, advising on appropriate funding, and assisting with the costing and preparation of applications. After grants have been secured, they provide advice and support for PIs about the management and delivery in association with the University's Research Accounts Office.

Support for impact planning and strategy is provided by the Unit's Impact Lead (**Faloppa**) and RDL (**Jaworska**), who work with the Impact Development Manager for H&C to identify and

highlight the impact potential within individual projects. The University established an Impact Support Programme in 2016 (see IES, section 2.3), which provides funding, planning, and timetabling support for impact case studies, and projects with future impact potential.

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

The three research areas that the Unit is involved in – conflict, contact and migration, building healthier, resilient and prosperous societies, and the transmission of knowledge and culture – cannot be adequately addressed from within the disciplinary silos of languages and linguistics or even from within the confines of academia. Indeed, a distinguishing characteristic of work in languages and linguistics at Reading is the willingness of researchers to venture into territories usually associated with other disciplines (such as business and economics, design, food sciences, geography, health, and meteorology and climate science) and centrally involving ‘real-world’ actors. Not surprisingly, then, our research activities depend on our strong track record and structures of support for interdisciplinarity and inter-institutional collaborations as well as collaborations with a range of non-academic stakeholders.

Interdisciplinary and inter-institutional networks

As demonstrated above, interdisciplinary collaboration is strongly supported on all levels, via the University’s interconnecting Research Themes, the IDRCs, and the strong ties we have established with colleagues in other departments based on joint degrees and doctoral supervisions. Projects in the area of migration have involved collaboration among multiple Schools within the University as well as with overseas academic institutions, governmental bodies and NGOs from Asia, Europe, and the Middle East. Projects focusing on education and healthcare have been equally interdisciplinary and inter-institutional, a good example being **Jones** and **Jaworska**’s EIT Food project in which an interdisciplinary team from Reading works together with the Technical University of Munich, a UK NGO (British Nutrition Foundation), and a Canadian tech start-up (Foodmaestro).

Work in publishing and book culture benefits from collaborations with international libraries, galleries, museums, professional societies and organisations as far afield as Argentina, Austria, Cuba, France, Germany, Italy, Israel, Spain, Sweden and USA. Much of the networking that supports these collaborations comes from grants, such as **La Penna** and **Heywood**’s Leverhulme-funded international network ‘Diasporic Literary Archives’ (2012-14), with Yale’s Beinecke Library, the University of Pavia’s Centro Manoscritti and IMEC Institut mémoires de l’édition contemporaine. Examples of projects, exhibitions and public seminars/workshops made possible through these collaborations include **La Penna**’s AHRC Collaborative Doctoral Award on British military encounters with Italian civilians (with the Imperial War Museums), **Leoussi**’s contribution to the major 2015 British Museum exhibition, ‘Defining beauty: The body in Ancient Greek art’, and **Heywood**’s curation of travelling exhibitions on children’s literature for Médiathèque Françoise-Sagan Children’s Library and The Swedish Institute for Children’s Books (2017-18).

Collaborations with non-academic stakeholders

We have also cultivated strong relationships with external organisations, individuals and groups working in our three focal areas. Particularly prominent are the relationships with NGOs such as those represented in the Unit’s impact case studies, i.e., **Faloppa**’s work on hate speech with Amnesty International and his advisory role for COSPE, and **Capstick**’s research used by the British Council, UNICEF and NGOs to design language programmes for refugees. Other examples include **Footitt**’s work involving DFID, Oxfam and Christian Aid, the ESRC-funded network ProLanguage with NGOs working with refugees, **Gehrhardt**’s ongoing collaboration with the charity Changing Faces, and **Jones**’ prison related work with the St Giles Trust.

CeLM has a particular focus on public engagement and research outreach and has built strong connections with local organisations such as Mothertongue (a charity offering multilingual counselling), the Reading Community Learning Centre (which works with refugees), and Reading City of Sanctuary, to ensure that work at the University makes a contribution to the

community. It also sponsors activities for the general public, such as multilingual storytelling in public libraries and International Mother Language Day events every February to promote the benefits of bilingualism and advise parents on how to help children maintain their mother tongue. Some of these activities are undertaken as part of Bilingualism Matters, an inter-institutional network that promotes dialogue between researchers and community members. Public-facing events in the area of language and culture are often supported by the Heritage & Creativity Theme, for example the Being Human Festival in November 2016 (**Faloppa, Footitt**), and the 2016 Poetry Festival organised in collaboration with colleagues from English Literature (**La Penna, Leavitt**).

