Institution: University of the West of England, Bristol

Unit of Assessment: 28 Modern Languages and Linguistics

a. Context

The Bristol Centre for Linguistics (BCL) takes a resolutely empirical approach to the study of language and most of the research examines language as it is situated in society. Language permeates our lives, both personal and professional, in the media, education, healthcare and politics. Our lives are arguably shaped through language and effective communication is ensured through our use of language. In the past, and in RAE2001 and 2008, great emphasis was laid on world-leading research – and this was typically of a theoretical kind, pushing back the frontiers of our knowledge and understanding. In RAE2008, researchers in BCL showed their calibre in this respect in onomastics, language typology and morphology, language contact, metaphor and meaning change. Projects with impact outside academia were not acknowledged at that time – but BCL researchers were already engaged in them. Specific areas in which BCL's linguistic research can have impact outside academia are in professional and healthcare communication, language education including the education of bilingual and heritage language speakers, the development and expression of community identity and the improvement of inter-community relations, cultural heritage and treatments for aphasia. The International Corpus Linguistics Research Unit (ICLRU) web-site serves as a repository for corpora generated by researches in BCL and as a means of sharing research data and findings with the wider public.

b. Approach to impact

BCL's approach to impact is to develop long-term relationships with partners and stake-holders outside academia. We emphasize the importance of long-term relationships for a number of reasons. Firstly, in some cases the translation of knowledge can come up against beliefs, practices, interests, attitudes and motives which may affect how individual users respond to research – a relationship of trust and mutual respect between researchers and users must be developed over time and collaborative actions are required to develop research-based insight, ownership of research, and change in practice or behaviour. We aim to build and extend the relationships we have already established in language communities, multilingual companies, professional societies, intercultural training and educational contexts, and in healthcare, to ensure that our research-based findings have a real impact on life outside academia.

Angouri has a long-standing research interest in workplace discourse, particularly in global, multilingual, companies. She has recently been involved in an NHS-funded project with the North Bristol Health Trust aimed at improving emergency obstetric care (one of our impact case studies). She has a research interest in intercultural communication, works with an intercultural training company and sits on the board of SIETAR, the Society of Intercultural Education, Training and Research. She has recently established a Continuing Professional Development course in Intercultural Communication in partnership with business training provider Farnham Castle to promote excellence in the field of intercultural training and research. **Angouri** co-led an AHRC funded project (AH/J012637/1) entitled ARCTIC (2011-2013) which focused on the language and culture challenges faced by Chambers of Commerce and UK based SMEs when they internationalise their businesses. The close collaboration between businesses and academic researchers investigating questions of communication in an increasingly globalised economy produced findings with considerable impact on intercultural understanding and training.

Beeching has long-term links with educational publishers, has published a number of text-books aimed at developing communicative abilities in French and has done consultancy work in the development of the Common European Framework for languages. Her corpus of spoken French is commonly called upon by dictionary-writers and curriculum developers. These activities recognise and draw on her research work in sociopragmatic variation and the nature of spoken interaction and have a direct impact on the way that languages are learnt across Europe today. **Charteris-Black** takes a critical discourse approach to the analysis of metaphor in both healthcare and political discourse. He has been invited to address political speech-writers in Westminster. **Coates'** career in the analysis of names has led to the AHRC-funded Family Names of the UK (FaNUK) project (2010-2014). The findings of the project, which aims to complete a detailed investigation of the origins, history, and geographical distribution of the 46,000 most frequent surnames in the UK by March 2014, will subsequently be made publicly available and will be of interest to genealogists,

family historians, social historians, historical linguists, and indeed anyone interested in learning more about family names. **Coates** has applied for follow-on funding for this project. **Piasecki's** research in the area of word reading has great potential for impact outside academia because the ability to read is the baseline for literacy. Her experimental designs investigating the processes involved during word reading provide a vehicle for exploring other cognitive processes, such as memory structures and psychopathological disorders (eg aphasia). Her comparisons of different speaker groups (i.e. bilinguals, second language learners and monolingual speakers) and languages, in particular, are informative to language policy makers and educational institutions across different countries. **Karatsareas'** previous research on the documentation of Cappadocian Greek, a rare and endangered dialect originating in inner Asia Minor (today's Turkey), helped to raise awareness among the community about the cultural and historical importance of its heritage language. **Sakel**'s grammar of the Bolivian Mosetén language has led to a heightened sense of pride and community identity in the speakers of that language – the language had previously not been written down and **Sakel** has developed readers in the language for children, as well as grammars for adults (another of our impact case studies). Her work with bilingual Somali speakers in Bristol extends this approach to impact. **Sakel** has conducted consultancy for BBC children's television (the Lingo Show, Cbeebies), and is in the process of setting up further collaborations with the BBC.

Staff in UoA28 are committed to the encouragement and support of public engagement as a means by which our research can and should be shared widely, while recognising that such engagement is a two-way process, involving interaction and listening, with the goal of generating mutual benefit. This commitment is reflected institutionally by our partnership with the University of Bristol in the National Coordinating Centre for Public Engagement (NCCPE). This was established in 2008 as part of the £9.2m Beacons for Public Engagement initiative funded by the Higher Education Funding Councils, Research Councils and the Wellcome Trust to bring about a culture change across the higher education sector. The aim of the NCCPE is to support universities to engage with the public through promoting best practice in public engagement and provide a single point of contact for the whole UK higher education sector. In UoA28, we have responded to opportunities to share knowledge via the mass media and ICLRU and are beginning to make more proactive efforts to engage with the local community to produce research outcomes which are excellent, relevant and have a positive impact on society.

c. Strategy and plans

There is some very good practice in BCL (links with stakeholders, users, professional bodies, media outlets) which we need to extend to other areas. We also need to develop more incisive ways of evidencing our impact.

