

Institution: University of York
Unit of Assessment: 28 – Modern Languages and Linguistics
a. Overview

York has one of the largest groupings of linguists in Europe, having grown from 14 research-active staff in 2001 to 23 in 2013. From 2008-13 we also accommodated 15 post-doctoral researchers and saw 20 PhD students graduate (over 50 are currently registered).

Our research is organised in five clusters, consisting of staff and postgraduates: **syntax & semantics, phonetics & phonology, language variation and change, psycholinguistics & language acquisition**, and **forensic speech science**. The cluster organisation drives staff and student recruitments and research activities, ensuring the vitality and sustainability of the research culture in each cluster. Maintaining strength in the core activities of these clusters is vital. However, since 2008 we have striven to increase 'interface activities': interaction between clusters, and engagement with external partners in both the academic and private sectors.

This strategy has led to significant success in research activities that span traditional subject boundaries, such as sociophonetics, talk-in-interaction, and forensic speech analysis. We have also fostered new research areas that complement existing strengths and further establish interdisciplinary and collaborative links: East Asian linguistics, linguistic history and diversity, and neurolinguistics. Our focus on interface activities enables us to loosen the constraints imposed by an organisation in silos, delimited by traditional subject boundaries. This is key to developing new research strengths, and innovative work in both the core and interface areas. Our organisation and research strategy have thus been developed with an orientation to the fundamental research questions that characterise a discipline undergoing rapid change.

The staff submitted in the UoA are based within the Department of Language and Linguistic Science, but all staff and many students are also active in national and international collaboration, including with colleagues in other disciplines and outside the HE sector.

b. Research Strategy

Our mission is to be recognised globally as a centre of excellence in linguistic research.

Strategic aims for the period Our strategy since 2008 is grounded on four key principles:

- [P1] maintaining strong research in traditional 'core' fields (phonetics, phonology, syntax, semantics, language variation and change, psycholinguistics)
- [P2] promoting a high level of interaction between the core research clusters, and also with colleagues in other disciplines and outside the HE sector
- [P3] respect for diverse theoretical and empirical approaches
- [P4] a philosophy that the most interesting work integrates theoretical innovation with detailed empirical investigation.

The outcome of these principles is the development of innovative lines of research that are underpinned by and contribute to the strong core fields, but many of which cut across traditional subject boundaries. We engage mainly in testing and refining formal theoretical predictions via analysis of novel and diverse data sets – contemporary, historical, experimental and natural. All our staff and many students have published collaborative work in 2008-13.

Commentary on RAE 2008 plans At RAE 2008 we identified five main aims:

- [A1] a commitment to extend and strengthen work across our range of core specialties
- [A2] to maintain our traditional strength in corpus-based research
- [A3] to develop work on the production-perception link
- [A4] to extend work on language acquisition
- [A5] a commitment to extend collaborative and interdisciplinary work.

We have delivered on these plans, as evidenced by outputs submitted to REF, recruitment of 8 new staff, expansion of graduate cohorts in key areas, and via grants. Of particular note are:

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- chair appointments to lead research strands (A1: Sells in syntax, formal and East Asian linguistics, Longobardi in syntax and historical linguistics, Kerswill in language variation and change; A2 & A5: Brown and Longobardi).
- lecturer/senior lecturer appointments to expand expertise (A1: Light in syntax and language variation and change; Sóskuthy in phonology; A2: Taylor; A3, A4 & A5: Keren-Portnoy).
- establishment of the Centre for Advanced Studies in Language and Communication, linking linguistics with education, psychology, sociology & health sciences (A5), and an interdisciplinary network in L2 phonology with colleagues in education (A5).
- collaboration in two Marie Curie FP7 networks (*Sound to Sense*, linking phonetics, psycholinguistics, speech technology and multimodal analysis; and *BBfor2*, with teams from speech technology, forensic sciences and forensic phonetics to explore Bayesian frameworks for expert evidence; A5).
- major research grants, particularly supporting growth in phonological development (A4), talk-in-interaction (A1, A5), forensic speech science (A5), sociophonetics (A1, A5), and language history and diversity (A1, A2, A5). These include ESRC awards to Haddican and to Watt & Llamas in language variation, and to Hellmuth in phonology (A1); Vihman & Keren-Portnoy (A4: 4 ESRC grants); and Longobardi's recent €3.5m ERC grant (A3, A5).
- major achievements of those grants, including the world's first comparative study of Arabic intonation across dialects (A1, A2); demonstration of how fine phonetic detail is used to convey precisely specified social practices and actions (A1, A5); expansion of the knowledge base of regional varieties of English leading to new understandings of convergence and divergence (A1, A2); and an innovative tripartite approach (production, attitude, perception) to probe the role of the speaker in sound change (A1, A3).
- the development of new Masters courses in Forensic Speech Science and in Phonological Development, significantly expanding the strength of both areas (A4, A5). The graduate group in forensics is now over 25 strong, attracting grants and publishing widely.
- expansion of PhD enrolment in all research clusters, doubling our intake in 2012 (18 new students) over each previous year since 2008, with a plan to sustain the programme at around 15 new students per year (A1-5).
- we have extended the range of languages we investigate (now numbering over 30, including Alor-Pantar languages, Archi, Hungarian, Japanese, Korean, Polish, Russian) (A1-5).

