

<b>Institution:</b> University of Central Lancashire
<b>Unit of Assessment:</b> UOA26 – Modern Languages and Linguistics
<b>1. Unit context and structure, research and impact strategy</b>

## Overview

This Unit of Assessment is characterised by its engagement with a diverse body of international research under three groupings: sign languages and deaf studies; modern languages; and applied and theoretical linguistics. Our research is often interdisciplinary and is deeply embedded within community and third-sector organisations representing marginalised and disabled groups in Britain and overseas. We do this because we believe that research on modern languages and linguistics has powerful social benefits. Many members of the submission have witnessed the transformative potential of our research as we work with disadvantaged groups; we also believe that we and others have much to learn from working in partnership with these groups.

Consequently, our research impact is both global and local. For example, we work with deaf communities in the Global South (South Asia, sub-Saharan Africa and Indonesia); we also harness the transformative power of stories of resilience told by disadvantaged children and young people in Lancashire; and we foster deeper understandings of Russian culture in the northwest of England.

Since 2014, we have grown from 14 to 20 members (19.0 FTE) with Significant Responsibility for Research (SRfR), strengthened our interdisciplinarity, built on our strong REF outputs in 2014 (70% were three- or four-star), and developed a strategy to align all research-active staff with new Research Institutes and Centres. Highlights of our achievements in the REF2021 period include:

- Externally-won research income of £1.92m (mean average: £274k per annum) from the AHRC, ESRC, Foreign, Commonwealth and Development Office (FCDO), European Commission, Leverhulme Trust, British Academy, British Council and others. This represents a growth from an average of £231k p.a. for 2008-13.
- Major externally-funded projects, e.g. *Multilingual Behaviours in Sign Language Users* (FEC£990k), *Stories2Connect* (£494k), *Literacy Development with Deaf Communities* (£125k), *Peer-to-Peer Deaf Multiliteracies* (£436k), *Multilingual Work Spaces* (£115k), *South-South Collaboration on the Impact of Peer-to-Peer Deaf Multiliteracies* (£90k), *CAMELOT: CreAting Machinima Empowers Live Online Language Teaching & Learning* (£78k), and *GUINEVERE: Games Used IN Engaging Virtual Environments for Real-Time Language Education* (£47k).
- A significant increase in PhD and Professional Doctorate completions from 3.25 in 2014 to 31.75 in 2020.
- The creation of the transdisciplinary *UCLan Research Institute of Citizenship, Society and Change*, the *Lancashire Research Centre for Migration, Diaspora and Exile* and the *Vladimir Vysotsky Centre for Russian Studies*, alongside the continued internationalisation of the globally renowned *International Institute for Sign Languages and Deaf Studies* (iSLanDS).
- The publication of eight monographs and 20 edited volumes.
- Boosting the number of culturally deaf postdoctoral researchers to four, representing what we believe to be the highest concentration of deaf researchers at this level of any British HEI.
- Two new professorships and two readerships awarded, alongside five senior lectureships and 10 lectureships.
- We organised over 50 international and 40 national conferences and hosted over 100 visiting speakers.

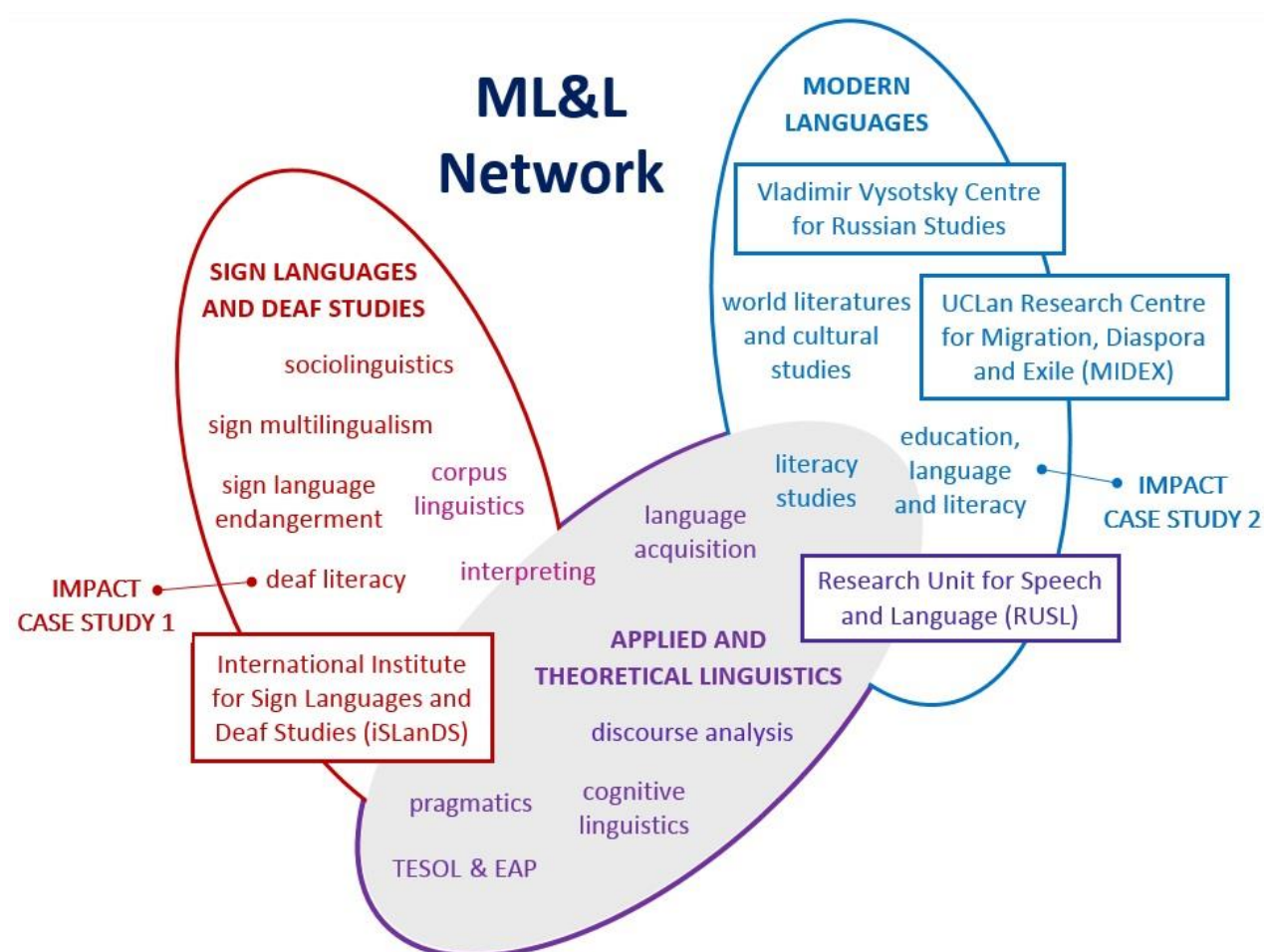
## Unit-level environment template (REF5b)

### Structure

The network of researchers linked with Modern Languages and Linguistics (henceforth, **ML&L Network**) builds on groupings and centres established during the REF2014 period, including the Research Unit for Speech and Language (RUSL) and iSLanDS (2007). The three groupings are:

1. Sign languages and deaf studies (iSLanDS and BSL & Deaf Studies staff);
2. Modern languages (Russian, German, French, Spanish, Arabic, Japanese, Korean, Translation and Interpreting, and World Literatures and Cultural Studies);
3. Applied and theoretical linguistics (RUSL, TESOL, English for Academic Purposes (EAP), language testing, intercultural communication).

