

## **English: Research Strategy for 2015–2019**

### **1. Introduction**

Our research within English corpus linguistics and (language) didactics is well-established and internationally recognised and is fully integrated into both our undergraduate and graduate courses, with a professor, two senior lecturers (one of whom should be promoted to associate professor in 2018), and a post-doctoral researcher: current projects as well as proposed projects that should attract external funding are all set to continue the success of the subject by the researchers in English linguistics. In English Literature, American Studies and especially ecocriticism, has been internationally recognised, and is also reflected in undergraduate and graduate teaching. Romani studies is the other focus within English Literature, which has not yet received the recognition it deserves. Conferences in corpus linguistics and in ecocriticism at Mid Sweden University have furthered the reputation of research carried out by the English subject both nationally and internationally. We need to build on our success and maintain our international standing. However, we have to recognise the primary need, which is to develop American studies and the important focus of ecocriticism in particular, for which the first step is to recruit full-time research staff to replace those who have retired or left Mid Sweden University. This is of especial importance given that the focus of the two currently-active doctoral students is within American studies. We are also keen to expand research within Romani studies and hosting an international conference would be a springboard for exciting interest in this research focus.

### **2. Context**

Because of the nature of research in the areas of the discipline of English, it is already situated in an international context and meets international standards through internationally peer-reviewed publications. This is especially the case with corpus linguistics where the material, both historical and contemporary, is based on international corpora, in particular those compiled by, or in collaboration with, the linguists in the English discipline. It also applies to doctoral theses that have recently been defended, and current work within the areas of American studies, including ecocriticism, and in Romani studies. Given current interest in minority and integration studies, Romani studies is an important field, which complements work being done in other disciplines, and is set to expand, with a new application for external funding underway. Corpus linguistics and language didactics are also in focus nationally and internationally, and we believe that we have much more to contribute in terms of new corpora, methodology and research using corpus material which will benefit our teaching and contribute to new knowledge nationally and internationally. American studies and especially ecocriticism are ever-expanding both within Literature and in interdisciplinary studies, and we need to be at the forefront of current trends in the field. Current doctoral thesis work and collaboration with international scholars will help in this regard while we hope to recruit forward-thinking researchers to help us in our pursuit of new knowledge.

### **3. Challenges**

The challenges currently facing research within English are primarily the need to recruit more research staff to enable us to be allowed to continue let alone further develop our doctoral research programme. There is also a need to maintain and develop the profile of American studies and ecocriticism, as within this area there are now only two part-time associate professors and two doctoral students (although Dr Martin Shaw is writing two articles on ecocriticism). A challenge that is currently being addressed is the initiation of further collaborative projects, and obtaining external funding for these: this is especially pertinent for research within Romani studies where a further challenge is to obtain

international recognition of work carried out at Mid Sweden University on autobiography in Romani studies. It is also relevant for projects within corpus linguistics and didactics and within American studies to gain external funding, potentially including funds for financing further doctoral students. Moreover, we need to further refine and develop our doctoral programme to ensure we meet every demand for quality in our education.

#### 4. Main research directions

**Corpus linguistics, and English language didactics:** In their pursuit of research in English Linguistics and English language didactics within the framework of corpus linguistics, Terry Walker, Rachel Allan, Irina Frisk and Ewa Jonsson make up a strong and internationally recognised research front in a number of projects. Projects to combine and complement interests within the corpus linguistics profile have their bases in the following work:

