Institution: University of Greenwich
Unit of Assessment: (28) Modern Languages

a. Overview

The Applied Linguistics Research Group is a group of four 'full time equivalents', located in the School of Humanities and Social Sciences. Within the School of Humanities and Social Sciences, research is undertaken in five defined research groups. The research agenda within the School is led by the Director of Research and Enterprise, who chairs the School's Research and Enterprise Committee and reports to the Deputy Vice-Chancellor Research and Enterprise. The School has a Postgraduate Tutor, who is responsible for the management and administration of research students within the School and reports to the Director of Research and Enterprise. There is a strong commitment to increase the quality, volume and intensity of research activity across its research groups. In addition to distributing the Research and Enterprise (RAE) income to groups within the institution, the University also has a strategic research fund, which is derived from other income streams and is targeted at the further development of research within the institution.

Members of staff in the group are involved in the teaching of three degrees, one undergraduate and two postgraduate: BA in TESOL, MA Second Language Learning and Teaching, MA in Language Learning and Japanese Language Teaching. This current submission is the third submission of this group. The research group is headed by **Professor Benati**, who is also the Director of Research and Enterprise in the School, and comprises four Category A staff (**Professor Benati**, **Dr Liszka**, and **Drs Arche**, and Laval who have Senior Lecturer posts). Since the last RAE in 2008, members of the group have developed a substantial individual publication track record and have demonstrated their commitment to high quality research in three main areas of enquiry: input processing and processing instruction; tense and aspect in second language acquisition; syntax and semantics.

b. Research strategy
2008–2013

After the last RAE in 2008 a four-point plan was set out:
1. to develop capacity and quality outputs
2. to build the external profile of the research group
3. to increase the number of research students
4. to develop a more successful bidding strategy

Developing capacity and quality outputs

The capacity of the research group has been increased during the assessment period by recruiting two new members of staff with potentially strong research profiles (**Arche** was appointed in 2008 and **Liszka** in 2012). Laval completed her doctorate in 2008 and published the main findings of her research in a two book chapters.

Benati has established an international reputation in two distinct areas. These are input processing theory and processing instruction research. He has published a number of monographs and has co-authored books, edited one book, and written a number of book chapters published with leading UK and international publishers (e.g. Multilingual Matters; Mouton de Gruyter; and Continuum Publishing). These publications have been very well received by academic and scholarly peers. In the Academic Year 2012–3 he secured new book contracts for three areas of research: second language acquisition (Second language acquisition: a theoretical introduction to real world application. Continuum Publishing); research methods in language learning (Key methodological frameworks in second language research. Mouton de Gruyter); and processing instruction (The handbook of processing instruction, Routledge).

Arche has conducted research on the syntax-semantics interface in both adult and L2 learners' grammars. She has published a series of empirical studies in journal articles and has written book chapters on theoretical aspects of the morpho-syntax, the semantics of aspect, and the acquisition of the tense-aspect system. These are based on experimental and corpus studies focusing on the acquisition of the imperfective/perfective contrast and the reasons underlying failure of attainment. In 2009, she was honoured with the Early Career Research Excellence Award by the University of Greenwich. For the Birmingham International Conference on Tense, Aspect and Modality: Chronos

2011, she organised a panel on 'Aspect across languages'. A special issue of Natural Language and Linguistic Theory was published as a result and a new international research group was created. The new group included scholars from the University of Lille and the University of Tromsoe.

Liszka's research investigates the role of the first language in syntactic and semantic development, the linguistic-pragmatic interface, whether or not a 'critical period' exists, and the nature of ultimate attainment. To date she has conducted empirical research on the L2 acquisition of the English temporal system. Working within the generative grammar paradigm, she has made a significant contribution to research on selective fossilisation in advanced L2 speakers. She has also considered the implications of permanent grammatical deficits on pragmatic processes from a relevance theoretic perspective. She has authored a book chapter on the issue of representational deficits in second language acquisition. She has also co-authored a journal article with an external colleague combining second language acquisition linguistic theory with psycholinguistic experimentation investigating L1 influences on the L2.

