

Fifty Years of Linguistics at Reading

This editorial welcomes you to Volume 7 of the Language Studies Working Papers of the University of Reading which is, in this instance, a celebration of 50 years of Linguistics as an academic subject at the University of Reading. We are celebrating this milestone during academic year 2015/16, including events for current and prospective students, alumni and staff past, present and future.

The papers in this volume are divided into three sections. The first section contains three papers, based on presentations given at the 50th Anniversary event in November 2015, which chart the development and continuation of Linguistics and its various branches at Reading. The third section has three contributions from our alumni, some more recent than others; one explains how his experience at Reading shaped his eventual career path, and the other two present their dissertation research. Between the two is the transcript of an interview with Professor David Crystal who was one of the first members of Linguistics staff at Reading. David presented the talk 'Linguistics: Whatever next?' at our 50th Anniversary event in November 2015 and one of our editors, Chris Ryder, was fortunate enough to secure a meeting with him to record the interview on which the transcript is based.

The volume starts with Michael Garman's engaging narrative of the formation of the Department of Linguistic Science in the late 1960s, led by the formidable intellect that is Frank Palmer, and what it was like to be a new lecturer in 1970. Under Frank's inspirational stewardship, and in collaboration with David Crystal, Peter Matthews and David Wilkins, Linguistics at Reading quickly established itself as the field of study which equipped students with the requisite practical and research skills to be able to apply linguistics to real-world situations affecting a variety of people in populations, including speech and language pathology, linguistic fieldwork, and English (and other) language teaching. It is also evident from what he writes that staff and students were expected to be independent learners in the university environment; in the current climate, we are working hard to engender the same spirit of self-driven enquiry among new undergraduates. Mike's article highlights the importance of the development of Linguistics at Reading and guides the reader through the various changes in Departmental and School structure which Linguistics has undergone since it was established here.

Pauline Robinson directed the Centre for Applied Language Studies (CALS) at Reading until 2002, retiring in 2007, and gives us in her chapter a description of the establishment and various different strands of activity undertaken by that Centre. Fondly known until the demolition of their building as being 'across the car park' from what is now the Humanities and Social Sciences Building (HumSS), CALS staff delivered training in mainly English language teaching techniques when the Centre was originally set up, going on to deliver MA and PhD programmes. Eventually, the degree award-bearing activity moved to the Department of Applied Linguistics (now 'English Language and Applied Linguistics'), but CALS itself has subsequently developed into the International Study and Language Institute (ISLI). ISLI delivers not only pre- and in-session language support to the many thousands of students whose first language is not English studying subjects all over the University, but also includes the International Foundation Programme (IFP), the Institution-Wide Language Programme (IWLP), the Study Abroad Office, and continues to run short courses for

language teachers and overseas students as it always has done. Pauline's chapter finishes with a case study of one of our former students, Amos Paran.

It may be evident to those reading this editorial that Linguistics at Reading is not contained in a single School or even in a single Faculty unit (at the time of writing, the University is even in the process of doing away with Faculties!). Vesna Stojanovik's contribution describes how she arrived in 2002 as the only Lecturer in Clinical Linguistics and how Language Pathology was subsequently relocated by the University within the School of Psychology and Clinical Language Sciences. This is situated a little more distantly than 'across the car park', at the Earley Gate side of the University's Whiteknights Campus. Vesna details the research and teaching activities of Clinical Language Sciences (CLS) at Reading, describing the excellent facilities available to staff and students and explaining how the Department grew from six academic staff in 2005 to twelve at the time of writing, augmented by clinical tutors and teaching fellows. She finishes with an outline of some of the research currently underway in CLS and explains how links across subject areas are maintained by working with e.g. the Centre for Literacy and Multilingualism, more about which later.

A fascinating addition to this volume is the transcript of the conversation between Working Papers editor Chris Ryder and David Crystal during David's visit in November 2015. David talks about how and why Linguistics was brought into being at Reading in the late 1960s and what fascinated him personally in language and linguistics from an early age. He highlights the fact that language is relevant to all fields of study and all aspects of human life, and that Linguistics at Reading was hugely important in developing and shaping Linguistics, not only as an area of academic study, but also in relation to real-world applications. He talks of his career writing about language and linguistics and leaves us in no doubt about the unpredictable, adaptable nature of language in the future. We're sure you will find this to be a captivating contribution.

We were keen to involve former students in this volume. The final three papers were contributed by three alumni, the first being Alastair Walker, who came to Reading to study German and French in 1967. This is followed by the edited versions of dissertations presented by two 2015 graduates, Fay Bainbridge (BA in English Language) and Nina Freund (MA in Applied Linguistics), both of whom were awarded Distinction for these research projects.

Alastair explains how his entire academic career seemed to have happened by accident on the discovery of Linguistics as a subject area. Recently retired from the University of Kiel, Germany, he gives a lively account of his discovery of Linguistics as a first-year undergraduate at Reading, his subsequent decision to pursue a degree in German and Linguistics instead of German and French, and how the knowledge and skills he developed and support he received led him to a rewarding career researching and documenting aspects of the Frisian language, which included setting up the first (and only) Department of Frisian Studies at Kiel. Reading Alastair's account of the impact of Linguistics on his career, it is again made evident that language is not simply something people use to communicate, but can feature prominently – sometimes crucially – in the social, political and economic development of language- and dialect-speaker communities. The contribution of Reading's Linguistics alumni, such as Alastair, to what we know about language and society cannot be underestimated.