These groupings are shown in Diagram 1, along with institutes and centres intersecting with the ML&L Network, and the two Impact Case Studies.



**Diagram 1:** Research groupings in the ML&L Network.

Each of the groupings is aligned with one or more of the following University research themes: 'Arts, culture and heritage', 'Citizenship, society and justice', 'People, place and environment', and 'Sustainability, business and enterprise'.

### Research and impact strategy

The ML&L Network is part of the Faculty of Culture and the Creative Industries (FCCI). At the time of the 2008 RAE, the core of the ML&L Network was in the School of Languages and International Studies. A strategic reorganisation enabled a stronger, well-resourced research culture, and the

## Unit-level environment template (REF5b)

recent formation of an enlarged School of Humanities, Language and Global Studies (henceforth, 'the School') gives a support structure to the expanding scope of language research. As part of the School, the ML&L Network organised a large number of national and international conferences (see Section 4), and many featured academics from surrounding schools and networks. We also engaged in interdisciplinary research with colleagues from areas such as History, English Language, Literature and American Studies, Philosophy and Religion, Social Work, Health and Digital Design, and Music, Dance and Performance. An example is the significant overlap with Area Studies (UOA 25), evident in the work of Brayard, **Chen**, **Jeon**, **Orme**, Plaice, **Tabachnikova** and Wang (academics in bold type are in the UoA26 submission).

Our approach to facilitating impact centres on our work with marginalised people to co-produce knowledge, harnessing the power of language by building on their daily lived experiences, and this approach is reflected in both of our Impact Case Studies. **Zeshan's** work (26IMP1-UZ) focuses on improving the multiliteracy skills of deaf people in India, Ghana and Uganda, who had been excluded from acquiring English literacy at school due to inaccessible teaching methods. Deaf people are also excluded from professional opportunities, and the project led to the creation of training pathways for deaf people to act in professional roles in deaf education. Finally, deaf project members were involved in documenting the research activities and are contributing to a peer-reviewed volume; for some, this is their first opportunity to publish as early-career researchers (ECRs).

In the *Stories2Connect* project, **Satchwell** (26IMP2-CS) collaborated with Barnardo's charity, community writers and illustrators, and organisations supporting underprivileged children. The project used stories created by, with and for young people with disabilities and other forms of disadvantage, such as being bereaved, in care, with mental ill-health or living in areas of deprivation. The case study documentation shows how co-research methods have enhanced the confidence, capabilities, social and literacy skills of those who took part, with a range of books and digital audio/video resources created with the young people. These methods and outputs are now being used across the UK and in international contexts, including Japan, Finland and Indonesia.

Our 2014 impact template (REF3a, 'Strategy and plans') set out a commitment to maintain and enhance our work with international partners through the establishment of substantial research hubs overseas. These hubs were established in September 2014 by **Zeshan** and **Palfreyman** (co-directors of iSLanDS), enabling the retention and development of knowledge and skills through five local deaf facilitators in India (Panda, Pal and Manavalamamuni, in Odisha) and Indonesia (Isnaini and Kusuma, in Java) supported by external research funding. Zeshan and Palfreyman are fluent in Indian Sign Language and Indonesian Sign Language, respectively, and used workshops and face-to-face dialogue to deepen collaboration and develop the in-country capacity of sign community members. As of 2020, the two hubs work together directly, in an example of South-South collaboration, as part of a QR-Global Challenges Research Fund (GCRF) project led by **Satchwell** and **Palfreyman**.

The roll-out of this unique research hub strategy enabled joint research on sign language typology, sign multilingualism and sociolinguistic variation in tandem with community dissemination. Working with the Indonesian hub, **Palfreyman** disseminated research findings, focusing on language attitudes and policy, generating a total reach of over 1,000 deaf Indonesians and 800 academics and students. Further work to raise the profile of sign language linguistics in Indonesia were possible due to an enduring relationship with Atmajaya University, Jakarta, leading to a series of keynote presentations and workshops with academics from universities across Indonesia. Meanwhile, **Zeshan** worked with the India hub to facilitate an ambitious research programme on Deaf literacy leading to a change in education policy (see 26IMP1-UZ).

The other stated aim in our REF2014 statement was to take an integrated approach to impact and research that traverses disciplinary boundaries. This interdisciplinarity was implemented in several ways. At University level, the *UCLan Research Institute of Citizenship, Society and Change* (ICSC), one of two transdisciplinary institutes, was founded in 2017 by four professors, including **Zeshan**, who serves as a director; its members from the ML&L Network include **Fairclough**, **Palfreyman** and **Satchwell**. ICSC produces high quality research addressing urgent questions for people and society, recognising new political and global contexts, and pioneering distinctive and innovative methodological approaches.

## Unit-level environment template (REF5b)

At the unit level, seed corn funding from the ICSC enabled **Satchwell** (RUSL) and **Palfreyman** (iSLanDS) to collaborate in 2018 on a project conducting interviews with parents of deaf Indonesian children. This developed into the South-South QR-GCRF collaboration project mentioned above, centred on the Sustainable Development Goal of inclusive and equitable quality education for all. **Tabachnikova's** work on Russian is proudly transdisciplinary, incorporating research on literature, history, art and music to shed light on the quintessence of Russianness and the kernel of its values. Further transdisciplinary work is taking place as part of MIDEEX (see below).

Our commitment to interdisciplinarity at the faculty level is evidenced by the creation in September 2020 of the Arts and Humanities Research Academy (AHRA), directed by **Satchwell**. Alongside its sister Creative Practices Research Academy (CPRA), the AHRA is aligned with the Faculty (see Diagram 2). This structure offers multiple benefits, such as well-resourced support for postgraduate research (PGR) students and ECRs, and clear development pathways from PGR student and Research Assistant through to substantive academic positions. AHRA and CPRA also enable transdisciplinary research by bringing together units of assessment 25-28 and 32-34 respectively, while the shared advisory board for these academies creates further opportunities for crossover.