Strategic aims for the future

The field of linguistics is changing rapidly. New theoretical approaches are challenging the longstanding hegemony of Chomskyan generative linguistics. Technological advances, empirical discoveries and applied fields present new challenges. Funding is increasingly concentrated on large-scale and interdisciplinary projects. In planning for a sustainable and successful future we are therefore orienting to seven lines of inquiry (LIs) that define this changing field. Members of all five research clusters will address each LI.

- [LI1] testing formal theoretical predictions against new datasets available through technological advances, and interfaces with disciplines such as psychology, cognitive neuroscience, evolutionary and molecular biology, computer science
- [LI2] development of theoretical approaches that accord a central place to variation
- [LI3] advances in the understanding of properties of language structure and language use arising from the development of more sophisticated techniques for the creation and use of corpora, both historical and contemporary
- [LI4] research into language development and use by diverse adult and child populations
- [LI5] comparative cross-linguistic research, especially involving lesser-studied and typologically diverse languages
- [LI6] new research opportunities via the application of linguistic principles to forensic, clinical, technological, social and pedagogical problems
- [LI7] consideration of the relationship between language and other cognitive and behavioural activities, such as gesture, vision and music.

The University is committed to the future success and continued growth of Linguistics, as demonstrated by the eight new appointments since 2008, including two of the 17 Anniversary Chairs appointed University-wide (Brown, Longobardi). In the next five years we aim to expand

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staff and students in key strength areas, initially sociolinguistics and forensic speech science (LIs 2,3,4,6). The arrival of Brown and Longobardi marks the genesis of new research clusters in formal and computational approaches to syntax and morphology, and in linguistic history and diversity, building on our tradition of research into the history of English. Over £1.5 million in grant income has already been secured to support these developments, including a major new research project to measure the syntactic diversity of languages and compare that diversity with genetic distance data (LIs 1,2,3,5), and £60,000 in University funding to establish the Centre for Linguistic History & Diversity. Sells's appointment is an initiative to develop East Asian links with partners in Japan and Korea, and a developing research agenda in Chinese syntax & semantics (taking 1-2 PhD students per year from 2012; LIs 4,5).

c. People, including:**I. Staffing strategy and staff development**

Staffing strategy The five research clusters are built around teams not individuals, ensuring their sustainability as well as providing mutual support through regular interaction, and via teaching cover to facilitate research leave. In 2008 we established a five-year plan to sustain and strengthen all clusters. Our overriding strategy in staffing is to ensure that each cluster maintains critical mass, with a combination of junior and senior scholars, led by professors. This has culminated in eight new appointments, funded via Departmental business planning in which staff growth was prioritised. Equality of opportunity and inclusivity are fundamental to the vision and values of the University. The principles of equality and diversity are supported by appropriate HR policies and procedures in all recruitments and in employment. Our team of 23 permanent research staff is drawn from 8 countries, and includes 11 women (3 Chairs).

Staff development Research activity is overseen by the Departmental Research Committee (DRC: see (d) below). DRC provides mentoring for all staff, especially junior members. Staff report annually to DRC on their activities, and discuss their aims, achievements and training needs in an annual review with senior colleagues. All staff are expected to publish (minimally one article-length piece per year) and to apply for grants. Additional mentoring is implemented to support staff who encounter difficulties in their research. Every member of staff has held competitive research funds in the REF period (the first time in our history).

