

<p><b>Institution: Lancaster University</b></p> <p><b>Unit of Assessment: UOA 29 English Language and Literature</b></p> <p><b>a. Context</b></p> <p>Research in English Language and Literature at Lancaster University is distinctively outward-facing with expertise in achieving impact beyond the academic community, as illustrated by over 750 impact events recorded in the assessment period. We employ diverse modes of knowledge exchange and achieve significant impact across a wide range of domains. All research groupings have well established links with a range of user communities, many of whom are participants in the research as well as its beneficiaries. Examples of the main links between our research centres and groupings and external users include the following:</p> <ol style="list-style-type: none"> <li>1. The <u>Literacy Research Centre</u> was a founding member of the National Research and Development Centre for Adult Literacy and Numeracy and is a major contributor to its high profile impact on adult literacy policy and practice in England;</li> <li>2. The <u>Discourse Studies</u> group is a partner in the DYLAN project, involving 20 research partners and 12 countries, which identifies the conditions under which Europe's linguistic diversity can be an asset for the development of knowledge and the economy;</li> <li>3. The <u>Second Language Learning, Teaching and Assessment</u> group, is a partner in the Dystefl project, involving 3 non-academic partners, which trains teachers in supporting the foreign language learning needs of dyslexic students;</li> <li>4. The <u>Corpus Linguistics</u> group includes the University Centre for Computer Corpus Research on Language (UCREL), which undertakes collaborative research with industry, notably publishers such as OUP and Longman;</li> <li>5. The <u>Early Modern Literature</u> group includes the Shakespeare Programme, which works with schools, theatre companies (such as Northern Broadsides), Lancaster Castle and other community groups (such as University of the Third Age);</li> <li>6. The <u>Long Nineteenth Century</u> group includes the Wordsworth Centre, which has a formal collaborative agreement with the Wordsworth Trust, and also the Ruskin Research Centre and Library, which is affiliated to Brantwood, John Ruskin's House;</li> <li>7. The <u>Modern and Contemporary Literature</u> group collaborates with the Duke's Theatre Lancaster, Storey Centre for Creative Industries, and Manchester Central Library; and</li> <li>8. The <u>Creative Writing</u> group works extensively with the BBC, Arts Council and government bodies and various UK and overseas writers' organisations.</li> </ol> <p>In our work with these organisations and communities, as well as through our wider research and engagement activities, we achieve the following types of impact:</p> <p><b>Improved public policy, services and practices</b> through:  <u>Promotion of social inclusion</u>: e.g. literature development work in Africa and Manchester; discourse studies work, such as the RASIM (Refugees, Asylum Seekers, and Immigrants) project taken up by a UN panel; the XENOPHOB project work on racism used by EU Fundamental Rights Agency; and research on Polari, a language variety used by gay men, cited in the Canadian Parliament;  <u>Enriched educational experience and improved educational attainment</u>: all areas of the UoA visit and work with schools, and the UoA has influenced education in many ways, e.g. work with the Luxembourg Ministry of Education to reform national language examinations at secondary school level; advising on the U.K English Language 'A' Level curriculum and the Committee for Linguistics in Education; and  <u>Improved adult literacy and language learning</u>: e.g. Literacy Research Centre's shaping of national curricula; the development of the on-line language assessment system, DIALANG; writing and editorial training programmes with the FEMRITE women writers' association group in Kampala.</p> <p><b>Enhanced public engagement with culture and improved cultural preservation</b> through  <u>Preservation and enrichment of culture or heritage</u>: e.g. work with museums, galleries, and theatres undertaken by the Shakespeare Programme, Wordsworth Centre, Ruskin Research Centre and Centre for Transcultural Writing; and  <u>Literature Development: stimulating and supporting creativity</u>: e.g. British Council-funded Crossing Borders and Radiophonics projects (Africa), and AHRC-funded Moving Manchester project.</p> <p><b>Improved economic performance</b> through  <u>Improved performances of businesses and global civic agencies</u>: e.g. UCREL's creation of</p>
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software tools and contribution to educational publishing; Language Testing contribution to International Civil Aviation Authority; contribution to personal and professional development generated by Wordsworth Walks;

Support for Tourism and preservation of cultural heritage of North West: e.g. collaborations with Brantwood, Dove Cottage, and Whitworth Art Gallery; engagement with BBC Learning, the Digital Fiction Factory and digital designers Atomhawk and Desq to create interactive prototypes from BBC assets for user testing and commercial development.