The ML&L Network itself is co-ordinated by a strategy committee representing all levels of academic staff from Associate Lecturer to Professor. Monthly meetings provided a space for developing skills, sharing knowledge and facilitating collaboration; since March 2020, meetings have moved online, creating a space for staff to seek advice and support while working remotely. The Network enabled a strong foundation for the growth of our PGR community, with seven PhD studentships and over 30 completed PhDs and Professional Doctorates since 2014 (see Section 2). We also sustained the exchange of ideas, leading to new and stronger links with universities overseas through UCLan's Distinguished Collaborator Programme.

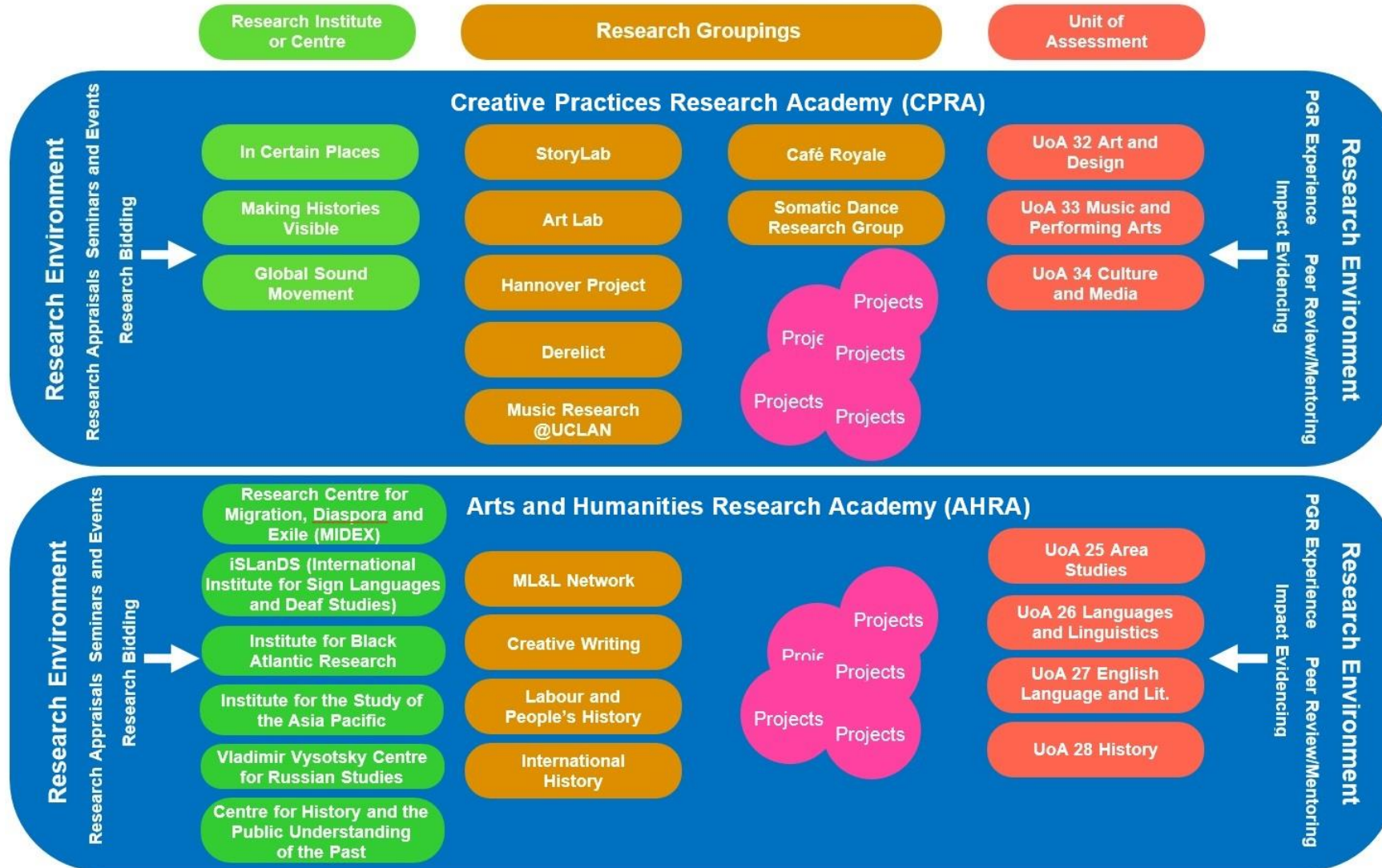
## Future directions

Going forward, our objectives as ML&L Network are to

- **consolidate our international research impact in the global South** by working with local organisations and universities to raise their research capacity, thereby expanding the focus of our research and finding new ways to make a sustainable impact.
- **grow our PGR success** from 21.5 PhD completions by increasing the supervisory capacity of our Network members (currently 14 staff from our submission).
- **raise the capacity of ML&L Network members** to obtain research grants by developing the AHRA as a means of sharing ideas and contacts across the faculty, and as a source of grant capture knowledge and support, thus maintaining our healthy levels of research funding.
- **capitalise on our new centres and institutes**, which are key to expanding interdisciplinary approaches to our research, both internally and externally to UCLan, and seeking novel applications of established methodologies and findings for impact in real-world settings.

Our new centres are already playing a key role in addressing emerging geo-political challenges, such as the 'new Cold War' with Russia. Responding to another recent and pressing concern, the refugee crisis, is part of the rationale for the *UCLan Research Centre for Migration, Diaspora and Exile* (MIDEEX). This interdisciplinary centre has more than 70 members from six schools and three faculties, as well as external members from national and international HEIs. ML&L members of MIDEEX include **Tasis** (leading on 'Identity'), **Tabachnikova** ('Representations of migration, diaspora and exile in media, literature and art'), Artamonova, Brayard, Moreno, **Orme**, Plaice, Imren Waller and **You**. As deputy director, **Tasis** supports ECRs, and organised an international symposium in December 2019 to mark 80 years since the republican exile at the close of the Spanish Civil War (see Section 4).

Faculty of Culture and Creative Industries  
Research Academies, Institutes and Centres



Projects = output driven activity and can be part of a Research Institute/Centre, Research Group or independent.

Diagram 2: FCCI research academies, institutes and centres.

## Ethics and integrity

Research ethics and integrity are central to all research activities, not least because of our engagement with marginalised deaf people in the global South and disadvantaged young people in the UK, and our work is aligned with the *Global Code of Conduct for Research in Resource-Poor Settings*. Members of the ML&L Network play a key role in UCLan's ethics regime: **Palfreyman** and **Bürkle** regularly chair the Business, Arts, Humanities and Social Sciences (BAHSS) ethics committee, and **Palfreyman** is ethics lead for the ML&L Network and the School. All staff and PGR students undertake ethics training, which was extended to undergraduate and postgraduate taught students via a School-wide application process. Five ML&L Network members have reviewed on BAHSS (**Bürkle**, **Fairclough**, **Lerose**, **Palfreyman** and **Thomas**) and consequently, knowledge of ethics and research integrity is cascaded through the ML&L Network, informing PhD, MA and undergraduate research and teaching practice.

