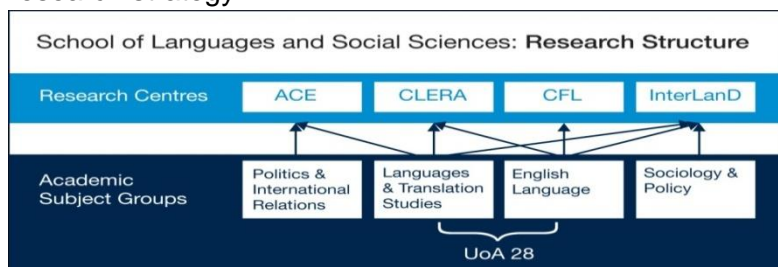


**Institution:** Aston University**Unit of Assessment:** 28 Modern Languages and Linguistics**a. Overview**

The UoA is part of the School of Languages and Social Sciences (LSS) at Aston University. It consists of researchers from two of the School's four academic subject groups, English Language (EL) and Languages & Translation Studies (LTS), incorporating French, German, Spanish and Translation Studies. For RAE 2008, researchers within these two subject groups were part of a single School-wide submission (European Studies). Since then, the UoA has grown by 27% (from 21.5 research active members of staff in 2008 to 29.5 in 2013). While the number of staff for LTS has remained stable, EL, a subject introduced in 2005, has grown considerably. The present UoA has now attained a sufficient size and coherence of research focus and specialism to allow its submission as a research unit for REF 2014. Academics from the UoA engage in multi-lingual and interdisciplinary research, focusing on the analysis of discourses and practices in European languages, cultures and politics. Their research is conducted within four interdisciplinary Research Centres, established between 2008 and 2011 in accordance with the School's post-RAE 2008 research strategy.



**ACE** (Aston Centre for Europe)  
**CLERA** (Centre for Language Education Research at Aston),  
**CFL** (Centre for Forensic Linguistics)  
**InterLanD** (Aston Centre for Interdisciplinary Research into Language and Diversity)

Affiliation to the Research Centres is flexible: while some researchers work within one or more centres on a continuous basis, others join a centre for the time of a specific project or event. The following researchers have been submitted to the REF as UoA 28. Their work falls primarily into three disciplinary fields:

**Applied Linguistics and Sociolinguistics:** Prof Judith Baxter; Prof Anne Burns; Dr Urszula Clark; Dr Fiona Copland; Dr Sue Garton; Dr Tim Grant; Dr Jack Grieve (ECR); Dr Emmanuelle Labeau; Dr Carol Marley; Prof Gertrud Reershemius; Prof Christina Schöffner.

**Cultural Studies:** Dr Claudia Gremler; Dr Juan Jose Jimenez-Anca (ECR); Dr Raquel Medina; Dr Uwe Schütte.

**Politics and Political Discourse:** Dr Graeme Hayes; Dr Stefan Manz; Prof Jim Shields; Dr Brian Sudlow.

**b. Research strategy**

The UoA is a dynamic, interdisciplinary group of scholars adopting a strategic approach to producing high-quality research and impact. Decisions on staffing, collaboration, funding applications, project development and publication are guided by a clear research strategy developed within the School, ensuring a collective research culture that is coherent, innovative, responsive and sustainable. Feedback from and reflection on the 2008 RAE were integral to the strengthening of research within the UoA. We identified key strategic areas for development, specifically to provide greater opportunities for collaboration between researchers; reinforce identified areas of research strength; and deliver strong impact. To meet these aims, the UoA prioritised two of the research directions set out in the 2008 Research Environment Statement: Forensic Linguistics, and the area of Translation and Politics. These complement the UoA's established strengths in Sociolinguistics, Language Teaching and Language Teacher Education, and Cultural Discourse Production, particularly in European film and literature. Under the direction of the Associate Dean Research and the Research Committee, the School responded decisively to the UoA's review of RAE 2008 with a strategy document, 'LSS Research Strategy: the next four years (2008-2012)'. The central provision was the creation of a network of four interdisciplinary Research Centres (see sections a and d) as a framework for developing the strengths and strategic planning of the UoA's research. Following the establishment of the Centres, the UoA placed at the heart of its future research culture the eight aims elaborated in the follow-up strategy document: '[Towards 2020: Research in LSS at Aston University](#)'.

