

Introduction

The Linguistics programme at Westminster has made significant strides since its success in RAE2001, extending and enhancing our well-established international reputation for research on contact languages (pidgins, creoles, and related phenomena). The four members of staff submitted on this occasion have published considerably more than 100 articles and books in this area, and their experience and expertise has directly benefited younger colleagues and new appointments, helping to ensure that our research excellence will be sustained in the coming years. Beyond the work submitted in RA2, the University also has a further reputation for its research in phonetics, particularly phonetic pedagogy, and, since 2001, significant new areas of research have begun to be developed in first and second language acquisition, translation studies, syntax and pragmatics. All research activities inform, and are reflected in, the linguistics taught courses at Westminster.

1. Structure

1.1 Linguistics at Westminster is based within the Department of English and Linguistics, part of the School of Social Sciences, Humanities, and Languages (SSHL). The Department also includes English Language and Literature, EFL, and the Academic Writing Centre. We have developed increasingly strong research and teaching links with each of these areas since 2001, regularly working on cross-departmental collaborative initiatives, as evidenced below.

1.2 Administrative policy and practice for all research activity and strategy within the School is led by the Dean of SSHL, and overseen by a School Research Director and Research Strategy Committee (RSC). In 2003 SSHL established a series of seven Research Clusters, defined by cognate areas and working across established subject boundaries, thereby facilitating the sharing of existing expertise and cross-disciplinary collaboration. All Cluster Managers sit on the RSC. The Language and Linguistics Research Cluster (LLRC) includes members of staff from English and Linguistics as well as from a number of other Departments, providing a fertile and exciting environment for exploring new synergies in the subject area. LLRC also maintains its own website at <http://www.wmin.ac.uk/sshl/page-2089>, for which development and updating is a continuous process.

1.3 In 2006, the LLRC launched the first of a series of annual conferences, entitled *Interface with Linguistics*, with keynote addresses by David Crystal and Malcolm Coulthard, focusing on linguistics in everyday lives and showcasing new research by LLRC staff, students and work-experience colleagues (notably, from the BBC Pronunciation Research Unit). In 2007, the second conference in the series focused on linguistics in education, with keynote addresses by Dick Hudson and John Wells, and further papers from LLRC researchers. The cluster is also actively engaged in fostering young researchers, and even undergraduate students (working on phonetics with Patricia Ashby) have participated in the presentation of conference papers within the subject area (to date, *Working with phonetics* and *Discovering*

phonetics: learning through fieldwork at the 2005 Phonetics Teaching and Learning Conference; others are in preparation).

1.4 Our particular specialization in contact languages – unique to Westminster among British universities – dates from 1994 when Baker joined the (then) School of Languages, and Creole Linguistics was introduced into the curriculum. In 1995, Baker and Sylea started the Creole Linguistics Research Group and launched the biennial Westminster Creolistics Workshop (attracting participants from all over the world) and the associated *Westminster Creolistics* publication series. Nine volumes will have appeared by the end of 2007 and four others are currently in preparation for publication in 2008-09. Almost all leading figures internationally within the field have published articles in this series, which now includes not only collective works resulting directly from the workshops but also single-authored volumes concerned with other branches of linguistics; the direct result of contacts established at the workshops. Such volumes include Mühlhäusler's *Language of Environment* (on ecolinguistics) and Parkvall's introductory book on the scope of linguistics for undergraduates: *Limits of Language*.

1.5 The research partnership between Baker and Sylea is evident in the volume *The Making of Mauritian Creole* being published by Battlebridge in 2007, which, as well as being co-edited by Baker, also includes individual articles by himself and Sylea. This entirely original publication (based on 60 texts – well over 100,000 words – spanning 200 years) contains articles analysing key historical grammatical developments plus a complete concordance of all the texts giving etymological and frequency information. Space constraints also conditioned electronic publication of the texts themselves, along with a searchable version of the concordance, enabling users to call up all attestations of any word in chronological order and in context (forthcoming in early 2008). Nothing comparable exists for any other contact language. Additionally, Baker's prestigious 2000 publication *Multilingual Capital* (Baker & Eversley, eds) continues to make a major impact on the field. Spin-offs falling within the current census period include the establishment in 2002 of the *Global London* website, <http://www.global-london.com>, and a book of the same name in 2003 (Baker & Kim, eds).

