Institution: University of Exeter

Unit of Assessment: UOA 28: Modern Languages and Linguistics REDACTED VERSION

a. Context
The social context of research is at the heart of Exeter Modern Languages (ML)'s research culture, which is international in orientation and embraces the wide range of disciplines promoted in our 5 Research Groups: Medieval & Early-Modern Studies, Modern Literary Studies, Gender Studies, Linguistics and Visual Culture. We collaborate with local, national and international cultural institutions, such as cinemas, archives and museums, in order to promote public understanding and awareness of cultural and social issues. We develop new electronic resources for the open-source community and advise on select areas of policy and pedagogy. Our beneficiaries include select: **internet-users**, in particular readers of English, French and, above all, German; **attendees** at exhibitions, theatre performances, film events and public lectures; English, French and German-speaking **listeners** of radio broadcasts and podcasts; **policy-makers and users** in the UK and EU; **primary and secondary-school children** in the South West, London and Italy; secondary-school language, literature and Film Studies **teachers**, especially in the UK.

1. Enhancing public appreciation of literature and the arts
(a) **On-line publishing**, **new media** and **translation** have enhanced appreciation of areas of European literature that were previously difficult to access by making texts available in new electronic forms and languages to new public audiences. **Cayley**'s Research and Enterprise in Arts and Creative Technologies (REACT)-funded Exeter Manuscripts Project designed an IPad app based on the Exeter Book, incorporating the formative evaluation of users (see Translating Material and Visual Culture [**CS1**] for testimony). Similarly, **Vonhoff**'s Gutzkow Edition Project makes this author accessible to lay readers through open access (7,750 hits to website 1.1.08-31.7.13; see Gutzkow [**CS2**] for user testimony). His Leverhulme-funded post-1850 German prose project also includes an open-access database, which led to advisory work for the Hannover Workers' Educational Association's 2013 events to mark the 150th anniversary of the German Social Democratic Party (8 workshops, c. 500 attendees). These projects have also stimulated technological developments in creative industry partners Antenna International (**CS1**) and UnixOS GbR (**CS2**). Book sales of **Capdevila**'s *He de tener la libertad* (2010), the first translation into Spanish of a key international feminist text, indicate wide public reach (c. 700 copies to 31.7.13, including 200 to public and university libraries funded by a Spanish government grant).

(b) Through **exhibitions**, colleagues have also furthered access to medieval manuscripts, through **Cayley**'s 2009 Exeter Cathedral Manuscripts exhibition, which attracted c. 7350 attendees, and 2012 event, which attracted c. 2100 (see **CS1** for responses). In addition, this collaboration was used as an example in the Cathedral's successful application to the Heritage Lottery Fund (£793K) for further outreach (2011-14). **Vassallo**'s 2012 exhibition of Sebbar's work, 'Algeria in France 50 years on', held at the University's Institute of Arab and Islamic Studies and advertized widely to the general public, included an introductory talk that attracted 60 attendees; overall there were c. 250.

(c) ML colleagues have delivered 11 **public lectures** in the UK, Germany and Spain to audiences of c. 100 on authors Bécquer, De Castro, Galdós, Hoffmann and Proust (twice) as well as Berlin-literature, Spanish women writers (twice) and the German renaissance (twice). For example, **Smart**'s July 2013 lecture at Montacute House, National Trust, attracted c.110 and follow-up events are planned for 2013-14. We have introduced 10 **film screenings** in the South West and London to audiences of c.40-100 from directors ranging from Almodóvar to Visconti and continue to participate regularly in the 'Screen Talks' project (Exeter Picture House) (see Cinema Audiences [**CS3**]). We gave 11 **talks at schools** on Kassovitz, Moravia, Tarchetti as well as French culture and multiculturalism (five times) and French cinema (three times) in secondary schools in the South West (to groups of 15-30) and Italy (to groups of 100-150). Response to **Higbee**'s talk on Kassovitz at Torquay Girls' Grammar School in 2008 was described in the newsletter: 'Our students found the lecture very inspiring and there was definitely a "buzz" in the following lessons'.