**1.To consolidate and grow an interdisciplinary research environment through the four LSS**

## Research Centres

The Centres are designed to enable researchers from different disciplines to develop projects and joint funding bids, creating an interdisciplinary, collaborative research environment. Membership of the Centres is flexible, ensuring that researchers within the UoA can participate in collaborative work alongside their individual research interests. Recent interdisciplinary bids in and between the Centres have confirmed the sustainability of this strategy: funding has been awarded to staff in the UoA from EU Framework 7 for an international project on combating inequalities through innovative practice (Cityspyce: InterLanD, [www.aston.ac.uk/lss/research/research-centres/citispysce/](http://www.aston.ac.uk/lss/research/research-centres/citispysce/)); from the ESRC for the Quantitative Methods (QM) Initiative, to integrate QMs into undergraduate programmes in Linguistics (CFL and InterLanD); and from the Volkswagen Foundation for an international project on spoken academic discourse (GeWiss: InterLanD and CLERA). Building on these successes we aim to increase capacity and achieve critical mass in key areas and to further collaboration with other Schools in the university.

**2. To maintain and increase the quality and quantity of high-level research in order to enhance performance in REF 2014 and beyond, and**

**3. To support the development of researchers in LSS**

The UoA has appointed two senior academic staff as Research Enhancers (REs) to support staff in developing the quality and range of their research output (see section c.i). A measure of the REs' effectiveness can be seen in the increase in the number of papers submitted by members of the UoA to high-ranking journals since 2008. Further support mechanisms include research start-up funding, a weekly research day, research leave, writing retreats and the Distinguished Visitor Scheme (see section c.i). Our aim for the future is to further enhance research mentoring and develop publication strategies with individuals and groups of researchers.

**4. To increase external research income**

The UoA has been highly successful in increasing external research income from Research Councils and other funding bodies. Altogether, the UoA has been awarded £1,681,387 since 2008, and is committed to significantly expanding income generation further (section d). To do so, we are pursuing a five-point income strategy involving: (i) establishment of a peer review group of UoA members who have succeeded in attracting major funding to review grant applications and mentor ECRs; (ii) prioritisation of funding bids which draw on cross-disciplinary approaches and expertise through our interdisciplinary Research Centres; (iii) the expectation that UoA members who are granted research leave will develop an external funding application; (iv) organisation of regular interdisciplinary writing retreats dedicated to working on research applications; and (v) use of the University's Distinguished Visitors Scheme (see section c.i) to engage experts in advising on applications. This strategy is further supported by the UoA's Research Officer and Research Enhancers who identify funding opportunities which match our interdisciplinary profile, and expansion of the dedicated scanning and information services provided to the UoA by growth in the University's Research Support Office.

**5. To develop a stronger interdisciplinary and international research network based on partnerships with European and international institutions and funding bodies**

The UoA enjoys longstanding links with European institutions including the German Academic Exchange Service (DAAD) and the Cervantes Institute. In order to increase international collaboration and build on recent successes such as Marie Curie Fellowships, the GeWiss Project (funded by the Volkswagen Foundation) and the Global Practices in Teaching Young Learners project (funded by the British Council), the UoA draws on Aston's Research Development Manager's expertise and the experience of UoA researchers who are currently managing international teams.

**6. To increase the number of LSS research students**

As set out in section c.ii, the UoA has prioritised the development of an innovative PhD in Applied Linguistics by Distance Learning, the first of its kind in the UK. The programme is designed to enable research students to combine work and study and so finance their doctorates independently. Currently there are 30 students on this programme, which has proved highly popular in TESOL in particular. As part of a comprehensive approach to sustaining growth in doctoral students, the UoA is now extending this successful model to other subjects. In addition, the UoA now ensures that large bids include scope for funding doctoral students, either independently or through developing bids with universities which host doctoral training centres.

**7. To encourage research with impact for the local, national and international communities**

The UoA focuses on developing productive partnerships with groups such as business leaders, the police, schools, government organisations, community leaders, and the media, in the UK, Europe and the Far East, in order to deliver research which has relevance and practical application for local, national and international communities. This approach has been highly successful. For example, for two recently funded applications from the UoA, which have national and international professional partners, impact on the communities which are both informants for and beneficiaries of the research, is a central consideration. The UoA also draws on the experience and expertise of the School's Advisory Board, comprising senior leaders from a range of professional spheres, for guidance on developing partnerships and understanding the research needs of the local community. We aim to extend and develop these partnerships.