**b. Approach to impact**

**Overall Approach to Impact**: We pursue a symbiotic approach to research and impact-generation which fuses the interests of academic and non-academic participants, working with the potential beneficiaries of research from the outset and maintaining a dynamic relationship between researchers and beneficiaries through the life-cycle of research projects. We also recognise that the nature of impact produced by our research is not entirely predictable. For example, Danny Boyle cited Farley's 'A Poem for the Queen' as the inspiration for the Queen and James Bond sequence in the Opening Ceremony of the London 2012 Olympics, a sequence watched by 900 million people (<http://www.manchestereveningnews.co.uk/news/greater-manchester-news/danny-boyle-how-i-booked-a-royal-800284>).

**How we interact with users**:

**1) External Collaboration through Events**: We work extensively with external organisations, groupings and individuals, seeking to engage general as well as academic audiences in a range of research-based events. Impact-generating events organised by the UoA include the following: major conferences incorporating exhibitions, lectures and seminars for non-academic audiences (e.g. British Shakespeare Association Conference 2012 included a Shakespeare Festival for the general public); several strands of public lectures (e.g. Ruskin Centre Annual Mikimoto Lecture); readings (e.g. Paul Muldoon); performances (e.g. work of Shakespeare Programme with national, regional and local theatre companies); exhibitions (e.g. Ruskin Library and Research Centre mounts three annual catalogued exhibitions); film screenings (e.g. Islamism project film programme); pre-performance talks for films and drama (e.g. series on Tim Burton at Dukes Cinema, Lancaster); walks (e.g. 12 Wordsworth Walks for general public held in 2012-13); writers' workshops and panel discussions (e.g. Lancaster Litfest); school engagement (over 50 individual visits to schools have been made by researchers to work with school students in the period and school groups regularly attend events on campus, including the 300 school pupils who attend Ruskin workshops annually). To ensure the widest possible audiences, we advertise events widely both nationally (e.g. *Guardian Review* 'events' section) and locally (e.g. *Lancaster Guardian*).

**2) Participation in Events and Dissemination of Research**: We are committed to the use of media and public events for knowledge exchange and raising public awareness of the issues we research. Our activities have included the following: over 125 public lectures (e.g. Eagleton, Power and Compassion, St. Paul's Cathedral, audience c. 250); over 90 public readings (e.g. Draycott, Queen Elizabeth Hall, audience c. 900); over 81 radio interviews or contributions (e.g. Maitland, Start the Week); over 25 radio broadcasts as writers / presenters (e.g. Farley, *The Sleep Diaries*); over 20 TV interviews and contributions (e.g. Alderson, *BBC News 24*, Ashworth *BBC Breakfast*); over 80 newspaper and magazine articles written by staff (e.g. P. Baker, *The Guardian*, 2010). There have been over 100 newspaper or magazine reports describing our research for the wider public (e.g. Kerswill, *The Economist*, 2011). We make full use of electronic and digital media, including over 20 dedicated websites (e.g. 'Islamism in Arab Fiction and Film' open access catalogue; Centre for Transcultural Writing and Research website receives over 90,000 hits per year from over 50 countries; 'Crimeculture' which receives 5 million hits per year), as well as blogs (e.g. Multicultural London English), Twitter (e.g. Edwardian Postcards) and Youtube (e.g. 'William Morris in Lancaster').