1.6 The LLRC is now home to the new Centre for Creole Studies (CCS) formerly the Creole Linguistics Research Group. Creoles differ from other languages in that much is known about when and how they originated. This makes them very useful for testing current linguistic theories. However, in the past, such testing has often been flawed by its concentration on modern data. From its beginnings in 1994, research on creoles at Westminster has specialized in the collection and analysis of historical data, and this is reflected in the majority of publications by Baker, Ladhams, and Sylea. To date, these have been concerned with creoles based on English and French and, in a more recent development, Portuguese. The CCS is now extending this range to include creoles based on Spanish, Arabic, and other languages. Its policy of making all the many old (mainly pre-1900) texts it has amassed available to scholars worldwide, by publishing them on the internet, began implementation in August 2007. This will constitute an invaluable resource to

specialists and students of creole linguistics over the coming years, and will further enhance the University's established status in this field. With the appointment of Ihemere in 2007, the range of creole linguistics research is being further expanded into analyses of conversational code-switching in bilingual communities, and corpus linguistics (especially problems of bilingual spoken corpora, bilingual education and cross-cultural pragmatics), which will enable development of additional parallel strands of research in the CCS.

1.7 During the present RAE period, the University has become more widely known as a centre of innovation and excellence in phonetic training and pedagogy as a result of Ashby's growing international reputation in this field. Ashby completed her part-time PhD at UCL in 2002, and is an active member of the organizing committee of the biennial Phonetics Teaching and Learning Conference (PTLC) and an invited member of the LLAS Subject Centre's Linguistics Specialist Group (as national representative for phonetics), as well as of the independent Linguistics Strategy Group (representing BAAP). She also represents the former on the Committee for Linguistics in Education. The recognition her work at Westminster has received is reflected in the fact that, in 2005, she was invited to set up and direct the IPA Examination Strand (UCL Summer Course in English Phonetics) and in 2006 was elected Examination Secretary for the International Phonetic Association. She was also on the international scientific committee for the 2007 International Congress of Phonetic Sciences (Saabrücken). As well as continuing to develop understanding of the practical phonetic training process, her invaluable contributions, since 2001, include the development of work-related training in applied phonetics and strategies for reinforcing the acquisition of theory through fieldwork. Although Ashby's research, which has largely been disseminated in textbooks and conference presentations/proceedings, is not included in RA2, it thus makes an extremely important contribution to our research culture.

1.8 The LLRC receives an annual budget dedicated to research, derived from the QR monies earned in RAE2001. This funds the *Interface* event, and supports the webmaster and research-active members. Funds for individual researchers are allocated through a clearly defined and monitored system of annual bids, whose merits are assessed by the cluster manager and steering committee. Such bids are invited from all established, returning and new researchers alike. Support may take the form of funded remission from teaching, payment of research assistants, contributions to the cost of fieldwork trips, or conference attendance. In 2006 and 2007, the LLRC provided, for example, over £3,000 to enable a former exchange student, Fon Sing (now pursuing a PhD at the Sorbonne, Paris), to continue working on the concordance accompanying the book *The Making of Mauritian Creole* (which he co-edited with Baker). Research-active staff are also strongly encouraged to apply for external funding, being supported in this at both School level by the Cluster and at University level by WestmARC (Applied Research and Consultancy Office). Further funding for research is available via the University's Teaching Quality Enhancement Fund and the fund for Continuing Professional Development. Ashby has benefited from both of these, receiving

over £5,000 in 2004 for her research on phonetic pedagogy, which has resulted in a range of national and international conference presentations.

1.9 A further source of funding for researchers in Linguistics is the Departmental Staff Development Budget, administered by the Head of English and Linguistics. This has, for example, provided travel expenses for two fieldwork trips to St Kitts by Baker. Conference attendance to deliver keynote addresses has also been funded for both Baker and Ashby by host universities during the census period, including Kochi and Kansai Gaidai, Osaka 2006 (Japan; Ashby), Leipzig 2005 and Halle 2006 (Germany; Baker), among others. In 2006 and 2007, Ashby also gave guest lectures on English intonation at the University of Barcelona.

2. Staff and students

2.1 New appointments to the Department during 2001-2007 have included both Ladhams and Ihemere. Louise Sylvester, who was appointed to a Senior Lecturership in English Language in 2007, and who works on language and gender, and on cognitive linguistic approaches to lexicographical resources, is also a member of LLRC, and has been entered in UoA57 on this occasion. This is also true of another member of the Cluster, Siân Preece, working on language and gender issues in academic writing. Although this work has been entered in the submission for English Language and Literature at Westminster, it reflects the degree of collaborative interests present across different areas within the Department, in ways that somewhat overlap the disciplinary divisions of the Research Assessment Exercise.