#### **8. To demonstrate our research excellence to the outside world**

The UoA considers it vital that its research reaches potential users and the general public. To this end, it ensures that research findings are, where relevant, published in accessible formats and that they are presented to professional bodies. The Research Centres in particular provide the UoA with a platform for engagement with user groups to disseminate research: for example, CLERA is running an annual programme of Continuing Professional Development (CPD) for language professionals, while CFL is developing training packages for the police to enhance interviewing skills and criminal identification inter alia. In recent months, Baxter, Copland and Garton, Grant, Hayes, Manz and Shields have enjoyed media coverage in newspaper articles and TV and radio appearances at home and abroad and have been able to share research findings with a wide audience (also see section c.i). Our aim for the future is to further strengthen and professionalise work with the media.

#### **c. People, including:**

##### **i. Staffing strategy and staff development**

The UoA supports the development of staff from their first positions as early career researchers to their later progression as research specialists. It implements Aston's commitment to the Concordat to Support the Career Development of Researchers, notably through its Performance Development and Reward Scheme. Aston received the HR Excellence in Research Award in September 2010, renewed in 2013, and is one of only ten universities in the UK to have retained the award. As UoA staff progress through their career, they benefit from a range of structures and incentives to support research:

- **Research start-up funding:** Through School-level funding, the UoA provides all new staff entering their first academic post with a start-up fund of £5000 to be spent on equipment, conference travel, or research projects. This funding is particularly targeted towards supporting early career researchers within their first two years of employment.
- **Early career researchers (ECRs):** As part of Aston's policy on ECRs all new researchers undertake a training needs analysis leading to a career development plan in conjunction with a mentor who supports this process. All ECRs are given lighter teaching and administrative loads. ECRs join one or more of the Research Centres, presenting their work through the research seminar series and participating in the discussion and development of funded research projects. At university level, ECRs from all Schools elect representatives to attend the 'ECR Forum' chaired by the Aston pro-vice chancellor for research.
- **Performance development:** All colleagues have an annual performance development review with a reviewer who helps them set appropriate performance targets. Research development is a key component in reviewing research active staff, with targets for planning, progressing and delivering on research, from writing and publishing to applying for external grants and managing funded projects. The performance development review forms a central part of the framework for career progression at all levels; it is also a means whereby exceptional achievement in research may be recognised and rewarded.
- **Research Enhancer:** All members of the UoA are supported by a senior member of academic staff who works as a RE, advising colleagues on publishing, grant applications, conference organisation etc. The UoA has two REs who also organise a weekly research seminar series open to colleagues, research students and the wider public.
- **Research Support Office:** The UoA benefits from the services of a dedicated Research Development Manager (see section d) to provide one-to-one support to colleagues, advising on research funding opportunities and grant applications.
- **Research day:** The UoA enables each research active member of staff to have one day per



## Environment template (REF5)

week free of teaching and administrative duties in order to concentrate on research.

- **Research leave:** The UoA encourages its members to take research leave under the School's policy entitling all research active staff to apply for one semester of research leave in every seven. Since 2008, 23 periods of research leave have been approved within the UoA.
- **Research allowance:** In addition to the generous start-up funding offered to new academic appointees, all research active members of staff are entitled to an annual research allowance and can apply for further support from the Aston Modern Languages Research Fund to help them present their work at conferences.
- **Technological support for research:** All members of the UoA and School benefit from the support of two in-house technology facilitators (see section d).
- **Communication support for research:** The UoA works with Aston's Communications Office to help members disseminate their research as widely as possible (e.g. Grant's appearances on BBC1's *Crimewatch* and *One Show*, Baxter's participation in BBC2's *Women at the Top* series in 2011, or Shields's 60 media appearances reaching an estimated global audience of over 50 million in 2012-13).
- **Distinguished Visitor Scheme:** The UoA has attracted leading scholars from abroad on the Aston University Distinguished Visitor Scheme whereby senior academics from outside the UK visit Aston for up to a week to present their research and work with staff and research students. Visitors on this scheme have collaborated with colleagues on publications (e.g. Prof Janet Holmes, Wellington NZ), writing successful research bids (e.g. Prof Barbara Johnson, Pittsburgh USA), and through contributing to conferences (e.g. Prof Rod Ellis, Auckland NZ). Other Distinguished Visitors hosted recently include Profs Juliane House (Hamburg), Birgitta Englund Dimitrova (Stockholm), Reine Meylaerts (Leuven), Donald Freeman (Michigan), Sandra Halverson (Bergen) and Andrew Chesterman (Helsinki).
- **Writing retreats:** The UoA has organised a number of successful writing retreats with Aston University funding. These have allowed groups of colleagues to undertake intensive collaborative work off campus. These retreats have been a factor in increasing the number of publications and joint funding bids which staff in the UoA have submitted since 2008 (such as the ESRC-funded Quantitative Methods Initiative project 2011-12).
- **Equality and Diversity:** The importance of equality and diversity to the School and UoA is evident in our commitment to the University's Equality and Diversity Action Plan, staff participation in training workshops, the support for research specialisms in this area, and the make-up of the research community itself. Over 60% of the UoA's members are non-UK citizens (from France, Belgium, Germany, Spain, Poland, Turkey, Denmark, Canada, Australia), whilst the UoA has a gender ratio of 65% female to 35% male. Four of the UoA's five research professors are women, with Baxter serving on the Equality and Diversity Steering Committee for the Birmingham Chamber of Commerce.