We aim to make more effective use of other UWE services that act as intermediaries between the academic researchers and the wider world, such as UWE's well-established Research, Business and Innovation unit (RBI), which has staff dedicated to supporting public engagement events, the capture of impact data, and advising on the commercial applications of research outcomes. In particular, by way of public engagement, we plan to stage a public seminar series on "Language Matters" at a city-centre venue in Bristol, starting in 2013, encouraged by the success of the "Science Café" on linguistics held at At-Bristol in January 2011. The University press office is a resource for publicising our research and to link academic expertise to journalists and media producers seeking commentators. **Beeching** and **Coates** have already made frequent appearances on BBC Radio 4, Bristol, and Wiltshire and we plan to draw in other members of BCL to offer their expert voice in different areas. Encouraging uptake by making useful research readily accessible requires more extensive use of virtual repositories, blogs, and virtual networking via social media as well as using traditional formats. We will be investigating best ways of doing this for linguistics, having already set up a local 'Lingo' blog for research staff and students.

Coates plans to apply for follow-on funding for the AHRC-funded FaNUK project so that it can continue (2014-2018), and it is envisaged that, through the publication of the data on the FaNUK web-site, the project will have considerable impact both in and outside academia. Plans are in hand to enhance the ways in which evidence of impact are gathered for this project through counting the number of 'hits' on the web-site. Engagement with our understanding of current affairs and the public discourse surrounding them is a key plank in BCL's strategy with respect to its

impact in the world outside academia. It is an approach also taken by **Charteris-Black** whose monographs on the discourse of contemporary politicians have enjoyed a number of print-runs, indicating their impact on the wider public. **Charteris-Black** is planning a further work on the discourse of female politicians. **Beeching** is currently completing fundamental research on the functions, etymology, sociolinguistic salience and pedagogy of frequently occurring pragmatic markers (PMs) in English. She plans to make the outcomes of the research available on the ICLRU web-site for learners and teachers of English to access. The freely downloadable materials will include the sound-files and transcriptions of spontaneous spoken English and exercises to help learners and teachers study the uses of PMs. Again, we are looking into strategies for gauging the impact of the materials, including counting the 'hits' on the web-site, combined with other more qualitative measures. The strategy for the dissemination of research findings of **Karatsareas's** BA-funded project includes a number of knowledge transfer initiatives that will have significant societal and economic impact, giving the opportunity to a wide range of academic and non-academic beneficiaries to engage with the project's findings: (a) an advisory report on heritage languages in present-day London that will be made publicly available in January 2016 using such platforms as the British Academy, the Linguistics Association of Great Britain, the Centre for Languages, Linguistics and Area Studies and the National Centre for Languages; (b) two workshops targeting teachers, students and parents within the Cypriot Greek community of London as well as local authorities in Barnet and Enfield that will be organised in April 2015 and 2016; and, (c) a collaborative, web-based public engagement initiative provisionally entitled "London Heritage Languages Network" whose aim will be to foster partnerships between researchers, teachers and parents of heritage speakers and to increase awareness about the benefits and challenges of heritage languages. **Piasecki,** an early career researcher**,** has a clear strategy for impact in the fields of literacy, aphasia and (educational) policy. This overall strategy will be more clearly articulated and collaborations more clearly delineated in 2014-2018. In the area of aphasia, we already collaborate with Professor Sue Roulstone, Director of the Bristol Speech and Language Therapy Research Unit, who is a member of BCL, and we have established links with practising speech therapists in the Bristol area. We plan to consolidate and extend these collaborations to enhance our impact for both aphasia sufferers and their carers. **Sakel** is planning further collaborations with the BBC, on their Lingo Show and Cbeebies programmes, and to work with Somali speakers in Bristol, in such a way that her findings about language contact can benefit the communities concerned. Finally, in the area of healthcare, **Charteris-Black** plans to continue his work on the language used in articulating the illness experience. We are planning to look at ways which will sharpen the evidence-base for impact across all of our studies.

In support of our research and impact strategies, RBI is tasked with facilitating partnership and engagement through a wide range of activities, including technology transfer, commercialisation, consultancy, business start-ups, professional development, public engagement, and a range of different types of engagement including Innovation Networks and Knowledge Transfer Partnerships. The RBI unit works closely with researchers to help identify how best to involve users and beneficiaries in projects from the outset as a means of facilitating co-production and catalysing impact. Depending on the nature of the research, dedicated RBI staff support opportunities to translate research outcomes into a wide range of follow-on initiatives to ensure they make a difference to the economy and society.

d. Relationship to case studies

The case studies from **Angouri** (Effective Teamwork and Leadership in Obstetric Emergencies) and **Sakel** (A written grammar of Mosetén and its impact on Mosetén community identity) illustrate the application of linguistic research to real-world problems and the impact that linguistic analysis can have in resolving these**.** The range of impact that research in BCL has in lexicography, metaphor and critical discourse analysis, clinical contexts, in language teaching and learning for both adults and children, through the media, online and in the community is, however, far broader, as indicated in the approaches, strategies and plans outlined above.