## Open Research

UCLan's *Open Research Steering Group* is tasked with ensuring that Open Access policies for publications and research data remain effective and compliant in the face of an ever-changing landscape. All in-scope outputs produced by the ML&L Network are open access, and we support UCLan's Open Research response in fresh and creative ways. **Satchwell** sought to challenge conventional ways of presenting research by offering findings through storytelling and won the UKLA/Wiley Research in Literacy Education Award in 2020 for an article problematising the notion of authorship, especially regarding the extent to which the voices of marginalised children are heard. Her *Stories2Connect* project produced storybooks and videos on YouTube as outputs from research projects, with input from both published and aspiring writers and illustrators, and project participants developed 'phygital' objects (story-telling machines).

**Palfreyman** is archiving the Corpus of Indonesian Sign Language (BISINDO), featuring 130 signers from six islands, in MPI's *Language Archive*, and uses vlogs in BISINDO to present research findings (a presentation from April 2016 has over 16,300 views). As editor of a special issue of *Asia-Pacific Language Variation*, he negotiated with the publisher, John Benjamins, to allow for the integration of abstracts in a relevant sign language for the first time. This goes beyond the usual concerns of Open Access by making research more accessible to deaf communities using the languages on which the research is based.

The SIGN conference series, set up by **Zeshan** and managed by the iSLanDS Institute, remains one of very few international academic conferences where all presenters must present in a sign language, making research more accessible to deaf people who are often excluded from opportunities to engage directly with presenters. Recent SIGN conferences at Zhongzhou University, China (SIGN7), Federal University of Santa Catarina, Brazil (SIGN8) and University of Warsaw (SIGN9) have all boosted local sign communities by enabling closer engagement with host universities.

Open Access publication is supported by UCLan's research repository, *Central Lancashire Online Knowledge* (CLoK). Central funds are provided to cover fees for open access publication. The School supports the open access *Journal of Second Language Teaching and Research*, established by Thomas and Daniel Waller in 2012, which is published annually and continues to be edited by ML&L members to encourage digital scholarship and open access publication. **Zeshan** set up the *Ishara Research Series*, an Open Access online book series for sign language-related publications, edited by **Palfreyman**.

## 2. People

### Staffing strategy

The ML&L Network objectives are underpinned by a strategy to recruit staff who are passionate about research and able to undertake research alongside their teaching responsibilities; to support and develop our focus on research-informed teaching; and to aid the transition of staff from PGR to Associate Lecturer, Lecturer, Senior Lecturer, Reader and Professor.

As one of the few UK HEIs producing research on sign languages and deaf studies, UCLan benefits from two research teams in this field, one with a global South focus (iSLanDS), the other focusing on the UK/EU (BSL & Deaf Studies). All hearing staff in these teams are fluent signers, obviating communication barriers, and a regular sign language interpreter team enables technical expertise and effective working relationships.

The majority of BSL & Deaf Studies staff are deaf, and supporting the research development of deaf staff is a priority for the ML&L Network. Three deaf staff now have PhDs (Lerose and **Yang**, with Nunn having obtained her PhD at UCLan in 2017), along with Reader **Palfreyman** at the iSLanDS Institute. There are no official sources of information on this, but we believe UCLan now has the highest concentration of campus-based deaf postdoctoral researchers of any British HEI. This has innumerable benefits: for deaf researchers themselves, it is rare to share backgrounds, linguistic and cultural expertise, and communication preferences so closely with colleagues; for deaf and hearing students, deaf researchers are rare, powerful deaf role models; and for hearing colleagues there are opportunities to learn about deaf culture. One example of this is RUSL member **Jeon**, who has no background in sign language studies; her decision to plan an event at the 28th Japanese/Korean Linguistics Conference (JK28) on multi-modal communication was influenced by the work of deaf colleagues.

The pool of deaf researchers at UCLan is diverse in experience and research focus. Lerose is Italian, and is an authority on Italian Sign Language, while **Yang** is Chinese, researches Chinese Sign Language, and led a British Council-funded capacity-building project with staff at Zhongzhou University. **Palfreyman** is British and works on Indonesian Sign Language. Developing the research potential of this pool further is one of the ML&L Network's priorities going forwards.

Recruiting research-active staff who enrich the research culture of ML&L is central to our objectives. The ability to contribute to research excellence is consistently highlighted as a desirable attribute, and we prioritise the assessment of candidates' research potential in the selection process. Through this process we recruited and progressed several researchers with outstanding ability from part-time Associate Lecturer positions through to full-time Lectureships (Lecturers Laura Walker, **Matsukawa**, Associate Lecturers Byrne, Nicola Walker). Typically, staff appointed to first academic lectureships are appointed on two-year probationary contracts which are then evaluated according to their research development and future potential in terms of the ML&L Network, prior to awarding permanent contracts.

### Mentoring and support

New staff are offered mentoring and receive support on research in bi-annual appraisals and regular one-to-ones, leading to the recruitment of several researchers (Lecturers Artamanova, Brayard, **Bürkle**, **Chen**, Dobson, Hamann, Mahoney-Steel, Orange-Sibra, **Vajn**; Senior Lecturers Fong Wa Ha, **McCulloch**; and Reader **Tabachnikova**) since 2014. Research is discussed in the appraisals of research-active staff, with research objectives and training opportunities identified within the context of a three-year research plan reviewed by appraisers, the ML&L Network lead and the Head of School. The plan is also reviewed by senior academics, other unit of assessment leads and the Faculty Director of Research each time applications are made for internal grants. The School is currently matching those wishing to expand their research profile with appraisers who can offer specific input on research.

The ML&L Network offers three types of mentoring: i) a University-wide scheme allows academic staff to establish mentoring relationships with senior staff in other disciplines and schools, thus breaking down barriers across UCLan's research culture as a whole; ii) small group mentoring

## Unit-level environment template (REF5b)

sessions take place annually, usually in teams of three, with a senior academic mentoring early-career staff or a staff member transitioning to research; iii) one-to-one mentoring is offered by established researchers who meet staff at agreed intervals to offer advice and guidance on outputs, impact and researcher development. One of our mentees, a lecturer working on a PhD, specifically asked for a mentor with experience of transdisciplinary research. He found the scheme to be enriching and offered the following insight on his most recent mentoring session: ‘my mentor gave me some incredibly useful insights... because she is involved in that area of research at a much deeper level, it was a really inspiring meeting.’