Fay Bainbridge graduated in 2015 from the BA in English Language with a view to training as a Speech and Language Therapist. She is currently working at a special needs school and volunteering with the UK's Stroke Association in order to develop the experience she needs for the gruelling two-year postgraduate programme. A proportion of students from the BA English Language take a similar route every year on graduation; many train at Reading, and cross from Earley Gate to the HumSS building to chat with their former lecturers and administrative staff, or speak to current students about Speech and Language

Therapy as a career choice. Fay's paper in this volume is an edited version of her award-winning dissertation, which looks at whether using mobile phone apps can support primary school children's spelling. You can see from this submission the high level of practical skills and application of theoretical knowledge in academic work achievable by our undergraduate students.

In the final paper, Nina Freund summarises her 2015 Master's dissertation work on the use of stative verbs, such as 'love', in the progressive form in British English. Taking as her starting point the McDonald's slogan *I'm lovin' it*, Nina used a corpus-based approach to research whether there is greater use of progressive forms of stative verbs in modern-day British English in comparison with that of the early 1990s. Is there evidence in her data that more people are saying, e.g., 'I'm thinking a cheeky Nando's this evening'? The results may surprise you. Corpus Linguistics is a growing field of study and we are very fortunate to be able to offer the facilities and resources to students to be able to pursue work in this area as well as expertise on the staff.

In Vesna Stojanovic's contribution, current staff in CLS are named and recent research areas detailed. As there is no paper in this volume on current staffing and research interests in the Department of English Language and Applied Linguistics (DELAL), the opportunity is taken to give a brief summary here, starting where Mike Garman's contribution leaves off.

DELAL has grown in staffing in recent years mainly thanks to the University's 2014 review of English Studies at Reading, during which it was decided to support growth in staff and student numbers both in English Literature and in English Language. In 2012, full-time staffing in DELAL comprised two Senior Lecturers (soon to be re-classified Associate Professors by the University), one full-time Lecturer, one part-time Lecturer and two Teaching Fellows. By academic year 2015/16 and at the time of writing this editorial, DELAL has the following staff: five Lecturers (Fraibet Aveledo, Tony Capstick, Sylvia Jaworska, Christiana Themistocleous and Clare Wright); three Associate Professors (Michael Daller, Jacqueline Laws and Parvaneh Tavakoli); and three Professors (Clare Furneaux, Rodney Jones and Jane Setter). This academic staff complement is augmented by two Visiting Professors in the area of Language Testing and Assessment, various sessional staff – such as part-time Teaching Fellows, postgraduate students acting as Teaching Assistants, and tutors on our MA by Distance Study – and an outstanding administrative team consisting of Lesley Hammond, Amanda Horn and Anne Whitbread. DELAL also enjoys collaboration with staff from the ISLI, most notably Colin Campbell, who assists on the Portfolio track of the MA TESOL.

Recent published research includes a corpus-assisted discourse study of the representation of hosts in tourism discourse (Jaworska), argument structures in the academic writing of overseas students in the UK university population (Furneaux), code-switching in Cypriot and Standard Greek used online (Themistocleous), Globalisation in MA TESOL programmes (Tavakoli), juncture cues in British, Singapore and Hong Kong English (Setter), contextualization and authenticity in Task Based Language Teaching (Wright), derivational morphology in adult speech (Laws), vocabulary knowledge among language learners and bilinguals (Daller), literacy practices among migrants (Capstick), and the discourse itineraries of food risk (Jones). At the time of writing, Professor Rodney Jones is Head of Department.

It should not be forgotten, of course, that Linguistics at Reading is not simply to be found in CLS or DELAL. The ISLI has already been mentioned above and you can read more about the formation of this Institute in Pauline Robinson's contribution in this volume. The Department of Modern Languages and European Studies (MLES) offers modules and conducts research into linguistic aspects of (particularly) German and Italian. The focus of the University of Reading's Institute of Education (IoE) in the area of Linguistics includes elements of literacy and language learning in mainstream school education in the UK, including aspects of bilingualism. The Centre for Integrative Neuroscience and Neurodynamics combines world-class facilities with inter-disciplinary expertise in the areas

of Linguistics, Psychology, Health Sciences and Education. Finally, the research interests of CLS, DELAL, MLES, IoE, ISLI and the Department of Psychology come together in the Centre for Literacy and Multilingualism, which also performs outreach work with parents of children whose first language is not English through the Reading branch of Bilingualism Matters.

Linguistics at Reading is thriving. We hope you enjoy this volume of our Language Studies Working Papers and that it peaks your interest in what we do at Reading. Here's to the next 50 years!

Professor Jane Setter
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English Language & Applied Linguistics
2009 – 2015

Professor Theo Marinis
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