Laval's research interests are also in the area of input processing and processing instruction. She has conducted a series of empirical studies measuring the primary and secondary effects of processing instruction. Her empirical work has produced a series of publications in the form of book chapters and she has co-edited a book: The grammar dimension in instructed second language learning (Bloomsbury, 2013).

Building external profile
The research group has worked as a team in encouraging and supporting its research-active staff to gain roles and positions of increased external visibility in order to improve its external profile. All members of the group have engaged in collaborative research with counterparts in other universities (Southampton, Lille, Tromsoe, York, Edinburgh, New South Wales, Michigan State). During the assessment period all members of staff have acted as external examiners (Westminster, Kings College London, Kingston, Middlesex); conference and journal referees (*Studies in Second Language Acquisition*, *Language Learning*, *Language Teaching Research*, *System*, *IRAL*, *Language Awareness*, *Applied Linguistics*); reviewers (BAAL Annual Conference, AAAL Annual Conference); and book series editors (Advances in instructed second language acquisition research, Continuum). They have also been participants in specialist groups (BAAL-SIG in Language Learning and Teaching). The group's has made its research available to a wider public by submitting its publications to GALA (Greenwich research repository). The Applied Linguistics group organised the 2008 BAAL Special Interest Group in Language Learning and Teaching Annual Meeting which resulted in the publication of a book edited by **Benati** (Issues in second language proficiency. Continuum, 2010). In 2012 an international conference on grammar instruction was organised at the University of Greenwich. The event attracted a wide audience, ranging from second language acquisition academics (e.g. Van Patten, Michael Sharwood Smith) to language teaching practitioners. A selection of the papers presented by international scholars in this field at the conference were published by Professor Benati and Drs Laval and **Arche** in an edited monograph (The grammar dimension in instructed second language learning. Bloomsbury, 2013) in the Advances in Instructed Second Language Research Continuum Series. In 2012, **Arche** organised a Workshop on Aspect and Argument Structure of Adjectives and Participles at the University of Greenwich. This workshop gathered together researchers from other institutions (Timothy Stowell, Andrew Koontz-Garboden) working on different aspects of argument structure and aspect of adjectives and participles.
In 2013 the group organised a Symposium on the 20th anniversary of research into input processing and processing instruction. Papers from the Symposium will be published in a special issue of the *Modern Language Journal* in 2015.

Increasing number of research students
Increasing the total numbers of research students was mainly achieved by attracting funds from the University of Greenwich Vice-Chancellor's Scholarships Fund and through collaborations with universities overseas. In 2012–13 five new PhD students joined the research group – three of whom were awarded the University Vice-Chancellor's scholarships – to work with **Benati** and

Arche. They will conduct research on the acquisition of alternation in a second language and the relative effects of individual differences (motivation, aptitude and working memory) on processing instruction. Another student, funded by the Libyan Embassy, is currently investigating the possible relationships between motivation and processing instruction on the acquisition of the Arabic verbal morphology system. During the assessment period two candidates were awarded doctorates in Applied Linguistics (Laval for a thesis on processing instruction and secondary effects; Hikima for a thesis on processing instruction and discourse effects).

Securing research funding
Research income has been secured by **Benati** from the Leverhulme Trust, the High Commissioner on National Minorities and an individual donation. In 2010, he was commissioned by the High Commissioner on National Minorities and the British Council Macedonia to lead a project (€58,821) aimed at developing a specialised second language teaching methodology and a teacher training programme for the Macedonian educational system. In the Academic Year 2010–2011, **Benati** secured a Leverhulme Foundation Visiting Fellowship (£18,740) to employ one post-doctoral researcher (Dr Tanja Angelovska, Munich University) for nine months on a language processing research project. The fellowship period was used to collect experimental data which contributed to the publication of a monograph (Individual differences and processing instruction. Equinox, London. 2013). In 2011, **Benati** also secured a private donation (£24,000) to conduct empirical research on the effectiveness of a new artificial language called Algilez. An associate researcher has been appointed to conduct empirical research using this artificial language. In 2012–13, **Benati** obtained a small grant (Sasakawa Foundation, £3,000) to support an ongoing research project on the acquisition of Japanese syntax and morphology, for which further support has been secured through the Ministry of Education in Japan with Meikai University. In 2008, **Arche** played a key role in the bidding preparation of the Economic and Social Research Council (ESRC) project (£220,000) with the University of Southampton called 'The emergence and development of the tense-aspect system in L2 Spanish', based on her previous theoretical research on aspect. She is a member of the Research Group for the ESRC-funded project Linguistic Development in L2 Spanish, also known as SPLLOC in the UK. She has contributed to the investigation of the acquisition of word order and clitic pronouns in Spanish by English speakers and her interest in tense and aspect motivated the research agenda for a second phase of the project, also funded by the ESRC. The current SPLLOC team comprises Dr L Domínguez, Professor R Mitchell, Professor F Myles, Dr M **Arche** and Dr N Tracy-Ventura. The findings of this research are currently being disseminated at high-level conferences on acquisition and linguistics in Europe and the USA (BUCLD, Romance Turn).

