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Institution: Canterbury Christ Church University
Unit of Assessment: English Language and Literature (29)
a. Context <p>The context of the Unit's impact is its established reputation in innovative research in literature and Applied Linguistics. Key strengths in English Literature include the recovery of forgotten Victorian writers and the production of biographies and critical editions of texts which appeal to a wide range of audiences. The establishment in 2012 of the International Centre for Victorian Women Writers (ICVWW) has enhanced the reach of this research, enabled custodianship of literary archives and provided a platform for exhibitions and public lectures. Impact produced includes: challenging imaginations and enriching lives culturally, spiritually and educationally; preserving, conserving, and presenting cultural heritage; and contributing to the quality of the tourist experience through the memorialisation of writers and their lives. User groups include general readers of literature, literary societies, book clubs, and audiences at public talks and exhibitions. New user groups are created and sustained through collaborations with local bookshops, museums and galleries, and through contributing to online forums. The context of the Applied Linguistics research impact is its long term record of curriculum and professional development within English language education in Asia, Africa and central America. All researchers in the strand have taken part in this activity and have been concerned with the cultural politics of the role of English within these locations. The main non-academic user groups are practising teachers of English as a second or foreign language, teacher educators and curriculum developers; because of the postcolonial role of English, a major issue which they face is how the cultural embodiment of English fits with the diverse non-Western identities of students and teachers. These issues relate directly to the research done by the Applied Linguistics strand into intercultural issues as they relate to the politics of English.</p>
b. Approach to impact <p>Impact is enabled by strategic allocation of QR funds and institutional Knowledge Exchange (KE) awards, and the support of The University's Research and Enterprise Development Centre. The Unit's approach to impact is based on education in diverse non-Western contexts and more broadly on expanding cultural enrichment through active engagement with new and established user groups, including fiction readers, local historians, and reading groups.</p> <p>The Literature strand involves outreach and cultural regeneration work based on its 'recovering lives and texts' research (see case study) and its life writing. The Unit's strategy for this strand is to diffuse research to local and international user groups via published outputs (e.g. critical editions), web-based and face-to-face events, and through collaboration with colleagues outside academia, including archivists and authors' descendants. Links with the Folkestone Book Festival, for example, have created a channel of communication with the wider public, through public lectures and discussion panels. Synergies of creative and academic research also create impact opportunities, for example by using biographical scholarship to support life-writing sessions for writers groups.</p> <p>The sources described above supported Gavin and Oulton's 2012 establishment of the International Centre for Victorian Women Writers (ICVWW), and continue to aid its development. Clustering and promoting the Unit's research on the long 19th century, the ICVWW increases impact by providing opportunities for public engagement. Its exhibition 'Victorian Rebel: The Many Faces of Mary Braddon' (July 2012), with an associated public lecture (which was attended by over 50 visitors) enabled public access to the literary heritage represented by the ICVWW's Braddon archive and inspired readers to read Braddon's novels. Its collaborative exhibition with the University of Kent on 19th-century women's theatre, 'Wild Woman to New Woman: Sex and Suffrage on the Victorian Stage' (May 2013), which coincided with the centenary year of the anti-suffrage 'Cat and Mouse' Act, elicited such positive public response in its visitors' book as 'opened my eyes to a subject matter that hadn't before had interest' and 'more such stuff please.' In collaboration with the publisher Gale Cengage (via its Nineteenth Century Collections Online project), the ICVWW is furthering its reach through digitising and making internationally available</p>

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the contents of its Braddon Archive.

The Unit also has a track record of literary research being reprinted in volumes or databases with a wide educational reach and of producing paperback editions of literary texts which are suitable for scholarly use (and become prescribed texts in other HEIs), but which, as user reviews testify, 'also appeal to the general reader'. From the late 1990s members produced introductions and notes for seven volumes in the widely published Wordsworth editions of Victorian classics including, former colleague S. Minogue's editions of C. Brontë's *Villette* (1999, sales of 217,970) and *Jane Eyre* (1999, sales of 961,088). Supported by QR-funding, members have since exploited growing interest in neglected authors by reissuing non-canonical texts such as Caroline Clive's *Paul Ferroll* (Gavin, 2008), F. Anstey's *Vice Versa* (Merchant, 2011) and the first widely available edition of Jerome K. Jerome's *Weeds* (Oulton, 2013) via emergent public-facing publishers including Valancourt (USA) and Victorian Secrets (UK). These editions are discussed on literary blogs (eg 'Victorian Geek'), and Merchant's edition of *The Tenant of Wildfell Hall* (2001) was highlighted in 2005 when *The Guardian* featured the novel in a series on ground-breaking texts in the history of feminism. Jackson's English translations of best-selling French novels, eg Laurent Gounelle's *L'Homme qui voulait être heureux* as *The Man Who Wanted to be Happy* (Hay House UK, 2012), for a non-academic readership also exemplifies how the unit's research publications stimulate public engagement, cultural enrichment and economic benefit. External creative writers have also sought guidance from the UoA on the lives of writers, for example with regard to a play on Jerome K. Jerome and a novel on Anna Sewell.