2. Influencing select areas of public policy and raising awareness of social issues

(a) ML Gender Studies and Linguistics colleagues have advised on select areas of public policy. Gender Studies specialist **Capdevila** was 1 of 50 members of the Spanish Gender Studies Network in Human, Social and Legal Sciences (GENET), which advised the Spanish government (2008-10) and oversaw its establishment of a state watchdog on gender violence. In this period she was Visiting Professor on the Masters in Gender Equality (Universidad Internacional Menéndez Pelayo), which trained academics and civil servants in accordance with Laws 4/2005, 1/2004 and 3/2007. **Vassallo** wrote a commissioned article (2011) on gender and multiculturalism for the EU journal *Public Services Review*, a publication that informs EU gender policy. In 2008 **Goglia**, specialist in immigrant languages, advised the Veneto regional Italian government on language and immigration, specifically on the most appropriate medium of instruction in schools. French linguistics specialist **Coveney** advised and wrote a supporting letter in 2006 for a pilot project on contemporary Parisian French (September 2006-mid-2008), which helped unlock funding of 12,000 euros from the Mayor of Paris to further a public research initiative (see Linguistics [**CS4**]).

(b) Colleagues have raised awareness of social issues including justice and citizenship; censorship; gender; immigration and multiculturalism through 6 **podcasts** and 3 **school study days**. **Schmidt**'s AHRC-funded Kleist project led to 6 podcasts available through Warwick University's iTunes U programme (11,383 downloads 27.7.12 to 31.7.13). It hosted 2 study days with film screenings (introduced by collaborators of the project) for c. 80 A-level students from c. 35 different schools on justice and citizenship, and gender and violence (Warwick 2012 and March 2013). In questionnaires following the first, 91% of students stated they gained new perspectives. **Faulkner** participated in the British Film Institute Study Day on film censorship in Spain (2008, c. 122 attendees, see **CS2**).

3. Secondary-school textbooks and teacher-training
Hayward's *Cinema Studies: Key Concepts* is one of the discipline's leading study guides, used widely in secondary- and HE sectors nationally and internationally (translated into Korean and Chinese) (REDACTED TEXT, see **CS3**). **Vonhoff**'s work is recognised in a secondary-school textbook used in some German states for the equivalent of A-level (Madsen, *EinFach Deutsch: Johann Wolfgang Goethe. 'Die Leiden des Jungen Werthers' verstehen*, 2011: 2,047 copies sold to 31.7.13). ML Linguistics colleagues have contributed to select educational resources: **Boughton**'s work on pronunciation differences in French features in an on-line teacher-training resource and **Coveney**'s research into phonetics and linguistic variation informed authors of French language-teaching materials aimed at secondary and HE across the English-speaking world (see **CS4**).

b. Approach to impact
The availability of specific internal and external funding has enabled us to move from a purely reactive position, whereby we respond to external requests for our expertise (though this valuable work still continues, eg through **Handyside**'s response to the University Press Office's request to talk on US cinema on Devon Radio in August 2012), to a proactive one that responds to our research strategy further to engage with wide local, national and international beneficiaries. An example of our shift from reactive to proactive positions is our work with schools: ad hoc outreach activities through the 11 talks at schools listed in (a) (2) have been extended in **Cayley** and **Schmidt**'s team's engagement with the sector through workshops.

Since 2010, all colleagues access advice on impact through twice-yearly discussions with their Academic Lead (a senior ML colleague), as part of the University's Performance Development Review process, and are encouraged to apply for both institutional and external financial support.