Staff training is tailored according to individual need, and is delivered through a combination of mentoring, formal training via the University's Learning and Development Unit, and external events such as summer schools. The unit offers a structured programme for staff at all career points, covering career development, personal effectiveness, research governance (grant application and management), intellectual property, and impact. The *Leadership in Action* programme for senior staff won the 2009 *Times Higher Education Award* for Outstanding Contribution to Leadership Development. We have a strategic aim to encourage participation in such schemes, to broaden the management base of the Department. Five linguistics staff took the programme in 2008-13.

Most ECRs are required to undertake the University's learning and teaching training course (PGCAP), a two-year part-time course equivalent to 60 Masters credits. The programme comprises modules on developing academic practice and career planning. ECRs are supported through reduced teaching and admin loads for the first 2-3 years. York was one of the first ten UK universities to gain the European Commission's *HR Excellence in Research* badge, which acknowledges our alignment with the principles of the European Charter for Researchers and Concordat to Support the Career Development of Researchers. At Department level, a senior mentor introduces ECRs to the University, and advises on professional activities and career development. Regular research interaction and support is provided by the meetings of the research clusters (see (d) below) and DRC. ECRs and postdocs are fully integrated into the clusters, shaping the clusters' activities and participating in the supportive culture afforded by the groups. They also attend staff meetings and have representatives on key committees such as DRC.

Research leave is awarded on a strategic basis rather than strict rotation, although in general staff receive leave at least every seventh term. All staff in post in 2008 have benefited from at least two terms' research leave during the REF period. Leave has been coordinated to facilitate collaborative work (e.g. for Watt and Llamas to complete their final ESRC grant report), and is awarded early to support junior staff and grant holders. Staff time costed on FEC grants is used for

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teaching replacement, allowing the staff member to focus more fully on the research project. An additional term's leave is also guaranteed for holders of major administrative posts, and for holders of major grants. The latter incentivises applications and further supports the research undertaken.

The success of our staff development and commitment to developing key research areas are demonstrated by the appointment to lectureships at York of four former postdocs (including recently Keren-Portnoy and Taylor). All five applications for internal promotion in the period have been successful. Several recent postdocs and RAs have also secured permanent appointments in other leading departments (e.g. at Newcastle, Lancaster, and Georgetown).

c. II. Research students

Recruitment and support Expansion of the research culture has been a prime concern. Recognising the challenging financial context we have diversified the sources of funding we target to support students. In addition to overseas funding we now support students via scholarships from the AHRC, ESRC, Marie Curie FP7 programme, Wolfson Foundation (York is one of only 9 UK universities to receive these awards), and many overseas sources. UK awards are administered through the Block Grant Partnership 1 for the AHRC (and its successor, the Doctoral Training Partnership to be known as the White Rose College of the Arts & Humanities), and a collaborative training college, the White Rose Doctoral Training Centre, for the ESRC (linking us with Leeds and Sheffield). We offer at least three full scholarships each year through these schemes. The Department has itself provided three full scholarships and partial support to ten further students in 2008-13. Through our long-standing commitment to engage beyond the academy, we attract a number of doctoral students undertaking research in a professional connection, including staff from the private forensics laboratory, J P French Associates. The MSc in Forensic Speech Science has been used as professional training for forensic analysts from four countries.

Doctoral work is monitored through the Departmental Graduate School Board. All students benefit from a thesis advisory panel consisting of a supervisor and 1-3 other staff. The panels meet twice a year, receive annual progress reports from the student and supervisor, and adjudicate on Confirmation of PhD status 10-15 months into the course of study. Training needs are tailored through discussion with supervisors and panels. The non-supervising panel members also monitor supervisory support in a confidential meeting with the student. We encourage the participation in panels of external participants: academic staff with particular specialties in other York departments or at other institutions, and colleagues from the private sector who can offer professional insights and opportunities for vocational placements (e.g. Prof. Peter French for forensic projects). In turn several of our own staff participate in supervisory arrangements for students outside York.

Training and career development We have significantly extended the range of training offered to research students, emphasising subject-specific training and career development. All postgraduates follow a dedicated year-long research training programme, either as Masters students or for the first PhD year. These programmes cover general research skills for one term, then with two terms of subject-specific training (including ethics, using corpora, Praat scripting, statistics, advanced syntax or semantics). Blocks are chosen according to student need, in consultation with supervisors. Students on empirically-based programmes take a one term module in Quantitative Methods (covering project design and statistics). PhD students have their own training seminar in year 1, and are attached to at least one research cluster, participating fully in research meetings. All students present their work annually to the Department. Financial support enables almost all to present at conferences (over 120 student conference papers in 2008-13).