### ii Research students

There are currently 53 doctoral students (33.5 FTE) within the UoA, all supervised by colleagues with expertise in Modern Languages and Linguistics. They form the majority of the School research community of 62 students (35 female, 27 male; 40.5 FTE *in toto*) currently undertaking doctoral studies (17 full-time, 9 part-time on campus; 33 by distance learning, 3 writing up). This represents a very significant growth compared with RAE 2008, when 19.5 FTEs were enrolled as research students within the whole School. Furthermore, the UoA has achieved 20.5 completions compared to just 8 completions across the School in RAE 2008. In preparation for doctoral studies, students can opt to study from 11 MA/MSc programmes that are directly applicable to Modern Languages and Linguistics. In 2008 the School also introduced a bursary scheme offering PhD scholarships; the UoA has been successful in attracting 11 of the 19 bursaries awarded. Research students are involved and supported at every stage of their programmes in the following ways:

- **Graduate School (GS):** The UoA's research students are supported by the University-wide Graduate School, which aims to enrich and support their academic, professional and social development and is responsible for all procedures related to assessment and quality assurance. The GS ensures that doctoral students benefit from cross-School and cross-institutional working. Through the 'Aston Postgraduate Research Society' they meet other students from across the University, thus benefiting from student networks and societies

that promote formal and informal events. The GS also affords students access to a range of experts in different areas (e.g. staff development; library; careers staff; research grant support) to enhance their experience of studying at Aston.

- **Research Centres:** Within the UoA, graduate students have a 'home' within the Research Centre that most closely informs their chosen field of study. Graduate students get to know a number of affiliated staff and students very well, and participate fully in the Centre's programme of meetings, conferences, seminars and regular events. CLERA for example, to quote but one, has run a variety of events in which doctoral students have participated, such as 'Explorations into Second Language Acquisition', held at Aston in June 2013.
- **PhD supervision:** The primary contact for doctoral students within the UoA is their thesis supervisor, who is a specialist in their chosen field. The supervisor is supported by an associate supervisor, who offers complementary areas of specialism. Supervisors receive specialist training for their role from Aston's Centre for Staff and Graduate Development. Students meet their supervisor on average once a fortnight throughout their programme. In collaboration with their supervisors, students keep detailed records of their meetings and of the development of their research planning. In addition, students enter their monthly research activities on a University-wide, on-line record system. They also receive guidance and support in their studies from the School's Director of Research Degree Programmes who meets and works with the students individually.
- **School Research culture:** The UoA encourages all its graduate students to play a central role in the research culture of the Unit and the School. They are invited to all public lectures, the weekly research seminar series, workshops and conferences hosted by the School. Advanced students also may contribute to these events. The UoA co-hosts an annual School Postgraduate Conference, in which it requires all 2<sup>nd</sup> year doctoral students to present their work in progress. Doctoral students present a paper at a conference or publish some of their work as part of their academic training. Each research student is supported by an annual sum from the School of up to £550 for conference travel.
- **Research methods training:** In their first year, all UoA students engage in a common Research Methods and Skills Course (RMSC) offering academic writing skills, quantitative and qualitative research methods, corpus analysis, the use of research software such as NVIVO, PebblePad, SPSS etc, literature reviews, writing and presenting conference papers, research ethics etc. The RMSC is taught for two hours per week over 20 weeks. Students can focus on particular sessions in the programme in order to develop the individual set of research skills needed for their specific project, while maintaining a consistent foundation in critical research philosophy and methodology. This course is assessed on a pass/fail basis at the end of the first year of each student's graduate studies.
- **Personal and professional development:** UoA students can opt to attend a host of courses offered by the University's Centre for Staff and Graduate Development, including a programme of workshops and short courses, support with statistics, career development, training and development in Learning & Teaching. Research students are encouraged to develop their skills as future lecturers by achieving the 'Aston Certificate: An Introduction to Learning and Teaching in HE', and by making a contribution to teaching on university programmes.
- **Equality and diversity:** The UoA has widened participation to students from a wide range of backgrounds in terms of age, gender, ethnicity, and professional status. Students benefit from the presence within the School of research staff who specialise in equality and diversity (e.g. the FP7 Citispyce Project 'Combating Inequalities through Innovative Practices'). Students also have the opportunity to organise and participate in events in this area (e.g. 'Language, Gender and Sexual Identities', April 2013; and 'Super-diversity in Organisations', November 2013).