2014–2019
The group will make full use of its excellent reputation. The structures which are now in place will help produce even higher quality outputs, increase the successful bids for funding, and the group is committed to recruiting expert staff and research students. In order to continue to promote and sustain a strong and dynamic research and enterprise culture the Applied Linguistics group is currently developing a proposal for a new Centre in Applied Language Research in Language Learning and Teaching. The new Centre will stimulate the development of interdisciplinary collaboration across the University, with, for example, the Schools of Education and Health and Social Care. **Benati** is currently working with members of the School of Education on a project in collaboration with the Royal Greenwich Teaching School Alliance to improve attainment and methodology in teaching modern foreign languages at KS3-4-5. The Centre will further foster our ability to secure consultancy and research contracts by exploring possible partnerships and links with local and national business communities (see REF3a for current and future projects). Two new posts will be created (see 'Income, infrastructure and facilities' below) to support current staff in developing new projects and increase research capacity. A series of workshops will be offered to staff to identify new opportunities for external funding and foster collaborative research bids. Furthermore, the creation of the new Centre will develop new projects and collaborations with national (with Professor Leah Roberts at the University of York on a project on Aspect and Tense) and international institutions (with Professor Bill VanPatten on a project on working memory and processing instruction). It will encourage collaborative research proposals with the aim of securing external funds.

Benati is currently exploring the possibility of developing a research network (Leverhulme International Networks) on input processing research across Europe, the USA and Australia (University of Munich, Michigan, York and UNSW). **Arche** is working on a project on 'Argument structure in non-verbal predicates: models and industrial applications' for which a collaborative bid with the University of Lille and University of Tromsoe has been submitted (AHRC Networking Scheme).

c. People, including:

i. Staffing strategy and staff development

The Applied Linguistics Research Group meets monthly and reviews matters concerning research culture, strategy, funding opportunities. The group holds monthly research seminars throughout the academic year. A staff member is responsible for engaging guest/in-house speakers and coordinating monthly seminars. A budget (£2,000) has been allocated to the research group for the development of a research seminar programme and a postgraduate conference. All members of this group participate in the supervision of postgraduate dissertations (Masters programme in Language Learning) and PhDs as part of the supervisory team. Training for research supervisors is provided by the University postgraduate research office. Individuals are required regularly to enter details of their publications on the University's GALA repository website. A culture of entrepreneurship is fully supportive of those individuals with aspirations to exploit the commercial potential of their research for the wider economic, cultural and societal benefit of the region and abroad. They will do this by providing a series of opportunities to engage with local businesses and community through meetings and events organised by the University and the School. **Benati** has developed a continuing professional development course (Key issues in language teaching) which was delivered in two partner institutions (New York College, Greece; Institute of International Education, Japan). The work of members of the group is managed through a balanced workload model which captures research and enterprise activities (publications, research bids, enterprise activities, research projects) and supports individuals with time relief (up to two days per week depending on the level of the research activity). Internal funding has been allocated for teaching relief, research meetings and conference attendance throughout the REF cycle. The University Early Career research initiative (www.gre.ac.uk/ecr) provides support, internal funding and research awards for young researchers on an annual basis. The University's engagement with the Concordat is evidence of its commitment to supporting the career development of all researchers (www.gre.ac.uk/hr/concordat). The University has a sabbatical policy for all research staff and the applied research group has developed an internal and semester-based sabbatical system to support its staff. Benati will be on sabbatical leave from July 2014 to complete two journal articles and two monographs. A structured mentoring system is in place in the research group to encourage and guide its members to undertake research individually and in collaboration, to supervise new research students, to submit research papers to peer-reviewed journals and high-quality peer-reviewed conferences. All members of staff are active peer reviewers for academic journals and research bodies. **Arche** is a member of the AHRC peer-review college and **Benati** of the European Union Framework.