At University level, general training is offered by the Learning and Development Unit in a programme parallel to the one offered to research staff (see (c i) above). Building up over four annual levels, courses are offered on research governance, personal effectiveness, intellectual property, and impact. York's Humanities Research Centre (see (d) below) supports career development of students through a range of interdisciplinary training programmes and activities. These include annual financial awards to an outstanding PhD student in each Department, and Postgraduate Project Grants (PPGs). The latter support collaborative initiatives, with particular encouragement for collaborative, cross-institutional work, and knowledge transfer activities. Linguistics students were awarded a PPG in 2011 to mount a one-day conference on the role and

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effect of different academic disciplines (linguistics, politics, philosophy, psychology) on the justice system.

The ESRC White Rose Doctoral Training Centre provides subject-specific training in linguistics to complement that offered within the Department, with expert courses from staff at Leeds and Sheffield as well as York, and three workshops from Prof. Jen Hay in 2013. In 2012 the White Rose University Consortium also secured a £60,000 AHRC skills development award to improve language skills and intercultural understanding. This project addresses the strategic priorities identified by the AHRC for students to develop experience outside the UK, and responds to the British Academy's call for urgent improvement in the language skills of UK researchers.

Further opportunities for professional training through experience include teaching and participation in conference organisation. All postgraduates receive central training for teaching and are mentored by a staff member. The Departmental *Working Papers* series is produced by a panel of postgraduates (with staff advisors), providing valuable experience of the publication process at all levels. Students are encouraged to publish their work well before they approach the end of their studies, and almost all do so (over 50 student publications 2008-13). Our graduates have been very successful in gaining employment: 14 of the 20 PhD graduates in the period secured academic posts on graduation. In addition, two forensics PhD graduates entered professional practice with J P French Associates and the Canadian police.

Exchange and partnerships Two Marie Curie network grants have enabled students and staff to participate in interdisciplinary workshops, receive specialist training from leading scientists around Europe, and enjoy secondments to academic and third sector partners for training and consolidation of links. Network meetings and summer schools have been open to all York students. Through these networks placements have been available at NZILBB, the University of Frankfurt, MARCS, KTH in Stockholm, and the Dutch and German state forensic labs. Forensic speech science students all benefit from work placements at J P French Associates. Several students have also applied their research to forensic case work through this partnership. Such connections have resulted in publications, presentations, and grants, e.g. 10 joint publications and over 20 presentations with J P French staff, £20,000 BA/Leverhulme grant to PhD students Gold & Hughes in 2013, ESRC Post-doctoral Fellowship to Zellers (mentor: Ogden) in 2012.

d. Income, infrastructure and facilities

Income All research staff won competitive grants in 2008-13. We secured 20 major grants, funded by AHRC, ESRC, European RC, French ANR, Australian RC, and EU Marie Curie FP7. All of these are collaborative, with a total value of over £17m (income to York of over £4m).

University-level infrastructure and facilities The University of York has had a long, clear and firm commitment to the Arts and Humanities (A&H). It has invested more in A&H in the past decade than any other English university. The determination of the University to support A&H is evidenced through strong financial commitments, most tangibly the Humanities Research Centre (HRC). Opened in 2009, the HRC is an £11m investment at the heart of the campus, adjacent to the Department. The HRC is an interdisciplinary hub for research, bringing together staff, postgraduates, postdoctoral researchers, and visitors from over 40 countries. It provides outstanding facilities, including flexible spaces for collaborative activities; an auditorium; and a postgraduate study area which provides a base for 120 research students, open 24 hours a day. The majority of our PhD students have their work base here, and research groups completing projects have had temporary bases to facilitate interaction away from the teaching and admin centre of the main Department. The majority of the 20+ conferences we have hosted in the REF period have been held in the HRC.

The University Library recently completed a £20m refurbishment and expansion. It now offers a range of state-of-the-art technology and media-rich research environments in proximity to specialist support and physical collections. As a result our students now have access to new and much larger reading areas, specialist multi-media and IT areas, bookable suites for collaborative work, on-site research support teams, and a research hotel (a suite of bookable rooms that staff and visiting researchers can reserve for their exclusive use). Over £100,000 has been spent on resources for linguistics (excluding journals) in the period.