The compilation of international corpora: A goal of the English subject is to continue to compile international corpora: previous corpus compilation involving members of the English staff are the *Mid-Sweden Corpus of Computer-Assisted Language Learning* (McCALL), *A Corpus of English Dialogues 1560–1760* (CED) and *An Electronic Text Edition of Depositions 1560–1760* (ETED). These are internationally available corpora helping place Mid Sweden University on the map as regards English didactics (McCALL) and historical linguistics (CED and ETED). Irina Frisk used the McCALL corpus, as well as creating her own corpora, for her thesis “A Linguistic Analysis of Peer-review Critique in Four Modes of Computer-mediated Communication”, which she defended successfully in 2016. Meanwhile, the ETED project was in fact one of the two impact cases reported on for ARC13 and has been favourably received as “a wonderful resource” (Moore 2013). Work in this field at the English subject has been recognized internationally: for example, Terry Walker was commissioned by Cambridge University Press to write a chapter for the forthcoming *Cambridge Handbook of English Historical Linguistics*, and has been invited to give plenary lectures at international conferences on both computer assisted language learning and new developments in historical corpora: for example, a plenary paper “Spoken Interaction of the Past: *A Corpus of English Dialogues 1560–1760*” was presented at the Sorbonne, Paris in September 2015. The Online Introduction to University-level English Studies for Upper Secondary School Students project (described below) will also add to the corpora produced and exploited by the English subject. A current project led by Irina Frisk is a compilation of a corpus of 220,000 words of L2 student written and spoken discussions online. The raw data was collected at three different universities in Sweden: Halmstad University, Linnaeus University, and Mid Sweden University and comprises students’ peer-review discussions. It is therefore largely representative of the L2 learning environment at Swedish universities today, as computer-mediated peer-review discussion assignments constitute frequent forms of continuous assessment in L2 teaching practices. The corpus will be annotated for syntactic, discourse-specific, pragmatic etc. features and come in a user-friendly format (this part of the project will be done in collaboration with Professor Jukka Tyrkkö, Linnaeus University), which will make it a valuable resource both for linguists with specific research foci and English teachers in general, allowing an in-depth analysis and a quick overview of linguistic phenomena at the same time. Rachel Allan compiled a learner corpus with a business focus, *The Learner English Business Writing Corpus*, as part of a funded project. An article based on this, entitled “Errors and gaps in phrasal language in learner English business letters”, is currently in progress and will be submitted to an international journal. The corpus has also served as a tool for course development (a follow-on Business Writing course), and is a further corpus resource for the English subject. Rachel Allan has received further funding to develop a pilot corpus of historical English Language Teaching textbooks in cooperation with the ELT Archive at Warwick University, UK, and

this is currently ongoing. This will yield a conference paper to be given at the international IVACS conference in 2018, and an article for publication. Based on this pilot, an application for external funding is planned for 2019, to develop this into a comprehensive corpus of selected ELT textbooks from the period 1900-2000.

Spoken interaction and historical corpus linguistics: Within the field of historical corpus linguistics, spoken interaction of past periods has been the focus of work by Terry Walker, often in collaboration with other universities. Apart from a monograph (Walker 2007), and the CED and ETED projects (in collaboration with Lancaster University, Uppsala University, and Kansas University), a special issue of the peer-reviewed *Nordic Journal of English Studies* was published in 2017, co-edited by Terry Walker and Professor Merja Kytö (Uppsala University). The issue includes the MA dissertation of one of our students at Mid Sweden University. Also, in collaboration with Dr Peter Grund (Kansas University), a conference workshop (with a resulting edited volume to be published by Oxford University Press) took place in July 2016 in Essen, Germany, on speech presentation in historical texts. Walker and Grund's contribution is entitled "Free indirect speech, slipping, or a system in flux? Exploring overlaps between direct and indirect speech in Early Modern English." Moreover, an international workshop celebrating the 10<sup>th</sup> anniversary of the CED was held at Mid Sweden University in April 2016. This last should help address the need for the corpus linguistics profile to be recognised as such within Mid Sweden University. Articles based on selected papers from the workshop will be published in 2018 in a special issue of the *Journal of Historical Pragmatics*. Walker has recently published two further papers: "speaking base approbious words': Speech representation in Early Modern English witness depositions" (*Journal of Historical Pragmatics*) and "'he saith y<sup>t</sup> he thinkes y<sup>t</sup>': linguistic factors influencing third person singular present tense verb inflection in Early Modern English depositions" (*Studia Neophilologica*).

Lexical bundles and vocabulary learning: Rachel Allan has published two articles examining the lexical content of two types of English language teaching materials. She compiled the *Self-Study English Corpus*, a corpus of contemporary self-study language learning texts, which was constructed to be used alongside her earlier *Corpus of Graded Readers*. An analysis of the lexical bundles, i.e. frequently used word combinations, was carried out on both corpora, assessing how far authentic lexico-grammatical patterning is affected by grading language input in learning materials. This resulted in the article, "Lexical bundles in graded readers: To what extent does language restriction affect lexical patterning?" published in *System*, an international journal of educational technology and applied linguistics in 2016. A further article based on the *Self-Study English Corpus*, "From *do you know* to *I don't know*: An analysis of the frequency and usefulness of lexical bundles in five English language self-study books" was published in the international journal *Corpus Pragmatics* in 2017. A third article, "Lexical bundles from one century to the next: An analysis of language input in English teaching texts" is to be published in the special issue of the *Journal of Historical Pragmatics* in 2018, as outlined above, following on from the paper given at the workshop.

English as a Lingua Franca: A further research interest within Linguistics is English as a Lingua Franca (ELF), i.e. English used as a common means of communication among speakers from different first-language backgrounds. Rachel Allan carried out research using the *Vienna-Oxford International Corpus of English* (VOICE), looking specifically at the little-studied business domain. This resulted in a presentation given at Changing English 2015, an international ELF conference in Helsinki, which was subsequently developed into a paper entitled "Lexical bundles in ELF business meetings" and published in *The Linguistics Journal* in 2016.