Other outreach work has involved training and advice for language teaching practitioners. **Tavakoli**, for example, has provided workshops for teachers, teacher trainers and policymakers across the UK and in Iran. **Capstick** has recently authored an open online course (OOC) sponsored by the British Council and FutureLearn (Migrants and refugees in education: A toolkit for teachers), **Jones** and **Capstick** have delivered workshops in literacy training for staff and prisoners at Huntercombe Prison. Other outreach work includes **Faloppa's** training for Amnesty International volunteers and Italian journalists on confronting hate speech and **Elston's** work with London-based Colombian associations.

Colleagues also work with government officials and policymakers. **Faloppa** has recently been appointed as Independent Expert to the Council of Europe's Committee of Experts on Combatting Hate Speech. **Capstick** has served as Invited Fellow at the Microsoft-funded Salzburg Global Seminar Series on Multilingualism, which formulated a statement that has since been adopted by UNESCO. **Footitt** and her team presented the findings of their 'Listening Zones' project to Members of Parliament in June 2018, and their executive summary 'Respecting communities in international development: Languages and cultural understanding' is quoted in AHRC policy papers as an example of research excellence (e.g., 2019 AHRC Delivery Plan).

Staff work closely with the University Press Office to raise language and cultural issues with local and national audiences. **Faloppa's** research on hate speech, for example, achieved high media exposure in Italy (RAI TV, La Sette TV, RAI Radio 3, and Italian national newspapers) and Europe (National Swiss Radio, France 24). **Jones** and **Jaworska's** work on food communication has been featured in the Daily Mail and live interviews with BBC and affiliates. **Simó-Comas** contributed to Radio Nacional de España documentary celebrating Sampedro's significance as a writer and as a thinker. **Setter** has a significant media presence as an expert in phonetics and pronunciation, with over 35 media appearances since January 2018, including on local and national BBC radio, The Guardian, the Mail on Sunday, The Conversation, Talk Radio Europe, and the 'Talks at Google' YouTube channel.

Impact of and response to COVID-19

The COVID-19 pandemic constitutes precisely the kind of problem which our research strategy is designed to tackle. We responded to the crisis quickly by developing new protocols for conducting research in the context of social distancing, reconfiguring the priorities of ongoing projects, and launching new initiatives to explore the impacts of the pandemic on health and media communication, migration, hate speech and intercultural communication, and by working with the University to understand how the pandemic has impacted the research capacity of different staff.

Examples include **Capstick's** redesign of his RETF-funded project on multilingual teams, voice and representation, to focus on how migrants and refugees draw on their current networks to read, write and share information about COVID-19 and how they go about extending these resources by using translation, mediators and brokers; and **Jones** and **Jaworska's** recent successful bid to the British Academy Special Research Fund for COVID-19 about the communication challenges of Chinese students in the UK during the pandemic (with Birmingham University and the UK Council for International Student Affairs). At the beginning of the pandemic, colleagues in DELAL established a network of health communication researchers

from China, Hong Kong and the UK to discuss ongoing projects and ideas for collaboration. Work is disseminated through the network's [blog](#), and a collection of contributions has been selected by Cambridge University Press as the first volume in their new Elements in Applied Linguistics series.

Contribution to the vitality and sustainability of the wider disciplines

We play an **active role in scholarly bodies** across our different disciplines: **Waters** is President of the Society for Francophone Postcolonial Studies; **Jaworska** is Secretary of the Forum for Germanic Studies; **Schröter** is Convener of the panel on Linguistics and Language Learning for the Association for German Studies in Great Britain and Ireland; and **Faloppa** is UCML representative for Linguistics. Colleagues also sit on grant review panels, including the AHRC and Irish Research Council (**La Penna**), Global Challenges Research Fund (**Jones**), Finnish Academy (**Jones**), Austrian Science Fund (**Schröter**), Swedish Research Council (**Schröter**), and Swiss National Science Foundation (**Jaworska, Jones**).