We have used institutional support in the following ways. Drawing twice on the **University Open Innovation Platform's Link Funds** (£668, 2011 and £334, 2012) **Cayley** forged links with creative industry partner Antenna. She subsequently used a REACT award (£27K, 2012) to work with Antenna, Exeter Cathedral and three local primary schools on the Exeter Manuscripts project. **Percival** won a **Link Fund** award of £1000 (December 2012) to develop links with Musée des Augustins, Toulouse, for her European painting project. The **University Arts and Cultures initiative** (£500) and **ML** (£80) supported **Vassallo**'s 2012 exhibition. Financial support from **HUMS Discretionary Fund** of £700 enabled **Hipkins** and collaborators to conduct interviews through *Memoro* (on-line oral history project, see **CS3** for viewing figures), and to contribute to a

collaborative event with the Italian University of the Third Age, Turin, October 2011, which will lead to the sustained further work taking place over 2013-16 as part of her AHRC grant 'Italian Cinema Audiences' (**Hipkins** CI).

c. Strategy and plans

Through our Impact Steering Group, research centre in Translating Cultures and Research Groups we will develop our strategy to: increase the frequency and significance of engagement with creative practitioners, cultural agencies, heritage agencies and educational institutions; identify and enlist further long-term partners who can advise on and support impact activities; and ensure that ML continues to access at least its proportionate share of University impact funding, including both the funds mentioned in (b) and those now available via the University's Public Engagement Catalyst (£300k, 2012-15, Exeter secured 1 of only 8 of these RCUK-funded schemes).

1. ML Impact Steering Group

This group, launched in 2012 and chaired by the Director of Research, harnesses the impact expertise of increasing numbers of colleagues (eg **Vonhoff**), as well as that of the University's Research Evaluation and Communications Manager and Public Engagement Catalyst Manager. The group currently meets termly to review colleagues' impact proposals by drawing on expertise and allowing colleagues to build on existing relationships with non-academic partners. From 2013 our external partner Eccles (see below) will join the group. Our plans include seeking further industry partners; offering specific support to ECRs and PGR students; and encouraging staff to apply for specific impact-related grants.

2. Centre for Translating Cultures

Launched in 2012 (director **Faulkner**), this College-level centre enables ML to lead and promote cross-disciplinary impact activities through the participation of Eccles, Director of Ethnography, Royal Albert Memorial Museum, Exeter, on its management board. For example, this relationship enables us to host the Interreg IV-funded 'Faces of Conflict' exhibition at the museum, January - April 2015 (PI **Jones**). We also plan to curate an exhibition of **Roberts**'s creative collaborator's art work there in 2014.

3. Extending (a) (1)-(3)

Cayley has won further REACT funding to develop the Exeter Book app (£30K April 2013). Her Antenna International/College Scholarship-funded PhD student **Knowles** is collaborating on this development. In collaboration with the University Arts and Cultures Initiative, **Kearns** and **Mill**'s AHRC-funded exhibition 'Painting for the Salon' runs September-November 2013 in the University Forum. **Vonhoff**'s Gutzkow project was invited to collaborate in an application (2,100,000 Euros, May 2013) as international partner for a Halle-Wittenberg-based research centre. **Hodgson**, in collaboration with Associate Research Fellow **Shelton**, launches an AHRC-funded open-access on-line data-base of Russian poetry in 2014. In Linguistics, the first version of **Afonso** and **Goglia**'s corpus of East-Timorese Portuguese launched on 13.10.13 via open-access Linguateca. The website has an average number of hits of 250,000/month.

d. Relationship to case studies

The case studies reflect the international reach and disciplinary breadth of our impact, showcasing (a) (1)-(3). **CS1** demonstrates the ways we bring the arts to public attention via exhibitions, apps and workshops with schools. **CS2** transforms readers' access to Gutzkow and exemplifies our commitment to open-access digital resources. **CS3** also illustrates our contribution to public appreciation of the arts through participation in film screenings and festivals. Readership figures for some of our film publications indicate wide influence in schools and HE. **CS4** further demonstrates impact on education through teacher-training and widely-used textbooks, and describes the influence of research on select areas of language policy.