The Network is building capacity for the next REF by identifying and supporting ECRs. Eleven teaching staff from the TESOL, EAP and Modern Languages teams pursued research collaboration to unlock the benefits of teacher research by reversing roles in a classroom-based project to become Teachers as Learners. Semi-structured interviews and focus groups explored how teachers in the ML&L Network can go from being research-informed and engaged with research, to becoming teacher-researchers. A self-styled ‘Research Mindset’ collective emerged (Carson, Datti, Jungmin Lee and Laura Walker) who had no further training beyond MA level but wanted to develop their research expertise further. Ongoing reflection led them to publish in the *Teacher Development Academic Journal*.

This exceptional example of action research emerged spontaneously and was identified and supported by the ML&L Network through funding and support on research ethics. The researchers began with the premise that ‘many second language teachers lack the confidence, skills and resources to “join the club” and therefore fail to develop as teacher-researchers’ (Walker, Carson, Datti & Lee, 2020, p.66), and find that collaborating in a group that fosters autonomy and interdependency enabled them to begin inhabiting the teacher-researcher space. Research Mindset reports that the move from engaging *with* research to engaging *in* research led them to break out and grow professionally, joining the wider community. They disseminated their approach and findings across the ML&L Network, and now work independently and collaboratively on other study and research projects (one of the members is studying for a PhD at UCLan).

**McCulloch** leads an ECR group with a dedicated area on UCLan’s intranet containing articles relevant to ECRs, information about ethics, grants and funding advice, and sample research documents. McCulloch organises regular research events, including external presenters and UCLan researchers sharing their research experiences, and created an open directory of ‘critical friends’ across the school (currently 10 individuals) listing research interests and methodological expertise. This directory enables ECRs to identify colleagues who are well-placed to give feedback on their academic writing. Where possible, ECRs are given opportunities to participate in PGR supervision, and UCLan runs a four-part course for supervisor accreditation.

## Fellowships and sabbaticals

We sustained the growth of postdoctoral research such as the work of **Palfreyman** (Leverhulme Trust Early-Career Fellow, 2016-19) and 10 Research Assistants were employed on externally-funded European Commission projects since 2014 (e.g. CAMELOT, GUINEVERE and VITAL, see Section 3). Staff with SRfR are eligible to apply to Faculty-level sabbatical schemes. **Fairclough**, **Halenko**, **Jeon** and Thomas benefited from sabbaticals during this REF period. On her 2019 sabbatical, **Jeon** wrote a journal paper, prepared for her British Academy-funded project, and completed three successful applications for £13,700 of funding (Japan Foundation, Academy of Korean Studies, and Great Britain Sasakawa Foundation) to support JK28, hosted online by UCLan in September 2020.

The Faculty Research Strategy Group meets monthly and distributes internal grants of up to £1,500 for conference travel, small project funding, buying staff out of teaching or support for publication. Over 40 staff have benefited from this process, with the majority of awards going to Associate Lecturer, Lecturers and Senior Lecturers. For example, in 2019-2020, £9,380 was granted to ML&L members. **Jeon** (£1,200) used a grant to collect data relating to her research on prosody; **Palfreyman** (£1,141) brought a deaf Indonesian researcher to the UK for a two-week technical visit; and **Matsukawa** (£470) attended an international conference on (im)politeness at Anglia Ruskin University to gain new knowledge and expand her network.



## Unit-level environment template (REF5b)

Other internal initiatives funded research efforts of a larger scale. In 2015, **Tabachnikova** was awarded £6,800 to build an international team of colleagues from the UK, Russia and Belgium to work on the project *Intimate, Literary and Public Representations of Truth: Britain and Russia in World War I*. These relationships developed further through an international conference in 2017 and a panel at a conference in Cambridge in 2019, and the team is now preparing a major research grant proposal alongside the Russian State University for the Humanities.

## Equality & Diversity

The ML&L Network is committed to fostering equality and diversity, not least through our commitment to research on sign languages with deaf communities. As part of its 2020-2021 Seminar Series, MDEX hosted an event on LGBT+ Asylum Seekers in conjunction with UCLan's LGBT+ Staff Network, one of several academic presentations at UCLan to explore LGBT+ issues since 2014. **Palfreyman**, currently leading the ML&L Network, served as co-chair of the LGBT+ Staff Network from 2013 and lectured annually on queer linguistics for the RUSL team; he currently works with UCLan's Director of Equality, Diversity and Inclusion to nurture UCLan's national and international profile on queer and EDI research.

Linguistically and culturally, we represent the diversity that we research: Network members with SRfR include 12 international academic staff from 10 countries. UCLan's policy on equality, diversity and inclusion guides all processes of appointment and promotion. Over this REF cycle, over 50% of appointments were female; both of our professors are female, as is one of our two Readers. Members of the ML&L Network play leading roles in UCLan's Athena Swan accreditation process (**Jeon**, Horák, Thomas), and **Jeon** is Athena SWAN lead for the School. An Athena SWAN Project was initiated in the School in 2019 leading to an increase in staff awareness (evidenced by survey data) on the need to support disadvantaged groups in career progression, and promote respect and support in accordance with Athena SWAN principles. The School uses surveys, interviews and open forum discussion to identify specific needs from under-represented groups, and we aim to obtain a bronze award in 2021.

## Research Students

ML&L members supervised 21.5 PhD students and 10.25 Professional Doctorates from 2014, compared with 3.25 in the previous REF cycle. Our students came from different socio-economic groups and countries including China, Cyprus, Indonesia, Libya, Saudi Arabia and Spain, contributing to a highly diverse PGR student body. In several cases, students went on to work in more senior roles, such as Huhua Fan, who co-ordinated UNESCO's 'Leveraging ICT to Achieve Education 2030' project. A number of our research graduates now occupy faculty positions in countries including Indonesia, Japan, Nigeria, Saudi Arabia and the US.

We currently have 20 research degree students, with 70% receiving support from external agencies and funders, such as the Saudi Cultural Bureau, the Libyan Embassy and the Overseas Postgraduate Scholarship Programme of the Indonesian government. Over three-quarters of PGR students are female. All students are supervised by a team of at least two and usually three supervisors. Teams comprise experienced supervisors alongside junior academics, enabling supervisory skills transfer. All students receive supervisions every month (two months for part-time students) and progress is monitored in line with agreed progression and performance milestones established by the Graduate Research School and Research Degrees Board.

RUSL member **Satchwell** is course leader for the Doctorate in Education (EdD), recruiting 8-10 students per year, some from among UCLan staff and many from outside UCLan who choose the course over their own institution's provision. Satchwell personally supervised 14 doctoral students to completion (nine as DoS) from 2014 onwards. She currently supervises a further 18 doctoral students: 15 EdDs, 2 PhDs and a Prof Doc in Creative Practice. The research projects for students' EdDs lead not only to doctorates for candidates, but directly enhance the environment through changes in the quality of their own learning and teaching practice and influence on their colleagues, at UCLan and beyond. These students also contribute to the research culture through conference presentations, a seminar series in education, and regular doctoral workshops exploring methodologies, theoretical perspectives, data analysis, publication writing, and thesis construction.