2.2 Among other key staff appointed since 2001, Andrew Caink (Course Leader for the English Language and Linguistics BA Combinations, with research interests in syntax and bilingual language acquisition), and Paul Robertson (Acting Head of the Department of Modern Languages, specialising in Arabic and Gulf Pidgin Arabic) have also played a particularly crucial role in the expansion of the research culture in linguistics at Westminster. Caink received grants of £5,000+ from the British Academy in 2001-02 for research on “The syntax of bilingual child language acquisition in English and Bulgarian” and has published several articles in the period 2001-06, including the entry for ‘Clitics’ in the 2006 *Encyclopaedia of Language and Linguistics*, Volume Two (Elsevier, 2nd edition). He has also given invited talks at, among other institutions, University College London (2001) and the Kiril i Metodii University in Bulgaria (2003).

2.3 Several EFL colleagues have also been confirmed in full-time permanent posts since 2001, and, working at the language/linguistics interface, are eligible for LLRC membership. As researchers, much of their work has concentrated on pedagogic inquiry into practices underpinning English Language teaching, and is not submitted in RA2. However, the international recognition that this work has received is reflected in the number of invited keynote papers given by staff such as Hugh Dellar, including at the Switzerland ETAS, Malta MALTESOL, Peru TESOL, and Chile IATEFL conferences. Two coursebooks by Dellar and Andrew Walkley were

nominated for the British Council Innovations in English Language Teaching Awards. Ken Paterson, Director of EFL, and of the newly established Centre for English Language Learning and Teaching (CELT) at Westminster, has also been involved in the area of pedagogical grammar since the early 1990s, single-authoring and co-authoring grammar practice books for OUP, which have been translated into Italian, Spanish, German, Portuguese and Hungarian. Recently he has been researching spoken grammar, with initial findings given in conference papers at TESOL Spain in 2003 and 2004, and published in *The Teacher*, a magazine for Polish teachers, in 2007.

2.4 LLRC carefully monitors its research students through the practice of logging all meetings with supervisors and an annual assessment of their progress to date. It additionally ensures that they participate in a School-wide skills training programme. Up-to-date information about cluster members, including research students, is located on the LLRC website at <http://www.wmin.ac.uk/sshl/page-2089>. During the current RAE period there have been three PhD completions in Linguistics: Ladhams and De Silva Jayasuriya, both supervised by Baker; and Thomas, supervised by Syea. Currently there are three part-time students registered in the Department, working on Gulf Pidgin Arabic; Phonetics and the *a capella* choral trainer; and Expletive constructions in Arabic.

2.5 SSHL is at the forefront of doctoral training in the University, covering the whole research degree experience from methodologies, to giving papers, writing for publication, preparing for the viva and beyond. Research in Linguistics at Westminster has benefited considerably from this. The high standards of doctoral training and research throughout both the School and the wider University are maintained and developed through the offices of the University Research Degrees Committee, its Sub-Committee (which oversees all aspects of research degree policy and delivery), and the Research Students Committee (noted as an area of 'best practice' in the HEFCE audit). Research students themselves (assisted by cluster-level funding) have also set-up and organised an SSHL Graduate Forum for research students, from across all disciplines in the School, and are currently working on a new on-line journal to be published at <http://www.wmin.ac.uk/sshl/page-2598>. The Forum has significantly enhanced the ways in which research students interact with each other and has become integral to the research training programme. Linguistics research students also enjoy close links with postgraduate events at UCL and other colleges of the University of London, regularly attending conferences and seminars there.

3. Strategy

3.1 We have had considerable success in achieving the aims projected in our submission to RAE2001. The appointments of Ladhams and Ihemere have more than doubled staffing in the creole studies area (now 3.5 instead of the former 1.5fte). Of the books projected in 2001, the one on Mauritian Creole (see RA2) has now appeared, as has the important collection *Comparative Creole Syntax*, co-edited by John Holm and Peter L. Patrick (Volume Seven in the Westminster Creolistics series), while those, coordinated by Baker, on

Chinese Pidgin English, St Kitts English, and African influence in creole languages (*Black through White*) are all progressing well and two will be published in 2008. (This unavoidable delay was due in part to loss in the 2004 tsunami of a considerable quantity of work while Baker was in Sri Lanka). At the same time, unfortunately, work on developing language mapping techniques was terminated by the closure of the Geography Department at SOAS, which had provided essential technical support.

At the heart of LLRC's current research strategy for 2008-12 are four key priorities detailed below:

- the continued development and expansion of Creole Studies;
- continuation of research in phonetics and phonetic pedagogy;
- development of work in language acquisition and syntax;
- establishment of a new Centre for English Language Teaching Research.