Researchers in the Unit have taken the **lead in organising conferences** both in Reading and at other institutions. Events organised around the topic of book cultures and publishing have included: Sara Kofman's Philosophy (2019, **McKeane**); Women and Publishing (2019, **La Penna, Heywood**); Translation and Professional Reading Practices in Publishing in Italy and the UK (2019, **La Penna, Sullam**); Listening Zones of NGOs (2018, **Footitt, Tesseur**); Childhood and Nation-Building in Argentina (2018, **McAllister**); The Making of Hispanic Literatures (2016, **Kumaraswami, Simó-Comas**); several workshops and conferences on biblical reception and Word and Image in Medieval Manuscripts (2014-2016, **Leglu, Nasti**); Mapping Literacy Space international symposia in collaboration with Manchester (2014, **La Penna**); Diasporic Literary Archives project international conferences in collaboration with the National Library of Trinidad and Tobago and Yale's Beinecke Library (2014, **La Penna, Heywood**).

In linguistics, we have organised the following conferences: Social Media and Gender in Saudi Arabia (2018, **Jones**); Annual Conference of the European Second Language Association (EuroSLA) with over 300 delegates (2017, **Treffers-Daller, Tavakoli**); BAAL Language and New Media Special Interest Group (2017, **Jones**); BAAL Testing, Evaluation and Assessment Special Interest Group (2016, **Tavakoli**); Corpus Linguistics in the South #8 (2015, **Jaworska**); Big Social Media: Interdisciplinary Analytics (National Research Workshop) (2015, **Jaworska**); International Conference on Multilingualism in the Digital Age (2014, **Jaworska, Themistocleous**).

Conferences at other institutions co-organised by Reading academics include 'Cultural Mobilisation' (University of Amsterdam, 2018, **Leoussi**), the 2018 annual conference for The Association for the Study of Ethnicity and Nationalism (ASEN).

Members have been active in **delivering plenary addresses** at international conferences: **Jones** has given 14 plenary addresses in Asia, Australia, Europe, and the USA, and has been invited to give a plenary at the 2021 American Association of Applied Linguistics Conference; **La Penna** has given keynotes in Germany, Italy, Spain, Switzerland; **Schröter** has been a keynote speaker at conferences in Germany, Italy, Sweden; **Serratrice** has given 9 keynotes, including at the Conference on Multilingualism, University of Leiden; **Treffers-Daller** has delivered keynotes in Malaysia, the Netherlands, Norway, and the plenary address at the 22nd Symposium on Theoretical and Applied Linguistics in Greece; **Waters** has delivered keynote 7 addresses in Australia, Belgium, France, and Poland including the Annual Sonia Marks Lecture in Australia.

Journal editors and advisers: Research leadership by members of the Unit is also demonstrated by their roles as editors and members of editorial boards of important journals in the field: *Bulletin of Contemporary Hispanic Studies* (review editor: Kumaraswami); *GFL: German as a Foreign Language* (open access) (co-editor: Schröter); *The Italianist* (senior editor: La Penna); *Journal of Corpora and Discourse Studies* (open access) (co-editor: Jaworska);

Nations and Nationalism (founding editor: Leoussi); *Writing and Pedagogy* (editor-in-chief: Jones).

Editorial board memberships include: *Bilingualism: Language and Cognition* (Treffers-Daller); *Journal of the International Phonetic Association* (Setter); *Journal of Second Language Pronunciation* (Setter); *Journal of War and Cultural Studies* (Gehrhardt); *International Journal of Bilingualism* (Treffers-Daller); *Language in Society* (Jones); *Language Learning and Technology* (Jones); *Health, Risk and Society* (Jones); *Letteratura e Letterature* (La Penna); *TiconTre: Teoria Testo Traduzione* (Faloppa).

Over the past five years, in line with its growing academic reputation, especially in areas such as linguistics and book publishing, and with its growing focus on 'real-world' problems, the Unit has become increasingly outward looking. The strong network of relationships it has built will help to support future research and outreach. The most important relationships we have cultivated, however, are with the everyday people caught up in the issues that we research, the migrants and refugees, prisoners, parents and patients, the journalists, teachers and students whose lives we hope, have been improved in some small way by our socially engaged orientation to research.