Text message corpora – language and social media: Ewa Jonsson, who joined the department in 2015 as a post-doctoral researcher, published her revised doctoral dissertation, a multidimensional study of computer chat titled *Conversational Writing* (Jonsson 2013), with an international publisher in late 2015. In her further work, she has focused on the language of SMS text messages and tweets, particularly conducting a multidimensional analysis (MDA) of a corpus of SMS text messages (called CorTxt) acquired from the University of Birmingham. The MDA has involved manual multi-feature annotation of the corpus material followed by statistical computations, whereby Jonsson has situated the register in a multidimensional linguistic space, alongside other registers of writing and speech, using a methodology devised by Douglas Biber at Northern Arizona University, NAU. (At the end of 2015, Ewa Jonsson spent five weeks at NAU collaborating with Biber on the annotation of the corpus material.) Among other findings, the study sheds light on the orality (“spokenness”) of text messaging. Tentative results have been shared as research presentations at NAU and the aforementioned international workshop at Mid Sweden University on corpus linguistics, and a full paper will be offered to the organizers of an international corpus linguistics conference and submitted to an international journal by early 2018. Ewa Jonsson is also studying the distribution and functions of emotives (*inter alia* certain emojis) in conversational writing, text messages and tweets, having thus far developed a tentative functional framework for the linguistic-pragmatic classification of emotives. Outcomes of this strand of Jonsson’s work include a paper given at the ICAME 38 (International Computer Archive of Modern and Medieval English) conference in Prague, Czech Republic, 2017, and a chapter in a forthcoming book on the pragmatics of punctuation (Claridge and Kytö eds. 2018). During her post-doctoral period, Jonsson has furthermore participated in and completed Mid Sweden University’s postdoctoral training program, involving e.g. several international scholarly visits whereby she has gained experience and developed a network with collaborators in future projects. Among upcoming projects are studies of the modality of emotives and the function of prepositional phrases in conversational texts, as well as the development of a text-type index for English registers.

**Didactics:** Other than the work described above, there continues to be collaboration between researchers in English Linguistics in the field of didactics, as well as other projects, described below.

Online Introduction to University-level English Studies for Upper Secondary School Students (ULE): The English subject is planning to further develop a project that involves researchers from both English Linguistics (and potentially English Literature), namely, Rachel Allan, Irina Frisk and Terry Walker. The collaboration project (abbreviated to ULE) aims to give upper secondary school students a taste of university-level English studies as part of their English coursework; provide teachers with insights into university-level English studies and how it relates to upper secondary school level; provide the English section with insights into how university-level English studies relate to upper secondary school level; provide a corpus for teaching English on the upper secondary school teacher education programme at Mid Sweden University; provide a corpus for research into the language of upper secondary school students for both the English staff and students on the upper secondary school teacher education programme at Mid Sweden University. The project uses the online learning platform Moodle, and includes assignments that correspond to those on the English (BA) A course, 30 credits. The pilot project was carried out with one class and proved quite successful. An article by Walker and Allan entitled “Bridging the gap between university and upper secondary school English studies: the ULE project” will be published in the ICAME Journal in 2018. Having learned from the pilot project, we can refine the set-up and if funding can be found, the project will be extended to more classes, in further local

upper secondary schools. The project benefits upper secondary school students and teachers (the project is carried out during their scheduled classes) by offering free, extra input. A major part of the ULE project is the creation of corpus material for didactic and linguistic research by teacher trainees, other university students, and researchers. Aspects of language acquisition, such as vocabulary and grammar, can be fruitfully explored. The ULE corpus material can also be used in teacher trainee exercises in assessing and grading upper secondary school students' written work. Developing and extending the ULE project also means that the corpus material will continually expand, which will allow both synchronic and diachronic studies of the material. An application for project funding will be developed in 2018.

Writing skills: Another ongoing project in language didactics engaging Irina Frisk, in collaboration with Dr. Anne Holm (Linnaeus University), focuses on analyzing teacher trainees', F-3, writing skills. There is a pilot corpus, currently comprised of 45,000 words of written academic English, which consists of students' first hand-in assignment submitted during the language proficiency and literature modules. The aim with this project is to target any potential weaknesses in student writing, e.g. the use of relative clauses and the *there*-construction in English, in order to adapt in-course materials to their needs. In the rapidly developing field of digital humanities, in which English serves as a lingua franca across national and cultural borders, highly proficient speakers of English are in demand. By providing teacher trainees with writing strategies that they can reapply successfully to different contexts of language use, both for professional and personal purposes, this project also contributes to their development as future educators. An application for project funding will be made in 2018.