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In 2009 the University established a post of Research Coordinator in the HRC, a full time research support administrator whose main responsibility is to assist in the development, submission and management of externally-funded research. This includes costing research projects, finding appropriate streams of funding and helping with the submission process.

Department-level infrastructure and facilities The University strongly encourages departments to develop research with staff in clusters, to ensure critical mass, with a mixture of senior and junior staff, postdocs and students. We have been organised around five clusters during the bulk of the REF period, but the arrival of Brown and Longobardi allows us to develop new clusters in formal and computational approaches to syntax and morphology, and in linguistic history and diversity. The cluster structure has largely driven research activities and staff and student recruitments, ensuring the vitality and sustainability of the research culture in each cluster. However, our shift towards a focus on discipline-defining lines of enquiry (LIs, section (b)) has been supported by a loosening of the cluster structure in favour of an organisation built in practical terms around research *strands* that are oriented to the LIs. The strands comprise various concrete activities involving staff and student groups of varying sizes and permutations. They facilitate collaboration with our remarkably wide network of national and international collaborators, including colleagues in education, sociology, computer science, psychology, and, in the private sector, forensic speech science. The strands include reading groups (e.g. on exemplar theory and optimality theory, drawing participants from several clusters), skills workshops (e.g. on statistics), activities central to funded projects, postgraduate seminars, and workshops with visiting researchers. The cross-cluster activities foster innovation in methodologies and theoretical perspectives.

To support the organisation around LIs we timetable a dedicated research afternoon each week for all staff and students. This single slot facilitates free flow of individuals, enabling us to group according to developing interests and practical need. We hold a weekly colloquium – a formal presentation by staff or guest lecturers (over 50 since 2008, including William Labov in 2013) – and two student conferences annually. We are involved in several collaborative research groups with colleagues in other departments at York and at other institutions. These include York's Centre for Advanced Studies in Language & Communication, the North East Syntax & Semantics group, NorPhlex (Phonological & lexical acquisition in mono- and bilingual children in the Nordic and the Baltic states), SPINFest (Semantics and Pragmatics in the North), Surrey Morphology group, Rhotics research group, Information Structure and Word Order Change in Germanic and Romance Languages, and the New Zealand Institute for Language, Brain and Behaviour.

Research activity is managed by the Departmental Research Committee (DRC). Consisting of senior and junior staff (including ECR and postdoctoral representatives), DRC meets at least termly and reports to the Department Management Team and University Research Committee. The functions of DRC include developing and implementing University and Departmental research policies, organising events (guest speaker series, internal research meetings), allotting research leave and internal funding. DRC provides a mentoring system to all staff, especially junior members, to review research activities and support grant applications and collaborative work. All major grant applications pass through DRC for peer review. All staff have an annual research allowance of £500, supplemented by an incentive scheme which provides to the PI a return of 1% of any awarded grant's value. Our own internal ethics committee monitors the integrity of staff and student research. A formal strategy for delivering and monitoring impact has also been established.

Since 2008 we have established new labs for Psycholinguistics and Language Acquisition, and a new research space, the Centre for Linguistic History & Diversity, housing 10 staff and researchers. The Forensics group moved to larger and newly-equipped lab space in 2013 (housing all forensics students). With matching funds from the University, £42,000 was invested in a high-specification Data Lab as a central resource for all researchers. It offers generous meeting space, specialist analytic and experimental facilities (including video facilities for research on multimodal aspects of interaction, reaction time software, eye tracking, psycholinguistics software), recording equipment, projection facilities, and high capacity digital storage to provide a single home for the many language corpora gathered in previous projects, making them available in one place for the first time and accessible by all. The Data Lab was expressly set up serve all staff and postgraduate researchers in all research clusters, enabling all researchers to share facilities and interact.

e. Collaboration and contribution to the discipline or research base

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Consistent with the standing of Linguistics at York, our contribution to the discipline is diverse and wide-ranging. As already described, we strongly promote an ethos of collaboration with York and external partners, including outside HE. The academic reputation of staff in the Department has led to extensive collaboration at national and international levels. Such collaborations are funded through schemes such as Marie Curie FP7. All 20 major grants and many smaller ones in the period have been collaborative. That this is a strong and highly productive policy is evidenced by the fact that 78% of our REF outputs are collaborative, 56% of them with non-York partners. Key contributions to the discipline in the period include:

