

<p>Institution: University of Southampton</p> <p>Unit of Assessment: 28 Modern Languages and Linguistics</p> <p>a. Context</p> <p>During the REF period, Modern Languages at Southampton has concentrated on developing three particular types of non-academic impact based on long-standing research specialisms in linguistic and cultural studies. Through our impact activities, we have engaged with a wide range of non-academic individuals and institutions locally, nationally and internationally. We have also put in place a strategy for growing impact organically in the planning and design of projects across the full breadth of our research expertise.</p> <p>First, we have sought to influence public policy, especially in relation to language learning, translation and interpreting, and creative industries. The impact of our research here can be seen in contexts as diverse as reports and briefings for UK and EU education policy makers, recommendations on European cultural policy and the language training of air industry workers. Secondly, we have aimed to enhance public appreciation of cultural and linguistic diversity and enrich cultural life. For example, research partnerships with performing artists from different parts of the world have resulted in new artistic collaborations in concerts and exhibitions, and research on European cinema has fed into workshops and study days for the general public both locally and nationally. Thirdly, we have worked to promote public understanding of the experience of social change: for example, historical and ethnographic projects on Spanish Republican exiles in France and on Mexican migrants ‘returning’ from the US have had non-academic impact through commemorative events and exhibitions, and research on exile, exchange and migration in European cinema (disseminated through public events and exhibitions) has promoted public understanding of the transnational nature of the film industries.</p> <p>The main non-academic beneficiaries of our research are policy makers (e.g. UK government education ministers, EU Commission and European Parliament, NATO); public institutions (e.g. local and national museums, hospitals, airports); professional associations (e.g. Association for Language Learning) and practitioners, such as teachers and public service translators and interpreters; cultural organisations and venues (e.g. <i>Turner Sims Concert Hall</i> in Southampton; the <i>French Institute</i> in London; the <i>Cité Nationale de l’Histoire de l’Immigration</i> in Paris; the <i>Iwalewa Haus Africa Centre</i> in Bayreuth; the <i>Goethe Institute</i> in Zagreb); the general public participating in lifelong learning events and cultural activities (such as concerts, film screenings and exhibitions) arising from research projects; individual language learners using our e-languages materials; and, not least, the participants in our research projects (e.g. refugees from the Spanish Civil War and their descendants, participants in the Cuban Revolution, African musicians in Europe, former Moulinex workers in France, midwives and volunteer interpreters at Southampton General Hospital, schoolchildren in the UK, Canada and Germany).</p> <p>b. Approach to impact</p> <p>Research projects at Southampton have been designed to bring the research-users listed above together with our researchers for mutual benefit. For example, projects on language learning and language teacher education have entailed both action research in the classroom and the dissemination of good practice gleaned from this research through professional publications, reports and DVDs. We have co-curated events with local arts venues in order to bring our research to the general public: Southampton <i>Mexico Week 2012</i>, for instance, highlighted our research on contemporary Mexican writers and multimedia artists and the experiences of ‘return’ migrants through performances in the <i>Nuffield Theatre</i>. Film researchers have drawn on their research to advise film-makers and television programmers (such as <i>City Eye</i> film-makers cooperative and the <i>Cinémoi</i> film channel) and acted as consultants for Southampton’s new <i>SeaCity</i> museum and Titanic exhibition. Researchers on the joint Southampton-Reading research project <i>Languages at War</i>, investigating the linguistic challenges of conflict zones such as the former Yugoslavia, collaborated systematically with several institutions and organisations: with the Ministry of Defence and the International Association for Conference Interpreters in gathering the primary research material (e.g. documentation and interviews), with the Imperial War Museum in informing the public through new exhibitions, and with NATO in developing a policy on languages in conflict situations.</p>

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The second key component of our approach to impact is our long-standing commitment to lifelong learning through local educational activities, creation of open research networks and development of online open learning resources. For example, we have a close relationship with local art cinema *Harbour Lights*, where we have delivered short courses, study days, exhibitions and film screenings with accompanying lectures for local audiences for over 10 years, drawing on our research on European cinema. The multilingual *Exilio* network established in 2008 makes research on exile and refugee history accessible to children of refugees wishing to (re)discover their parents' pasts. Pioneering pedagogical research on e-learning has provided support for independent language learners globally through the development of e-languages programmes and materials (such as *Prepare for Success*, developed since 2008 and now used by students in 218 countries).

In terms of institutional support, the Faculty of Humanities Lifelong Learning team administers study days, workshops and other events targeting non-academic audiences (such as a 2013 study day on French cinema). Funding is also available to support impact from specific research projects. For example, the university's *Adventures in Research* scheme for early career researchers provided initial funding for the *Tales of Return* project, which documented the experiences of Spanish Republican exiles. The resulting oral testimonies were digitized with JISC funding and made available online as open educational resources: the *OpenLIVES* project. These resources are now widely used in higher education to contribute both to students' knowledge on migration and life history, and to their employability skills (e.g. translation, subtitling, transcription, synopsis, editing, and video and magazine production) and language learning.