#### d. Income, infrastructure and facilities

##### Income

Attracting external research income has been a central target of the UoA post-RAE 2008, and is a key area of success. The School made a single RAE submission in 2008. Since then the School's research income has increased by **3888%**, from £80k to £3.1m for the period 2008-2013. More than half of this sum, a total of £1.6m has been attracted by researchers from this unit from a range of national and international funders, including the ESRC (£635k), Leverhulme Trust (£126k), Volkswagen Foundation (£112k) and European Commission (£239k). Major grant successes include **Clark's** ESRC standard grant award (£407k) in 2010 for *Language, Performance and*

*Region: Discourse and Sociocultural Identity in the Wider Western Midlands*; **Baxter's** ESRC award in 2009 for *Leadership Talk and Gender in Senior Management Business Meetings in the UK* (£68k); the ESRC award of £80k to a collaborative project led by **Grant, Clark and Reershemius** under the Quantitative Methods Initiative scheme, to integrate QM into undergraduate programmes in Linguistics; and **Schäffner's** award of £224k under the Marie Curie initial training network TIME (Translation Research Training: an integrated and intersectoral model for Europe). In addition, in 2008 **Schütte** was awarded a two-year Humboldt research grant enabling him to complete the first monograph on the prose writings of Heiner Müller, and in 2010 **Hayes** was awarded a two-year Marie Curie Intra-European Fellowship (€222k).

### Infrastructure

**Management:** The Associate Dean Research (ADR) is the person with overall responsibility for research in the School. The ADR reports to the Executive Dean, chairs the School's Research Committee and works closely with the Research Enhancers of the four Academic Subject Groups. Members of Research Committee are the Director of Research Degree Programmes, who deals with all issues related to research students and represents the School at Graduate School level, the Directors of the four Research Centres, the Heads of Academic Subject Groups, and the Research Enhancers.

**Research Centres:** The major infrastructural investment of £898k since 2008 has been the creation of the four Research Centres. These provide the main framework for the UoA's research activities and are key to its collaborative, interdisciplinary research environment (see sections a and b for details).

**Business Partnership Unit:** The UoA provides specialised guidance for members engaged in research into languages and business through the University's Business Partnership Unit (BPU), which serves as a link between business, industry and the University. The BPU's remit includes industrial and commercial research funding, project management, and the negotiation of knowledge transfer partnerships. Working with the BPU we have used the Higher Education Investment Fund (HEIF) to finance a Continuous Professional Development (CPD) officer in the School. CPD is one of the UoA's main platforms to deliver benefits from its research to non-academic users (see REF3a).

**Research support:** The research management team and Research Centres are supported by a Research Officer within the School and a Research Development Manager in the University's Research Support Office. In addition, the UoA supports research through the work of two technology facilitators, whose posts were established to provide targeted guidance and advice on all aspects of technology in research, teaching and learning. The two colleagues offer one-to-one support (at least 200 sessions per year) and workshops (approximately 15 per year) to address specific needs and enable researchers and research students to use up-to-date and project-appropriate technology.