Benati is the mentor of each member of staff and he meets three times per year with research staff to encourage them whenever possible to participate in national committees formulating research programmes, and to promote the outcomes of the research more aggressively and more widely. Mentors discuss and guide staff towards publishing their work in high impact academic journals and with reputable publishers in the field of applied linguistics/second language acquisition. Discussions and strategic decisions for individual members of staff are reported to the group meeting and also recorded in the staff appraisal system. Success is rewarded with the allocation of extra time relief. The group always ensures that new and less experienced members of staff receive specific training (training programmes are offered centrally) in research student supervision. It continues to implement its strategy to create supervisory teams with very experienced supervisors mixed with less experienced ones and early career research staff as this will help to meet completion rates. Each supervisory team comprises a Director of Study and two supervisors who monitor students' progress and ensure progression from MPhil to PhD.

ii. Research students

The Applied Linguistics Research Group provides effective administrative support, professional development, mentorship and training for all those undertaking research, complying with the Special Educational Needs and Disability Act for students with special educational needs where appropriate. Research students' progress is monitored through a 'progress form' and a student logbook which are completed on a monthly basis and submitted to the University Research Degree Committee. Regular meetings are offered to students to monitor their progress regularly. The group adheres to internal University structure and regulations to monitor and evaluate the progress of all our research students. The Research and Degree Committee will monitor progress every two months and supervisory teams are accountable to the Committee as they are obliged to keep records of regular meetings with students. The group secures students' integration into the research culture by encouraging the exchange of ideas, invitations to research meetings, promotion of events and involvement in seminars, research forums, and the annual research group conference for which a separate budget is available. The group has continued to promote and to enhance the research environment for our existing postgraduate (Masters programme in Language Learning; and Masters programme in Language Learning and Japanese Language Teaching) and research students by increasing opportunities for them to participate in our research seminar programme and other research activities (for example organising conferences and workshops).

In the academic years 2008–09, 2001–2012, and 2013–14 research and postgraduate students made a vital contribution to the organisation of two conferences and one major workshop (Annual SIG BAAL; The role of grammar instruction in SLA: theoretical and practical considerations; Workshop on aspect and argument structure of adjectives and participles; Symposium on 20th anniversary of research on processing instruction). Research training for MPhil and doctorate students is provided through one dedicated course ('Research methods' is an introductory module to second language research) and through the School Generic Research Skill Programme which is offered to all research students to improve their research skills. Every year all Applied Linguistics postgraduates and research students present and defend work-in-progress papers at the School Postgraduate Conference. Training is also provided centrally to research students to become effective members of course teams and get involved in supporting teaching. In recognition of the work undertaken in enhancing the development of research, the university was awarded 'EU HR Excellence in Research' status in February 2013. Our research students have access to funding opportunities and forums for discussions, a dedicated space (linguistics room and the Language Centre) and an office which they share with our postgraduate students.

The Applied Linguistics Research Group has a thriving L2 Discussion Group which convenes once a month for postgraduate students and staff. As well as providing the opportunity for members to discuss the latest research papers in the field, it also provides a forum for PhD students to present their ideas, discuss research design for their projects and consider any other issues linked to their work in a supportive environment.

d. Income, infrastructure and facilities

The Applied Linguistics Research Group is centrally supported through formulaic and competitive money from the previous RAE in 2008. Internal funding provided members of this group with research support in the form of teaching relief, assistance with conference attendance and other expenditures. The group has been allocated internal funding through the University Investment Programme. In 2009/10 (£15,050); 2010/11 (£15,000); 2011/12 (£11,000 + £10,000 HEIF funding); 2012/13 (£9000). In the last two years the amount available to the University from HEFCE centrally has been reduced with consequential reductions in the amount available to the group. A business developer, appointed in 2009, provides additional support to staff to assist in identifying research opportunities, developing and writing research proposals. He has regular meetings with research groups to discuss bidding opportunities and support individual staff in writing and costing external bids. This partnership has been successful in securing external funding such as the case of the Macedonia Project (see case study one). The research group has also been successful is securing research funding from Leverhulme Trust and other sources (see the section 'Research strategy' above). A structured peer-review College system is currently in place to assess the quality of research bids and provide further support and feedback. It is a University mechanism whereby external bids are submitted for comments to an experienced member of staff. The group has monthly meetings to discuss and evaluate potential and already developed external bids.