Together with the Southampton-based *Centre for Languages, Linguistics and Area Studies*, we have drawn on our pedagogical and curricular research to contribute to continuing professional development for language teachers, and to the dissemination of research on language learning and teaching, through professional seminars, workshops and reports (e.g. through the government-funded *Links into Languages* and *Routes into Languages* programmes). Our research on language in education in Germany and Canada has also involved collaboration with teachers and parents in bilingual literacy programmes, supported by the production and distribution of DVDs.

In addition to these ongoing activities, we have also remained alert to short-term impact opportunities. For example, when Southampton became an important point of arrival for participants and spectators of water sports in the 2012 Olympic Games, the multilingualism research group secured funding from Southampton International Airport to investigate the extent to which staff could meet passengers' linguistic needs and worked with Airport management to develop a language policy. Similarly, research on inward migration from eastern Europe following EU expansion has led to identification of needs and staff training in translation and interpreting with local hospital trusts.

c. Strategy and plans

The Southampton Institute for Languages and Cultures (ILC) was established in 2012 to provide a focus for all research activities in Modern Languages. It promotes publications and hosts events targeting and bringing together – locally, nationally and online – academic and informed public audiences. A key feature of its remit is to amplify the reach and impact of our research and it takes specialist advice from RCUK and the National Co-ordinating Centre for Public Engagement. The ILC Assistant Director leads an impact support group, which reviews all research project proposals, provides advice and guidance on maximisation of research impact, and ensures that evidence of impact is gathered and stored. This group in turn is supported in its promotional efforts by the Faculty Marketing and Communications team, by the Lifelong Learning team when running outward facing events, and by the expertise of the University's Research and Innovation Services team when undertaking long term impact planning. For example, study days in 2013-14 will promote a wide range of cultural studies research, including study days on *'Monsters' in European Literature*, *Multilingual Southampton* and *What is Mexico?*.

All research-active staff in the ILC have a research mentor who assists them in drawing up an individual research plan, developing new themes and building a longer term research programme. This is monitored through annual reviews, including discussion of non-academic impact. For example, a new research theme has been identified on cultural representations of disability, which

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will bring together our expertise in cultural studies with specialist practitioners in the treatment of autism, to influence public perceptions and public health policy. The ILC also holds regular informal research brainstorming meetings in which early career researchers in particular present their ideas and more experienced colleagues offer advice on activities that may lead to impact.

In the coming period, the integration of the *Centre for Language, Linguistics and Area Studies* into the Department of Modern Languages will reinforce the strategic growth of our research impact by embedding into our research planning LLAS expertise in professional development and project management and established partnerships in primary, secondary and tertiary education sectors. The ILC will identify key research themes with particular potential for achieving impact and concentrate investment on developing activities and events that will enable our research to benefit specific user groups. In addition to existing interdisciplinary research with continuing impact significance, on themes such as the history and literatures of migration in transnational contexts and policy and practice in foreign language learning, current research on other themes is being developed with a strong emphasis on impact: for example, we are drawing on existing research on Global Englishes/ English as a Lingua Franca to provide international training in English as a Medium of Instruction in higher education; anthropological research on wine-producing communities will seek to influence wine production in France and New Zealand; and a film research project on 'Stations and Railways' will involve a number of performance and public art activities at a local arts centre.

d. Relationship to case studies

ICS 1 '*Los Niños*: Life histories of child exiles of the Spanish Civil War' exemplifies how we seek to involve research participants (in this case, surviving members of the 'child exiles' group and their descendants) in the development and execution of our projects and to inform the public through lifelong learning activities. Members of the Basque Children of '37 Association and an oral historian at Southampton City Council worked together with our researchers to produce a digital archive of life histories and to organise exhibitions and public events to commemorate the *Niños*' experiences and allow their stories to reach a wide audience for the first time. Continuing demand for talks, presentations and media interviews has shown how this collaborative approach can sustain non-academic impact substantially beyond the lifetime of the foundational project.

ICS 2 'Promoting the public benefit of cultural diasporas' also illustrates our approach of building interaction with non-academic individuals and organisations into project design and implementation, linking research on transnational migration and cultural industries in Europe. In one project, musicians and concert venues were brought together by our researchers to develop innovative partnerships, inspire and support new forms of artistic expression and engage new audiences. In a second project, we worked together with local authorities in several different countries to promote intercultural learning through diverse activities such as photography workshops and cooking courses for under-privileged schoolchildren in multi-ethnic neighbourhoods.

ICS 3 'Promoting foreign languages in the primary school' combines two core features of our approach to impact. First, as with ICS 1 and 2, it demonstrates our tradition of working collaboratively with key beneficiaries, in this case with professional practitioners in language teaching. Classroom-based research gave language teachers the opportunity to contribute to research outcomes and through a range of CPD activities we have spread examples of good practice. Secondly, we have used the empirical findings of our research to influence government policy on language education, so that in line with our recommendations modern foreign languages will be introduced into the primary school curriculum in September 2014.