### Resources and facilities

We have the following research software under site license to support research: NVIVO for qualitative and mixed methods; SPSS for quantitative research; Wordsmith and Antconc for corpus based research; EndNote for reference management; EXMARaLDA for transcription; Audacity and VideoPad to edit sound and video. We have equipment for loan in the form of professional quality digital audio and video recorders. The technology facilitators (above) provide researchers and research students with one-to-one training and help (in person or via Skype for distance learning research students) with all the above-mentioned software and hardware. They also cover advanced features of office software (Word, Excel) and advise on data gathering, structuring and manipulation. Research events are routinely recorded and made available to distance learners, who also have access to academic and technology support staff via Skype or Collaborate (e-conference software). In addition, the UoA through its Research Centres hosts unique research resources such as electronic corpora: ACORN (Aston Corpus Network), an electronic corpus for research into language learning and teaching; GeWiSS (Gesprochene Wissenschaftssprache kontrastiv), an electronic corpus of spoken academic discourse in English, German and Polish; and the West Midlands English Speech and Society Corpus. The Research Centres have dedicated offices and meeting rooms within the School. There are also two newly refurbished open plan offices for research students and a room dedicated to academic visitors, all equipped with



networked computers, free mono and colour printing and telephone. The total University investment in the refurbishment was approximately £15k. In addition to a modern library and a specialised DVD-library, researchers within the UoA have access to the School's Cadbury Room which offers specialist linguistic resources to staff and students.

**e. Collaboration or contribution to the discipline or research base**

Given the UoA's interdisciplinary and international focus, the development of collaborative networks and partnerships in the UK and abroad are an important dimension of its research. Equally important is the UoA's wider engagement with its key subject disciplines through participation in advisory panels, review boards, professional associations and other academic leadership, advisory and citizenship roles.

***Collaborative arrangements:***

Most staff in the UoA have developed collaborative relationships with colleagues in other academic institutions and with partner organisations both nationally and internationally: eg **Grieve** with the Catholic University of Leuven, Humboldt University Berlin and University of Arizona on linguistic variation; **Hayes** with the Political Studies Institutes in Rennes and Paris, and universities of Keele and Queen's, Belfast on political protest; **Shields** with the Political Studies Institute in Paris, McGill University and the universities of Cardiff and Salford on political radicalism in France; **Manz** with the universities of Oslo, Chemnitz, Düsseldorf, UEA and de Montfort on European cultural identities and transnational migrations; **Labeau** with the universities of Montpellier, Paris Sorbonne Nouvelle and Paris III on French language acquisition; **Reershemius** with Flensburg University on endangered languages in Northern Germany; and with Wroclaw University and the Herder Institute in Leipzig on spoken academic discourse; **Baxter, Burns and Copland** with Leicester University and consultants York Associates on language barriers for native and non-native speakers in business leadership. Partnerships with community and professional organisations include: **Grant**, whose work with police organisations on forensic linguistics research has contributed to authorship analysis and understanding the linguistics of suspect interviews; **Burns, Copland and Garton**, who have produced two research reports for the British Council informing policy and practice in teaching English to young learners; and **Schäffner**, who is part of the National Network for Translation and steering committee of OPTIMALE, the Erasmus network 'Optimising Professional Translator Training in a Multilingual Europe'.

***Research Council, advisory and HEI consultancy roles:***

**Baxter** and **Clark** are members of the ESRC Reviewers College, and **Schäffner, Reershemius, Schütte** and **Shields** members of the AHRC Peer Review College. **Reershemius** was a panel adviser to the RAE in 2008 and has acted as reviewer for the "Deutsche Forschungsgemeinschaft" (DFG), equivalent to the RCUK. **Labeau** is a member of the Research Foundation Flanders and the Fonds National de la Recherche Scientifique, and **Schäffner** reviews internationally for the National Research Foundation South Africa, Volkswagen Stiftung, Social Sciences and Humanities Research Council Canada, Leverhulme, Modern Humanities Research Association, and Research Foundation Flanders. Staff in the UoA also serve in a number of university advisory roles. **Burns** sits on the Strategic Research Advisory Committee at the University of Nottingham; **Baxter** and **Labeau** have been Mock REF Reviewers for the universities of Sheffield Hallam and Ulster, and **Schäffner** for London Metropolitan and Heriot-Watt; **Schäffner** has also been part of the expert group advising the European Commission and higher education institutions on a European Masters in Translation, and has advised numerous universities on research appointments and promotions (Geneva, Turku, Graz, Tampere, Vienna, Bar-Ilan, Cyprus, Macao, Kent State USA, St Thomas USA, Aarhus Business School).