The applied research group makes use of the Language Centre and language laboratories to conduct some of their empirical research. The Language Centre is fully equipped with computers, cameras and recording facilities to support classroom-based research in the group. Furthermore, the group was able to invest in state-of-the-art technology this year, by purchasing an eye-tracker, with a view to incorporating eye-tracking experiments into their research design. It is also hoped that developing research in this area will have the added benefit of attracting researchers from further afield. The group has already attended a half-day staff development session on the basics of using the machine with an eye-tracking expert and future sessions are planned.

e. Collaboration and contribution to the discipline or research base

A series of new collaborative initiatives with other institutions, individual scholars and the local community have been developed to strengthen and support the work and research of this group. **Benati** has consolidated his working relationship with Professor James Lee (University of New South Wales) with whom he has co-authored five research monographs. A new joint project will gather together research on processing instruction that addresses individual differences in the research design and/or analyses. This new research has opened an additional branch of processing instruction research. **Benati** has also collaborated with Professor Bill VanPatten (Michigan State University) on a co-authored book in second language acquisition (Key terms in second language acquisition. Continuum Publishing). Another project aimed to producing computerised processing instruction materials in English and German which involved Dr Agiasophiti (Newcastle University PhD student) secured HEIF internal funding (Swift HEIF4 Project - Computerised Processing, £12,000) in 2011–12. **Benati** is currently seeking to secure external funding in collaboration with The British University of Dubai and the University of Edinburgh (British Academy small grants scheme) for another project on the development of a teacher training programme for teachers of Arabic. **Benati** is currently working on a project (see Impact Statement)) in partnership with Greenwich schools to improve the quality of pupils' experience and to reinvigorate a culture of language studies. This initiative will deliver a teacher training programme and a summer school in support of partner schools.

Arche has been active in amplifying her research network through the creation of research groups with a view to applying for external funding (AHRC Networking Scheme). She was a member of the Research Group for the ESRC funded project Linguistic Development in L2 Spanish until 2010. **Arche** obtained a visiting scholarship at the department of Linguistics of the University of Massachusetts at Amherst between March–May 2010 and she is currently working with scholars at the University of Massachusetts (Professor Tom Roeper and Lisa Green) on a project about the acquisition of the copular verb (English 'be').

Liszka is currently working on two collaborative projects with international scholars. The first, in collaboration with Professor Leah Roberts (York), investigates the L2 acquisition and parsing of the (British) English present perfect and the past progressive by proficiency-matched advanced L1 French, German and Dutch speakers of L2 English. The results from off-line and online experiments are being used to discuss issues of potential L1 influences in language processing and the implications of grammatical deficits on pragmatic processes. The findings have been presented at the following conferences: Architectures and Mechanisms for Language Processing (AMLAP); Chronos and EUROSLA. The second project, in collaboration with Professor Ianthi Tsimpli and Dr Despina Papadopoulou from the Aristotle University of Thessaloniki, and Professor Leah Roberts from the University of York, focuses on the role of morphological aspect in the processing of subject/object ambiguities in L2 English by Greek learners, using an eye-tracking experiment and an off-line cloze test. The findings will be used to discuss:

a.   L2 ambiguity resolution
b.   the nature of transfer effects on L2 sentence processing
c.   the role of the L1 in acquiring semantic distinctions

Preliminary results have already been presented at the Boston University Conference on Language Development and EUROSLA.