**3) Consultancy and work with Practitioners**: We provide consultancy services and organise events for a range of practitioners and organisations, especially in the area of education (including adult literacy, language testing policies and practice, and teaching materials). We have organised or participated in the following: 47 conference presentations to practitioners in education (e.g. Harding to Korean Association of Foreign Languages Education); 12 conferences for practitioners in education (e.g. LAEL's long-running English Language Teachers A-Level Conference); 11

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workshops for practitioners in education (e.g. Brunfaut, language teacher training on testing reader comprehension); 20 consultancies for practitioners in education (e.g. consultancy for Trinity College London English Language Qualifications); 7 courses/lecture series for practitioners in education (e.g. a free 10-week online teacher training course for EFL/ESOL teachers on dyslexia and language learning; an annual Language Testing Summer School); and a symposium on teaching poetry featuring Sir Andrew Motion. We also produce research-derived materials for practitioners (e.g. Appleby & Barton (2008) Responding to People's Lives).

**Mechanisms by which impact is supported at Departmental, Faculty and University levels:**

All staff and research students are encouraged to maximize the impact of their research through the continued sharing of models of best practice. Impact Champions co-ordinate, support and advise on how best to enhance the non-academic impacts of research. Peer feedback on 'impact' and 'pathways to impact' is provided for all grant bids. The Faculty of Arts and Social Sciences has an overall Impact Director who performs this function at Faculty level and who is a member of the UoA. Funding gained through impact work is used to provide teaching / administrative relief for staff concerned, or is ring-fenced to support their research and further impact work. Funding is also available through a number of Faculty and University schemes; the Faculty's Enterprise Centre has funded four Knowledge Exchange Fellowships for UoA members, and the University's 'Pathways to Impact' scheme has funded two impact events. Impact is an important part of our staffing policy; for example, Eagleton was recruited with a view to his standing as a public intellectual, and his role involves 3 public events each year. We incorporate impact into our training and review structures, such as Performance and Development Review and annual research away days. All new appointments are provided with mandatory training in impact as part of their induction. Honorary Research Fellows are used to develop links with partner organisations (e.g. Jeff Cowton, Curator of Dove Cottage). We work with the University Press Office and with other PR companies to ensure the widest dissemination for research (e.g. GDR were employed to promote Wordsworth Walks). To encourage public participation in our research, we utilize public and off-campus venues for events (e.g. numerous events in Storey Centre for Creative Industries and performances in Lancaster Castle).

**Sharing Expertise in Impact:** A major part of our approach is a commitment to sharing our expertise in knowledge exchange and securing impact. A number of our research projects have been seen as pioneering in their interactions with users and beneficiaries, and they have acted as models for similar projects elsewhere. For example, From Goslar to Grasmere was chosen as a case study for Shared Interest: Developing Collaboration, Partnerships and Research Relations Between Higher Education, Museums, Galleries and Visual Arts Organisations in the North West. Members of the UoA have contributed to sessions on impact best practice, including Faculty Enterprising Academics seminars and a keynote lecture at a Manchester University Conference on Impact in Early Modern Studies.

**c. Strategy and plans**

**Overall Strategy:** Beyond 2013, we will seek to ensure that our 'Overall Approach to Impact' is integral to the research undertaken in the UoA wherever possible, continuing to highlight the importance of impact in our training and development programmes for Staff and Postgraduates. In addition to consolidating and expanding our involvement with existing key partners outside the HEI, we will identify new users and partners beyond academia. Developing the current use of external advisors in specific areas (e.g. the Centre for Corpus Approaches to Social Science), we will establish an Impact Advisory Board for the UoA, consisting of external advisors in relevant fields, such as education, museums, media, publishing, business. We will design appropriate impact measures, so as to be able to accurately assess our performance in this area.