## Unit-level environment template (REF5b)

Our PGR students are an integral part of our research culture. We reviewed our PGR training, and guide our PGR students to organise their own student-led annual conference and this led them to edit special editions of open access in-house journals. PGR students access a thorough induction programme on entering UCLan and are directed towards the ML&L Network, where they can engage with several seminar series in TESOL, Modern Languages, Deaf Studies, Russian Studies, and Intercultural Communication, as well as complementary areas such as History, Literature and Philosophy.

PGR students have office space in several University buildings, with access to printing and photocopying, and they are encouraged to apply for faculty-level research funding biannually. Over the REF cycle, PGR students were funded to support experienced researchers as interns, helping with data collection and analysis, organising conferences, and networking with partners and collaborators. These experiences, alongside participation in seminars and workshops, enabled them to network with internationally recognised visiting speakers. Our students participated in international conferences, as well as PGR events across the UK and the EU and conducted field trips to the Middle East, Asia and Europe supported by faculty grants.

Our staff seek opportunities for PGR students to gain teaching practice. **Orme** involved one of his PGR students in delivering French elective classes, assisting with teaching and assessment duties. Several PGR students collaborated with their supervisors on co-authored conference papers and publications. **Zeshan** co-authored with Huhua Fan, and **Satchwell** co-authored with Temple, an undergraduate then MA student, in the *Journal of Educational Innovation, Partnership and Change*. Satchwell also facilitated an action research project with a cohort of six PhD students, reflecting on the challenges of the doctoral journey and sharing their findings for the benefit of other students. This led to a co-authored publication in the *International Journal of Doctoral Studies* (Satchwell, Partington, Barnes, Gurjee, Ramsdale, Dodding & Drury, 2015, Vol. 10). Satchwell's award of a National Teaching Fellowship in 2016 recognised her involvement of UG and PG students in funded research projects.

### 3. Income, infrastructure and facilities

#### Income

ML&L Network members generated £1.92m in external research funding (2014-20) for a diverse range of projects in sign language linguistics, computer-assisted language learning, corpus linguistics, literacy studies and applied linguistics. Large grant recipients shaped coherent, interlinked projects, bringing benefits to marginalised young people and deaf communities, and transforming our knowledge of how technology enhances teaching and learning. Smaller grant-holders maximised the potential of their grants to benefit our research environment, developing their research profiles through early-career research projects and funding international events such as JK28.

**Satchwell** received £395k of AHRC funding (FEC £495,622) for a large interdisciplinary community-engaged project, *Stories2Connect* (2015-18). An additional £5,000 from AHRC saw the project launched at a Storytelling Festival, attended by schoolchildren and the public. A subsequent AHRC Catalyst grant (£2,968) paired two AHRC-funded projects, sharing findings and creating joint outputs for practitioners. AHRC follow-on funding (£79,890, FEC £99,060) applied collaborative story-making methods to the UKRI Landscape Decision-Making programme (*Connecting Disadvantaged Young People with Landscape Through Arts*, 2020-21). These projects engage junior researchers and draw on student expertise in the creative arts, which is especially important in the Covid pandemic. EPSRC provided £10k (2019) to create five two-minute animated films about *Stories2Connect*, focusing on impact and engagement. These were launched by young people, which consolidated the use of co-produced research methods to empower this overlooked demographic.

Three associated projects use story-making to work with disadvantaged young people exploring their futures. One is funded by the Office for Students' FutureU programme (2018-21); the second, funded by Lancashire County Council (£10,000), develops a student-led evaluation model for careers experiences in schools in Blackpool. Again, the project includes junior staff members and a student

## Unit-level environment template (REF5b)

steering group. The third, a QR-GCRF-funded project (£8,294) with **Palfreyman**, applied methods from *Stories2Connect* to communities of deaf young people and children in Indonesia, and subsequently forged supportive relationships between deaf teachers in Indonesia and India.

**Zeshan** followed her ERC project *Multilingual Behaviours in Sign Language Users* (MULTISIGN, £372k of £990k falls within the 2014-20 REF period) with *Multilingual Work Spaces* (ERC, FEC €149,723). This piloted a social innovation for disadvantaged deaf communities who do not have linguistic access to information and resources already available elsewhere to deaf organisations at an international level. This Proof of Concept project translated MULTISIGN findings into an online portal facilitating transnational communication by deaf people through sign languages.

Meanwhile, research activities on deaf literacy in the global South were supported from 2015 by the ESRC/FCDO *Raising Learning Outcomes in Education Systems* programme. In partnership with the Lancaster Literacy Research Centre, a pilot project on peer-to-peer deaf literacy (£125k, 2015-16) developed a pioneering approach to improving the literacy of deaf people in developing countries. This led to the three-year *Peer-to-Peer Deaf Multiliteracies Project* (£436k, 2017-20). Research was first conducted with partners in India, then cascaded to Ghana and Uganda, and further to Burundi and Nepal (see 26IMP1-UZ).

Thomas was PI for two large-scale EU-funded projects: *Creating Machinima Empowers Live Online Language Teaching and Learning* (CAMELOT) and *Games Used in Engaging Virtual Environment for Real-Time Language Education* (GUINEVERE). CAMELOT (2014-17, £78,020; EU-funded total: €390,000) explored the use of machinima to underpin a learning-centred approach, emphasizing the importance of learner creativity and user-generated content. GUINEVERE (2018-20, £47,315) funded by Erasmus+ and the Lifelong Learning Programme investigated the theory of game design/gamification and best practice guidelines for teachers, leading to a server containing games and tools alongside a mobile app using imagery from virtual worlds to create interactive stories by language teachers. A further £47,254 of EU funding (*Visualisation Tools and Analytics to Monitor Online Language Learning and Teaching* project, 2015-17) saw Thomas work with colleagues at Hasselt University and University of Amsterdam to address gaps in the literature on analytics in language learning and teaching. This helped teachers, students and course designers to understand language learners' engagement by tracking their digital footprints.

**Barnes** administered the EU-funded *Signs2Cross* project, running from 2013-14 (generating £29,701 during the REF2021 window). One of a series of Deaf-led EU projects, this involved creating an online course for those wanting to practise International Sign and enabled deaf people across Europe to enhance their abilities to communicate across linguistic barriers, improving the mobility of deaf people and supporting sign language interpreters who wish to develop their skills. The EU-funded SignTeach project (*An Open Educational Resource for Sign Language Teachers in Europe*; value for UCLan: £25,220) involves over 25 European academics and practitioners, and aims to increase the capacity of sign language teachers and teacher-trainers. Leroose was a key contributor of content for the [signteach.eu](http://signteach.eu) website, with examples of good practice, presentations and other resources in International Sign.