In this group, all scholars make a full contribution to the broader disciplinary research environment. They have developed links with colleagues and partners at national and international level. They are engaged in editing and reviewing and other forms of scholarly activity as indicated below. **Benati** is visiting professor in the following institutions: Aydin University, Istanbul, Turkey; Institute of International Education in London; University of Pavia. **Benati** is a member of the reference group providing peer-reviewing of the papers contributed to the AAAL, BAAL and EUROSLA annual conferences. He is on the editorial board of the EUROSLA academic series, and Editor of the Continuum book series for applied linguistics. **Benati** has been external examiner for doctoral theses in Middlesex, Westminster, Essex and York). His research is frequently cited by scholars and registers highly on bibliometric measures. He is a member of the British Association of Applied Linguistics, and a Committee member of EUROSLA and the Special Interest Group in Language Learning and Teaching. He regularly reviews research papers for international journals such as Language Teaching Research, SSLA, Applied Linguistics, Language Teaching, Language Learning, Second Language Research, System, Modern Language Journal). He is an external reviewer for the ESRC. **Benati** is editor of the series Issues in Instructed Second Language Acquisition Research (London: Continuum) for which contributions from international scholars has been secured (e.g. Peter Robinson, James Lee, Karen Roehr, Gabriela Adela Gánem-Gutiérrez). A further series on Language Learning (Bloomsbury) will be launched with the new Centre in January 2014. **Benati**'s international recognition has been further increased by invited presentations/talks given at universities in the UK (Essex, Oxford, York, York St John), and abroad (e.g. Waseda; Thessaloniki; British University of Dubai; Catania; Aydin; Michigan State) and keynote addresses at international conferences (Colloquium on Instructed Language Learning, Greek Applied Linguistics Association, Thessaloniki, 2010; Colloquia in Instructed Second Language Learning. Universitad del Pais Vasco, 2011; Grammar Instruction and Processing Instruction. JALT, Tokyo, 2011). **Benati** regularly delivers research papers at the Annual Conference of the Association for Japanese Language Teaching supported by the Council of Japanese Language Teaching in London and other peer-reviewed national and international conferences (BAAL, EUROSLA, AAAL). **Benati**'s international standing is enhanced through collaborations with an extensive scholarly network that coordinates international conferences and colloquia e.g. at the AAAL Conference at Salt Lake City in 2002, the BAAL Conference at Leeds in 2003, the Australian Association of Applied Linguistics Conference in Melbourne in 2005, and the International Conference on Processing and Parsing at Texas Tech, USA in 2009. He is currently supervising five internal PhDs and two externals with universities in Turkey.

Arche is an external reviewer for research proposals with ESRC and a regular reviewer for academic journals such as Syntax, Natural Language and Linguistic Theory, Linguistic Approaches to Bilingualism, Borealis, International Journal of Hispanic Linguistics and also for publishers including Cambridge University Press. **Arche's** research has regularly been disseminated at peer reviewed conferences: at the Workshop on the Copulas at the Interfaces (2012); the Linguistic Symposium Romance Languages (2012); On Linguistic Interfaces (2010); BUCLD (2007, 2008, 2010); Romance Turn, Generative Approaches to First and Second Language Acquisition (2008, 2010); International Workshop on Tense and Aspect in Generative Grammar (2010); DGfS (2010); Hispanic Linguistic Symposium (2007, 2009); EUROSLA (2008, 2009); and at the Second Language Research Forum (2009). **Arche** is an external reviewer for research proposals with the ESRC. She has also been invited to deliver papers at Aristotle University of Thessaloniki (2008), the University of California San Diego (2012) and Queen Mary University of London (2012).

Liszka's individual and collaborative research has regularly been disseminated at international conferences, for example AMLAP (2007, 2009); BUCLD (2008); CHRONOS (2010); EUROSLA (2001, 2005, 2007 x 2, 2008 x 2); and GASLA (2000, 2002). As a part of her scholarly activity, she is also a member of the editorial boards for the International Review for Applied Linguistics in Language Teaching and the EUROSLA book series. She is a reviewer for Language Learning, The Linguist, Second Language Research and the Australian Linguistics Society's Conference Proceedings. In addition, she serves on EUROSLA'S and BUCLD's Scientific Committees. From 2005 to 2007 she organised two seminar series on Language Acquisition at the University of London Institute in Paris, securing external speakers for the weekly programme.