3.2 In the context of Creole Studies, we are aiming, in particular, to stimulate both future research within the university and foster the development of joint research projects with scholars in other countries. Baker, Ithemere, Ladhams and Syea will all focus on assisting younger CCS members to develop research and analysis skills, and to produce publishable work over the next five years. As CCS director, Ladhams will further work to maintain and further enhance the University's influential position in the study of contact languages (in particular, extending the series of workshops encouraging research on neglected languages, which will lead to collective publications in the *Westminster Creolistics* series). The CCS will also continue the recent work which has been begun by Robertson, making old (mainly pre-1900) creole texts electronically available and thus accessible to researchers around the world.

3.3 Individually, CCS members also have well-advanced plans, which constitute a key part of our research strategy for the next five years. Baker is applying for EU funding for an international survey of pidgins; a joint project with Peter Bakker (Denmark), Païvi Junoven (Finland), and Mikael Parkvall (Sweden), with a research timetable spanning 2008-10. He also plans additional research on the Vedda language of Sri Lanka (begun in 2003) aimed at replacing the recordings, transcriptions and analyses which were destroyed by the 2004 tsunami. In addition, he will conduct further historical research on both Chinese Pidgin English and St Kitts Creole English. Another project on which Baker is an advisor and for which he will provide data for two of the languages surveyed is the *Atlas of Pidgin and Creole Language Structures*, based at the Max Planck Institute in Leipzig. Ladhams will continue research on varieties of Creole Portuguese worldwide, preparing a monograph on this topic. He is also investigating the consequences of contact between Portuguese and other languages, notably Amerindian languages (Brazil), and Spanish (Uruguay). Syea will continue his cluster-funded research on the acquisition of Mauritian Creole as a first language, as well as preparing a comparative study of the French Creoles of the Indian Ocean and the Atlantic (with Karl Gadelii, Paris) for a projected workshop at the

University of Westminster in 2009, leading to a collective publication. Ihere is currently completing the preparation of an AHRC grant application for a project aimed at expanding his research in cross-cultural pragmatics.

3.4 In the area of phonetic pedagogy, Ashby plans further research into the effectiveness of different training processes and assessment strategies, including collaboration with colleagues in Japan on a Japanese government funded project on English intonation training; fostering potential careers and research in general phonetics and the phonetics of English; and consolidation of her research into applications of phonetics with another textbook planned at the completion of this project. As Examinations Secretary for the International Phonetic Association she is actively engaged in updating and promoting the *Certificate* examination with a view to extending this to the phonetics of other languages; a project which has potential for inter-institutional collaboration and research into distance learning. The University is now also a joint organiser with UCL of the biennial Phonetics Teaching and Learning Conference.

3.5 In terms of language acquisition and syntax, LLRC will continue to support the emergent research projects carried out by Caink and Syea (exploring the acquisition of Mauritian Creole by Down's Syndrome learners, in parallel with his other projects). Both studies are on target to yield significant publications in the near future. Synergies for development of research in the area of language, gender and culture, projected in 2001, are also progressing. Two fractional members of staff, Salter-Dvorak (completing a PhD at the University of Bristol) and Denroche (completing his PhD at the Institute of Education, University of London), are, along with Sylvester and Preece (see UoA57), both actively engaged in different aspects of such work.

3.6 A new Centre of English Language Teaching Research was opened in November 2007, following the return of Paterson from an extended period of leave. This centre is regarded as pivotal in the further development and expansion of intra-departmental research and collaboration with English, drawing EFL and TESOL researchers into the wider research culture.

Evidence of esteem

Baker was appointed as Professor of Contact Linguistics at the University of Westminster in 2006. He is an active member of the Editorial Boards of *Journal of Pidgin and Creole Languages* and *Creolica*, as well as series editor of *Westminster Creolistics* (see above). His invited talks include Umeå University (Sweden) in 2002 and the opening keynote address in plenary session at the Leipzig conference on 'Creole language structure between substrates and superstrates' at the Max Planck Institute in Leipzig. In 2003, he was invited by the Danish Institute for Advanced Studies in the Humanities (Copenhagen) to assess the viability of a research project on pidgins. In 2004, he was external examiner for a PhD on Mauritian Bhojpuri (University of York).

Ihemere completed his PhD in 2006 and gave a number of conference papers, including a recent invited presentation at the University of Newcastle (2007).

Ladhams is External Examiner for English Language and Linguistics at King's College London, and an examiner for Portuguese for the Institute of Linguists.

Syea continues as joint organizer (with Baker) of the Westminster Creolistics Workshops. In 2003, he was external examiner for a PhD on French and Guadelopean Creole at Salford University. Among other conference and seminar papers, in 2006 he gave a specially invited presentation at Queen Mary, University of London, and has served as a peer reviewer for the journal *Multilingua*.