***Leading positions in professional subject associations:***

Members of the UoA are active in professional subject groups associated with their disciplines. **Copland** is Chair of the Linguistic Ethnography Forum, a special interest group (SIG) of the British Association of Applied Linguistics (BAAL) which has a membership of over 500; **Baxter** is Chair of Gender and Language, another BAAL SIG; **Garton** is Chair of the Standing Committee for Research in TESOL International Association; **Grant** is Chair of the International Association of Forensic Linguistics Ethics Committee; **Shields** has been Chair of the American Political Science Association's Georges Lavau Award Committee, and **Schäffner** has been Chair Professor for the

CETRA research summer school, University of Leuven. Other posts held include: BAAL Representative on National Committee for Linguistics in Education (**Clark**); member-at-large, International Association for Applied Linguistics (**Burns**); Secretary, Applied Linguistics Association of Australia (**Burns**); President, Association of French Language Studies (**Labeau**); Treasurer, International Association of Forensic Linguistics and Treasurer, International Investigative Interview Research Group (**Grant**).

**External PhD examining:**

In parallel with the expansion of PhD students in the UoA, staff have increased considerably the number of doctoral theses they have examined since the RAE. Altogether, 16 members of the UoA have examined 51 theses since 2008.

**Conference organisation:**

The engagement of UoA members in their disciplines is evident in the range of international conferences they have organised in this REF period. In 2010, the international meeting of translation studies 'Critical Link' took place at Aston. Linguistic ethnography has seen three 'Explorations in Ethnography, Language and Communication' conferences run at Aston in 2008, 2009 and 2010. Three BAAL SIG conferences have also been hosted: Learning and Teaching SIG Conference (2011) and Gender and Language SIG Conference (2011, 2013). Other conferences hosted by the UoA include: Association for Forensic Linguistics; Regional Varieties, Language Shift and Linguistic Identities; Teaching the Linguistics of Modern Foreign Languages; Chronos 10; Current Evolutions of Romance Tenses; Refugees in Britain; Activists on Trial; Mega-Events and Civil Societies; Interpreting in a Changing Landscape.

**Editorial roles, refereeing and reviewing:**

Members of the UoA contribute to the assurance of rigour and quality in their wider research communities through editorial positions in specialist journals, refereeing articles, and reviewing for publishers. Nine members of the UoA hold editorial positions on journals: *Social Movement Studies*; *French Politics, Culture and Society*; *Journal of Translation and Interpretation*; *Cahiers AFLS*; *Cahiers Chronos*; *ELT Journal*; *Gender and Language*; *Anthropology and Education Quarterly*. UoA members referee articles for journals such as *Applied Linguistics*; *Qualitative Research*; *Journal of Pragmatics*; *TESOL Quarterly*; *Speech, Language and the Law*; *Journal for French Language Studies*; *Translation Studies*; *Discourse and Society*; *French Politics, Culture and Society*; *Political Studies*; *Government and Opposition*; *Letras Femeninas*; *Applied Psycholinguistics*. Publishers recently requesting reviews of book proposals and manuscripts from UoA members include Cambridge University Press, University of Toronto Press, Routledge, Palgrave, Berghahn, Continuum, Thomson, Elsevier, AILA publications, John Benjamins.

**Scholarly awards and fellowships:**

UoA members have attracted a number of scholarly awards. **Grant** was awarded the Joseph Lister Prize by the British Science Association (2008), **Shields** held the American Political Science Association's Stanley Hoffmann Award (2008-09), and **Reershemius** received the Johannes Sass Prize (2010). **Shields** was elected to the Academy of Social Sciences, and **Manz** and **Shields** were elected Fellows of the Royal Historical Society. **Hayes** won an EU FP7 Marie Curie Intra-European Fellowship; **Grieve** was granted the American Dialect Society Travel Award; **Schäffner** received the Aston Chancellor's Medal; and **Burns** was appointed Honorary Associate Professor Macquarie University, Honorary Professor Sydney University, and Visiting Professor Stockholm University.

**Invited talks:**

Altogether, 175 invited talks or plenaries have been delivered by UoA members in the UK and abroad since RAE 2008. These range from applied and forensic linguistics research (**Burns**, **Grant**, **Grieve**, **Reershemius**), global practices in teaching English to young learners (**Copland**, **Garton**) and language and gender (**Baxter**, **Marley**) to European history and politics (**Hayes**, **Manz**, **Shields**), literary and cultural studies (**Gremler**, **Jimenez-Anca**, **Medina**, **Schütte**, **Sudlow**), second language acquisition (**Labeau**) and political discourse in translation (**Schäffner**).