The Unit supports the Applied Linguistics strand by encouraging research which is both informed by and impacts on English language education, mainly in diverse non-Western contexts. Opportunities are therefore sought through externally funded curriculum development projects, allowing time for established researchers to pursue their own invitations, contacts and networks, often realised in speaking at national professional conferences and running seminars and workshops in diverse non-Western locations, and funding conference attendance for less established researchers. Staff are also encouraged to carry out PhD research where appropriate, which usually involves empirical work with professional communities.

c. Strategy and plans

The Unit's strategy for increasing and maximising impact involves the development of collaborative work with groups, organisations and professional communities outside Higher Education, both in the UK and overseas.

Strategy for the English Literature strand includes interdisciplinary projects and collaboration with academic and non-academic groups, on 1) literary heritage; 2) challenging the canon by fostering interest in neglected literature; 3) expanding international networks of researchers and creative writers. The ICVWW, for example, is exploring collaborative funding bids to bodies such as the AHRC and the Heritage Lottery Fund in partnership with museums, archives and creative artists. It is expanding engagement with local history and promoting forgotten local writers in order to enrich the culture of user groups, including women's groups and senior citizens, through such measures as its anticipated Victorian Women at the Seaside project, which will aid the regeneration of Kent seaside towns through enhancing literary tourism. Its ambitious 'From Brontë to Bloomsbury: Realism, Sensation and the New in Women's Writing from the 1840s to the 1920s' project will challenge the 19th and early 20th-century canon, offering many opportunities to publicise women's writing, including commemorating the Mary Braddon centenary (2015).

The Unit's strategy for Applied Linguistics research is to align research with the already considerable opportunities for impact on the professional communities with which researchers in this strand work. Through appraisals, staff will be encouraged and given time to research their developmental interaction with these communities, which will in turn produce enhanced development. This will build on research carried out by members of the Applied Linguistics strand in recent years. A new departure here will be technology enhanced learning with respect to social networking and mobile phones, which brings together interests of an upcoming member of the Unit, a new part-time PhD student who is developing this interest within a professional context, and

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a new invitation for Holliday to apply his research on the contribution of language learners' existing cultural experience to this issue as invited speaker at the Nile TESOL meeting in Egypt in 2014. Regarding Holliday's research, he intends to develop blog, lesson and methods materials on his British Council Teaching English Guest Writers site. This will be informed by continued empirical research into the perceptions of teachers and students regarding the relationship between their existing cultural realities and English as a global language. The current collaboration with the Chinese National Association of Foreign Language Education (NAFLE) is expected to develop in an advisory and materials writing capacity. This initiative will take Holliday's current contribution to the English teacher education curriculum to an implementation stage.

Mechanisms to record future research impact data include a UoA virtual repository for impact data overseen by the unit's research committee and regularly reviewed, and a planned reading blog with online archive of user response, which it is envisaged will develop and capture impact across the Unit's research.

d. Relationship to case studies

The English Literature case study 'Recovering Lives and Texts' informs and exemplifies the strand's approach to impact by illustrating how its biographically inflected research expands imaginations and creates cultural enrichment. It also reflects the strand's interest in neglected writers and the cultural processes of canon formation, as well as its diffusion of research to local and international user groups through exhibitions, talks and a growing online presence. Its focus on critical editions, biography and biographically inflected research emphasises the synergy of creative and academic strands between particular strands of the Unit's research (including Victorian, modern and French based literary research). Positive response from individual users and established user groups, through emails, letters and visitors books, has directly informed the strategy outlined above.

The Applied Linguistics case study has both arisen from and contributes to a dialogue between (1) research into intercultural communication and the cultural politics of international English language education, and (2) engagement with English language teachers and professionals in diverse locations. Holliday's research into the relationship between culture and English language education has been informed by direct observation of professional issues and relationships in English language teaching within a global political setting where English as a world language is highly politicised. The core case study, contributing to and influencing Chinese curriculum development, has been partly informed by interactions and collaborative research with members of NAFLE. The further reach elements of the case study, workshops for Palestinian-Jordanian-Syrian-Lebanese, Nepali, Uzbek and Mexican English language education teachers and professionals, also learnt from this continued interaction with teachers, curriculum developers and teacher educators during the events themselves. Holliday's core theoretical model, his 'grammar of culture', is further developed in his recent Routledge monograph, *Understanding Intercultural Communication*, and features reconstructed ethnographic narratives which employ observation of professional conference events. This exploration has then informed the conceptualisation of a further stage of research, into how people engage with cultural change and travel, as presented at the 2013 i-mean conference, University of the West of England, which in turn will enable further impact on the practice of culture learning and curriculum change. A future 3rd edition of the Routledge *Intercultural Communication* textbook (with Kullman and Hyde) will also incorporate new material based on this research, which will bring new impact to students from a range of professional groups both within English language education and beyond. The writing of the *Intercultural Communication* resource book, which features in the impact case study, grew from an invitation from the publisher on the basis of Holliday's research reputation, which then expanded to co-authorship with two other members of the research strand. Much of the content was informed by the professional experience cited above.