A Leverhulme Trust Early-Career Fellowship (£91k) enabled **Palfreyman** to investigate patterns of variation and local identities in Indonesian sign language varieties. He extended the Indonesian Sign Language corpus from two to six cities on different islands (a total of 131 signers). At the macro level, he explored the influence of region and gender in domains such as negation and fingerspelling, while at the micro level, he traced expressions of identity linked with ethnicity and schooling. The British Council Indonesia granted £7,605 to share research skills and knowledge of sign linguistics with 12 deaf people and 23 university lecturers across Indonesia.

Other ML&L researchers also obtained British Council funding, conducting innovative research that enhanced English teaching methods. **Yang** received £76,760 from the British Council's UK-China Partnership Innovation Challenge Fund for *Academic Exchanges Regarding Teaching English and Deaf Studies with an Online Multimedia Platform* (2016-18). Project teams at UCLan and Zhongzhou University created an online platform to move English teaching away from inappropriate audio-based methods, to sign language-based methods. Lecturers from Zhongzhou visited UCLan in 2016 to survey resources and online materials used for teaching, and to learn how to create multimedia materials in English and sign language. On a follow-up visit, UCLan staff gave training seminars in

## Unit-level environment template (REF5b)

Zhongzhou, observed teaching and moderated materials created by Chinese lecturers. This led to an edited volume in Chinese by Yang and two Zhongzhou colleagues, with research papers on teaching methods.

A British Council English Language Teaching Research Award (ELTRA, £7,570) enabled **McCulloch** to explore the extent to which EAP pedagogies could benefit university students and researchers in Sri Lanka, Nepal, Bangladesh and Pakistan in internationalising their HE sector. The resources and training identified make South Asian students better placed to pursue international HE opportunities, while lecturers were exposed to best practice in curriculum design and teacher development and researchers became better equipped to publish at international level. This led to further collaboration: in January 2020 McCulloch returned to Sri Lanka to run teacher training workshops; she advised one university on a new TESOL degree, and another on teaching materials.

RUSL member **Halenko** received two ELTRA grants. The first, *Embedding ICT to Teach and Assess the Pragmatic Targets of Refusals and Disagreements in Spoken English* (£6,277), looked at the effects of employing innovative ICT tools to help Mexican EFL learners develop their pragmatic competence. The second grant, *Surviving the First Year* (£6,032), investigates how online support can bridge the gap between pre-service training and in-service reality for novice English language teachers. **Matsukawa** and Hamann secured £3,200 from the Great Britain Sasakawa Foundation (2019-20) for their study *Onomatopoeic expressions in formal speech situations*.

Finally, **Jeon** obtained several competitive research grants for her work on prosody, including from the Academy of Korean Studies (£7,594) for *Phonetic Realization and Communicative Functions of Epenthetic Consonants in Korean* and a British Academy/Leverhulme Trust Small Grant (£9,030) for *Catching the High and the Low: Effects of Stimulus Characteristics and Ageing on Pitch Discrimination*. The latter uses an experimental approach to assess how the decreasing accuracy of voice pitch perception with age affects speech communication, providing fresh insights for linguists, cognitive psychologists, hearing researchers, and hearing device developers. In so doing, Jeon contributes towards mitigating communication challenges, alleviating social isolation and improving quality of life. Jeon has collaborated multiple times with Dr Antje Heinrich at the Manchester Centre for Audiology and Deafness.

## Facilities and infrastructure

The ML&L Network is well supported by research facilities described in the Institutional Statement and in Section 2. All UCLan Schools and Centres benefit from the support of UCLan Estates, ICT and Library Resources. Facility Management staff provide advisory sessions for researchers about available provisions. The UCLan Library maintains a comprehensive, state-of-the-art provision including a host of on-line resources from JSTOR to a vast e-book catalogue, all accessible remotely, and contains extensive collections on languages and linguistics.

In addition, UCLan invested in facilities and advanced IT resources to strengthen research; in the School, this includes dedicated, high-tech equipment. Substantial investment in the Worldwide language learning centre supported software for second language acquisition and linguistics for our students and staff (£93k since 2016). New hard drives (£960) were acquired in 2018 for iSLanDS' data storage capacity to replace tired hardware, and facilities for translation analysis (teaching and research-based) were upgraded.

The School supported research initiatives annually from 2014 with up to £4,000 per year for visiting speakers, distinguished collaborators and PGR student master classes on research methods training (particularly quantitative methods). University-wide funds have supported the visits of 10 distinguished research professors during the REF period including James Paul Gee (2015), Rod Ellis (2016) and Rachel McKee (2019). The Modern Languages and TESOL Research Seminar Series are run by **Tasis** and Horák, respectively, and arranged 80 speakers from 2015-20. These fortnightly seminars create a sense of community among researchers working in the School, along with space to share findings and contributions. Internal funding made it possible to invite external speakers, encouraging external collaboration and keeping abreast of academic developments.

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

Examples of research collaboration are presented throughout the statement; this section provides further evidence of how our members have fostered connections with communities, organisations, and HEIs around the world, and how these have made a positive difference. We developed collaborations with partners in Belgium, China, Cote d'Ivoire, Czechia, Finland, France, Germany, India, Indonesia, Japan, Kazakhstan, Nigeria, New Zealand, Pakistan, Russia, Sri Lanka and Ukraine, among many others. This entailed networking and knowledge exchange: members of the ML&L Network were involved in organising over 50 international conferences and symposia, and a further 20 international conferences were hosted in Preston by our members on a variety of subjects.

The Vladimir Vysotsky Centre for Russian Studies, founded in January 2018, exists to introduce Russian culture to the northwest of England, facilitate an inter-cultural dialogue between Russia and the UK, and conduct research on Russian thought, literature, history, art and music. Its director, **Tabachnikova**, is committed to delivering an extensive programme of free cultural events linking academic outputs with cultural encounters, and since the Centre's foundation, it hosted over 25 cultural outreach events featuring international experts, artists and performers. These events have also been attended by ML&L members and other staff and students at UCLan.

In April 2018, nuns from the Sviato-Elsaventinsky monastery near Minsk, Belarus, delivered a masterclass open to the public at Preston's Harris Museum, generating regional television coverage. Music concerts in and around Preston organised with Artamonova were crowned by a Russian-British intercultural dialogue (*Russian Music in Britain – British Music in Russia*) organised jointly with the Russian State Institute for Art Studies (SIAS, Moscow) in October-November 2019 and supported by the Russian Ministry of Culture. In January 2020 a Russian-English Poetry Translation Day featured a workshop for Russian students, a Round Table and Q&A session with award-winning poets and translators (Stephen Capus, Peter Daniels, Veniamin Gushchin and Tabachnikova).