**Specific Objectives:** All our research groupings have clear plans for developing impact from their research. However, as a means of maximising impact, the UoA has established four 'Strategic Priorities for Impact' to bring together the work of different groupings in the areas where we feel they can pool expertise and resources, share models of best practice, and produce the greatest benefits for the widest range of users. These are as follows:

**1) Digital technologies:** The ESRC Centre for Corpus Approaches to Social Science has a five-year plan with specific objectives, including, for example, assisting the police and legal agencies in defining and understanding 'hate-speech' crimes. The Literacy Research Centre will continue to contribute to the shaping of literacy practice, extending their impacts to cover a wider range of

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international contexts and engaging with developments in digital literacies. Working in collaboration with The Wordsworth Trust, Grasmere, the Wordsworth Centre will develop its mission to engage the public with the poet's work and to show how his poetry can be of value to a range of beneficiaries, particularly through investigating the potential of digital culture to open up archival materials to a wider audience. The Early Modern Group, drawing on the expertise of the ESRC Centre for Corpus Approaches to Social Science, are seeking to enhance public understandings of the early modern world by using corpus linguistics to read texts of the period.

**2) Creativity in the Community:** The Early Modern Group will seek to develop public and organizational understandings of ceremony through the Staging Ceremony project undertaken in collaboration with other partners (English Heritage, National Trust, Royal Palaces). The Modern and Contemporary Literature Group are undertaking a number of projects that consider the relationship between creativity and communities, including the on-going work of The Centre for Transcultural Writing and Research who will continue to develop various techniques for making literary resources widely available, such as a new AHRC-funded research hub focused on authorship ('The Writer and the World'), and the 'Poetry in Public Spaces' project which will utilize poetic interventions in urban space.

**3) Health and well being:** Broadening its scope to include health, the Discourse Studies research grouping aims to improve communication in the context of terminal illness, particularly through the ESRC-funded 'Metaphor in End-of-Life Care' project. The Ruskin Research Centre and Library and The Wordsworth Centre are developing a project that will involve a range of partners to examine the relationship between risk and well-being in outdoor activities from the eighteenth-century to today, focused on the Lake District.

**4) Faith and Belief:** The Modern and Contemporary Literature Group alongside the Lancaster Writing Programme will continue to play an important role in public debates on religion and belief, through, for example, Eagleton's high-profile lectures and publications on and around the New Atheism by Bradley and Tate; Maitland's celebrated work on spirituality of silence; Ashworth's creative exploration of Mormonism in the UK; the ongoing work on Islam and culture; Tate and Schad's work with the Greenbelt Christian Arts Festival.

#### **d. Relationship to case studies**

The case studies exemplify our 'Overall Approach to Impact' as outlined in (b) above. They are funded projects designed in collaboration with external non-HEI organisations (other than *Edgelands*). Impact was central to their design and has been secured through working with the users and beneficiaries of the research. The case studies illustrate how our wide-ranging approaches produce the following main forms of impact:

**(1) Improved public policy, services and practices:** The Literacy Research case study shows how we worked with the UK government to achieve its target for adult literacy, to shape educational services, and to improve educational attainment among disadvantaged groups (e.g. prison offenders). The Language Testing case study exemplifies how through interaction with educational practitioners we have enabled the better targeting of teaching and the determination of language adequacy for specific tasks (e.g. pilots communicating in English).

**(2) Enhanced public engagement with culture and improved cultural preservation:** The Wordsworth case study highlights how impact is a fundamental element of our research design, with the main project constructed for different beneficiaries. The collaboration with the Wordsworth Trust shows how we work with major heritage organisations to enhance public access to, and understanding of, culture. The *Edgelands* case study is a strong example of how we use media and public events to maximise the impact of our research, with Farley undertaking many public readings of his book *Edgelands*, which also reached 3 million people as a BBC Radio 4 'Book of the Week'. The African Writers case study exemplifies how we work with specific beneficiaries to stimulate creative outputs, and illustrates how we use web resources to make the outcomes of our research freely and widely available to other beneficiaries. It also shows how our methods of working with the beneficiaries of our research promote social inclusion and personal and professional development.

**(3) Improved economic performance:** Our Corpus Research case study demonstrates how we collaborate with commercial enterprises, especially the UK English Language (ELT) industry and software developers, enabling them to reap commercial benefits from our innovative language materials and methods.