Collaborative research: Our collaborators on funded projects include many colleagues of exceptional standing internationally, in linguistics and other fields. Aitken (Edinburgh; forensic statistics), Best (MARCS; psychology), Borsley (Essex), Cheshire (QM), Comrie (MPI), Corbett (Surrey), Docherty (Newcastle/Griffith), Frellesvig (Oxford), Hawkins (Cambridge), Hay (NZILBB), Holmberg (Newcastle), Polinsky (Harvard), Sadler (Essex), Wauquier (Paris), and French (JP French Associates, forensics lab).

Reviewing and refereeing: all of our research staff have refereed or reviewed in the period, acting on behalf of over 100 journals and publishers, and funding councils in at least 15 countries. Six staff have served as members of the ESRC or AHRC Peer Review Colleges.

Editorial positions: York staff acted in editorial roles for a wide range of books and journals spanning all of our five clusters. Editors: Edinburgh UP Sociolinguistics (**Kerswill**), John Benjamins Studies in Language Variation (**Kerswill**), *Int. J. of Speech, Lang. & the Law* (**Foulkes**). Associate/consulting editors: *Korean Ling.* (**Sells**), *Phonetica* (**Ogden**), *Cambridge Encyclopedia of Language Sciences* (**Pintzuk**). Editorial boards of 15 major journals including *English Lang. & Ling.*, *First Lang.*, *Int. J. of Speech, Lang. & the Law*, *J. East Asian Ling.*, *J. Historical Syntax*, *J. Japanese Ling.*, *J. Socioling.*, *Lang. & Speech*, *Lang. Research*, *NLLT*.

Doctoral examining: York staff have externally examined over 40 PhDs in the period, from over 30 institutions across the UK, US, Europe, and Africa.

Research advisory and review boards: **Local** chaired the linguistics panel in RAE 2008. **Vihman** is a panel member for REF 2014.

Conferences organised at York 2008-13: we have hosted over 20 conferences spanning the five research clusters. These include renewals of major series (e.g. *Int. Child Phonology Conf.*), student-led meetings (e.g. *Biolinguistics: Acquisition & Lang. Evolution; Parlay*), public-oriented showcase events (e.g. *Are You Receiving Me?* with a focus on communication disorders), cross-disciplinary events (e.g. *Interdisciplinary Forensics Symp.*, *Advances in Visual Methods for Linguistics, Study of Artificial Intelligence & Simulation of Behaviour Convention*), and meetings to further the approaches and insights from our funded projects (e.g. *Borders & Identities, Summer School in Forensic Speech Analysis, Intonational Variation in Arabic*).

HEI consultancies: we have been consulted on numerous references for senior promotion applications and tenure reviews from institutions in the UK, Canada, Cyprus, Denmark, Norway, Korea, and the USA.

Academic leadership: the extent of the esteem in which staff are held by peers, and evidence of their leadership of academic disciplines, is demonstrated by invitations to spend extended periods at other leading institutions, and invitations to speak at major national and international meetings. In 2008-13 we highlight the following:

Visiting positions: **Brown:** Visiting Prof., U. of Surrey; Visiting Research Fellow, U. of Brighton; **Foulkes:** Visiting Erskine Fellow, U. of Canterbury, NZ; Visiting Prof., MARCS Institute, Sydney; **Kerswill:** Senior External Fellow, Freiburg; **Ogden:** Adjunct Prof. (Dosentti), U. of Helsinki; **Tsoulas:** Visiting Scholar, Harvard; **Zweig:** Visiting Researcher, NYU Abu Dhabi.

Keynotes: 10 staff delivered keynotes at major events in our core areas, including at Laboratory Phonology 11; Estonian Forensic Science Institute; Home Office Biometrics Working Group; Ling. Society of South Africa; ILINC; Japanese/Korean Ling. 18; Arabic Ling. Symp.; ICLaVE 5; UKLVC7; Borders & Identities 2; DiGS 11, 12, 14; Int. Conf. for Historical Ling.; Exploring Ancient Languages through Corpora; 14th International Morphology Meeting; Workshop on Categorisation and Category Change in Morphology; Explorations in Syntactic Government and Subcategorisation; GLOBE 2010; ALOES 2012 16th Conference on Spoken English.