Tabachnikova's research was credited by *Pedagogika Iskusstva* journal as making Russia 'a more intelligible, and hence a less daunting cultural and socio-political space for the public worldwide. Today, in the circumstances of the new Cold War, this is an invaluable achievement' (Issue No. 2, April 2018). Part of this success is a result of ties that Tabachnikova built with Russian research institutions such as SIAS, Central Economic-Mathematical Institute of the Russian Academy of Sciences; Maxim Gorky Institute of World Literature of the Russian Academy of Sciences; and St Petersburg State University.

The BSL & Deaf Studies team is committed to building relationships between lay communities and academia. In 2014, Nunn, **Yang, Barnes** and others at UCLan hosted a trailblazing event entitled *Bridging the Gap: Are Deaf and Hearing Collaborations in Academia Really Working?* This became the first 'Bridging the Gap' conference, bringing academics and deaf community members together to share research findings and reflect critically on collaborations. Other universities were quick to replicate this success, with subsequent conferences (attended by UCLan staff, often as presenters) in York, Manchester, Brighton, Edinburgh and Cardiff. Our deaf staff are also active members of the Deaf UK and Ireland Academics movement (DUKIA), which meets regularly to provide a supportive network and to advocate for changes in the field of sign language and deaf studies.

Sign language interpreters are essential for effective deaf-hearing relations, and RUSL member **Robert Lee** co-developed and published his 'role-space' theory of interpreter-mediated interactions with Llewellyn-Jones in 2014. Role-space theory was subsequently adopted by academics in interpreting studies in the UK, Europe, North America and Australia, and is being used in 'real-world' professional settings. It is cited in the UN *Handbook for Interpreters in Asylum Procedures* and in a primary text for Public Service Interpreters (Tipton & Furmanek, 2016), and appears in analyses of remote video interpreting (Devaux 2017, 2018). Lee was invited to present in Poland, Belgium and Norway to disseminate role-space theory, and delivered Continuing Professional Development seminars for working interpreters in the US and Europe. In many of these encounters, Lee was given examples by interpreters of how they are applying role-space theory to their interpreting practice.

**Barnes, Lerosé** and **Webster** worked with Kang-Suk Byun, a deaf South Korean PhD student, to investigate thoughts, feelings, and attitudes of deaf people in the UK and South Korea to written language and sign language, as well as their use of translation and language support. This research

## Unit-level environment template (REF5b)

is much-needed because many deaf students have difficulty accessing the high level of literacy required at PGR level. The project is generating evidence on the availability and appropriateness of current language support provision for deaf people, which has the potential to open up PGR for deaf students.

Since our 2014 Impact Case Study on sign language endangerment, **Zeshan, Webster** and **Palfreyman** each represented iSLanDS at successive UNESCO meetings to advise on its language survey and arranged for the inclusion of deaf participants from Albania, South Korea and Turkey. With our input and advice, UNESCO created and circulated a new distinct survey on signed languages in 2018, alongside its spoken languages survey. This was sent to statistical offices and language institutions in 193 UN member states, and marks the first time, to our knowledge, that most states will have been asked to provide information about sign languages by an international organisation.

**Palfreyman** worked with deaf and hearing academics at Leiden University to deliver a two-week African Summer School for Deaf Studies in Ghana (August 2019), attended by 16 deaf PGR students and ECRs from Chad, Cote d'Ivoire, Democratic Republic of the Congo, Ethiopia, Guinea-Bissau, Kenya, Mali, Nigeria and South Africa. This followed a two-week workshop (December 2014) on leadership and capacity-building in Lucknow for 19 deaf people from Burundi, India, Indonesia, Jordan and Nepal organised by iSLanDS.

As Deputy Director of MIDEK, **Tasis** organised the *Symposium on the 80th Anniversary of the Republican Exile of 1939*. In seeking to identify 'lessons from and for a modern world', the symposium interspersed research presentations from academics in Mexico, Spain, Italy and the UK with poetry, two photography exhibitions, and music events. Links were made with the North West International Brigade Memorial Trust, which held an exhibition coextensively, and a presentation from the local Refugee Integration Team at Lancashire County Council enabled discussion about the experiences of refugees and local organisations that are giving them support.

**Chen** responded rapidly to the pandemic with an article in *Multilingua* exploring the role of classical Chinese poetry, which was pasted onto boxes of Covid-19 prevention supplies, contributing to international diplomatic efforts. Chen uses an analysis of intercultural relationships to demonstrate the emotional resonance of the poetry for the countries concerned (China, Japan and South Korea). The article, since re-published in Chinese, was promoted by a WeChat account organised by Tongji University, and Chen was invited to take part in a symposium organised by Macquarie University, University of Hamburg, Yunnan University and Fudan University.

The experience and expertise of ML&L Network members in our respective fields, which attracts and creates opportunities for our research students, is recognised in several ways. We examined doctorates at UK and international universities (Cordoba, Melbourne, Monash, Queensland, Bedfordshire, Exeter, Manchester, Newcastle, UCL). We served as external assessors for chairs and other senior research appointments in Cyprus, the US and throughout the EU. We are members of bodies such as the ESRC peer review college, the British Council Newton Trust Fellowships, Horizon 2020, and grant-awarding bodies in Hong Kong, Germany and the Netherlands. We reviewed over 30 full-book manuscripts for publishers worldwide, including John Benjamins, Blackwell, CUP, Continuum (Bloomsbury), OUP, Palgrave Macmillan, Multilingual Matters, Routledge, Sage, and Wiley.

We edit or are associate editors of journals and book series; **Zeshan** edits two book series with De Gruyter; Daniel Waller edits the *Journal of Second Language Teaching and Research*; **Palfreyman** edits the *Ishara Research Series*. We sit on editorial boards of some 40 journals and five publications series. We reviewed some 100 papers for at least 30 journals. **Satchwell** co-convenes the *UK Literacy Association Research Committee*, **Orme** sat on the Executive Committee of the *Society for French Studies* (2010-16), and **Palfreyman** was a member of an Expert Group for the *World Federation of the Deaf* (2015-19). We were keynote presenters at conferences in Belgium, China, France, Indonesia, Italy, Poland, Russia, Ukraine and the US.

In recognition of over 20 years working with deaf communities in South Asia, **Zeshan** received an honorary OBE for services to higher education and the international deaf community (2015). **Barnes** was the 2020 recipient of the National Association of Disability Practitioners' Lifetime Achievement

**Unit-level environment template (REF5b)**

Award, recognising her sustained contribution to make a positive difference to the experiences of deaf and disabled students and staff in higher education.

In the Impact Case Studies and the research projects presented in this statement, we endeavoured to convey our passion for conducting research that contributes to advancing opportunities, whether that is by using stories to help people share their experiences, articulate their needs and find their voice; improving access for deaf and hearing people; increasing international academic opportunities in the global South; raising intercultural awareness and promoting understanding; conducting research on how age-induced hearing loss affects communication; or expanding our knowledge on how to teach languages effectively.