Corpus-based course literature: A third project Irina Frisk is planning is based on a corpus of written and spoken peer-review discussions from a teacher-lift course at Mid Sweden University, which revolve around teaching practices used in the English classroom in Swedish middle schools (these students come from different municipalities in Sweden). One of the assignments addresses specifically the integration of digital tools in language teaching, in relation to the latest revision of the national curriculum for the compulsory school in Sweden (Lgr 11). A main goal of this project, which will be done in collaboration with Professor Jukka Tyrkkö, Linnaeus University, is to produce a corpus-based course book for teaching English as a second language in years F-3 and 4-6, for teacher trainees and practicing teachers in general.

Factors affecting student participation: Airong Wang successfully defended her thesis in English with the title "Learning English in a Multi-User Virtual Environment: Factors Affecting Participation" in 2017.

**American Studies:** Anders Olsson has wide experience in American Literature and American Studies. He has been president of SAAS, the Swedish Association for American Studies, 2005–2010, organizer of national conferences 2008 and 2010, and editor, 2007–2013, of *American Studies in Scandinavia*; one of the initiators (2003) of IASA, The International American Studies Association, and member of the board (2005–2009). Anders Olsson's research is focused on the book project *Travel Matters*, a discussion about nationalism, cosmopolitanism, and internationalism. This is based on transatlantic writing from the first half of the nineteenth century, where Washington Irving, Walt Whitman, Margaret Fuller, Fredrika Bremer, and Alexis de Tocqueville, are among the travellers included in the discussion. Professor Donald E. Pease, English and Comparative Literature at Dartmouth College, and editor of an American Studies series at New England University Press has expressed an interest in publishing the book. Work on Washington Irving, Fredrika Bremer, Margaret Fuller, and Walt Whitman has been presented as plenary talks and

presentations at international conferences and workshops. A related project is *Margaret Fuller and Fredrika Bremer: A contrasting biography*, which refers to the transatlantic perspectives of the two authors, Bremer in the US and Fuller in Rome and Europe. Caroline Levander, Professor of English at Rice University, who is the editor of the series Images of America, for Oxford University Press, has shown interest in including the outcome of this project in the series. Current conference presentations awaiting publication are “What Constitutes a Song? Walt Whitman, his poetics and (human) nature”, presented at a panel of the biennial conference of the Spanish Association of American Studies in Cáceres in 2017, and “Colors in Flux: New Orleans and Literary Mapping”, presented at a panel of the biennial conference of the Nordic Association for American Studies in Odense in 2017. Maria Proitsaki defended her thesis on “Empowering Strategies at Home in the Works of Nikki Giovanni and Rita Dove” in 2017. Pernilla Nord, who is currently no longer funded, is continuing to work on her doctoral thesis within American studies entitled “The construction of subjectivity in relation to contemporary consumer culture in *Less than Zero* and *Imperial Bedrooms* by Bret Easton Ellis”.

Ecocritism: Two visiting scholars in Environmental Humanities, Professor Adriana Méndez Rodenas (University of Iowa) and Masami Yuki (Kanazawa University, Japan) were invited to the Department of Humanities in 2014. Since that time, collaboration with experts in the field has continued to help identify and profile the areas of American Studies and Environmental Humanities within the English subject. Experts include Associate Professor Michael Boyden (guest researcher 2017–2018), post-doctoral researcher Reinhard Hennig, Associate Professor Alexa Weik von Mossner (Alpen-Adria University Klagenfurt), Dr John Parham (University of Worcester), Peter Mortensen (Aarhus University), and Professor Scott Slovic (University of Idaho). The Environmental Humanities will continue to be an identifying factor for the Department of Humanities at Mid Sweden University and we hope to maintain this within English Literature also. Dr Martin Shaw has written a postcolonial and ecocritical analysis of Paul Torday’s epistolary novel *Salmon Fishing in the Yemen* (2007). The article will be sent in for publication in 2018 with the title “The End of Imperialisms in Paul Torday’s *Salmon Fishing in the Yemen*.” Torday’s political satire consists of a collage of texts that were assembled as part of a fictional parliamentary investigation into the death of the Prime Minister of England (satire of Tony Blair and Alistair Campbell). The introduction of salmon fishing to the Yemen is the theme that connects this collage of texts. At one point, three doctoral students pursued ecocritical projects within the English subject. Christian Hummelsund Voie successfully defended his doctoral thesis “Nature Writing of the Anthropocene” in December 2017. Nuno Marques was recruited in 2014 on the basis of an ecocritical project proposal. He is now no longer a doctoral student at Mid Sweden University. Michaela Castellanos, also recruited in 2014, is pursuing a doctoral thesis that analyses the representation of a particular group of marine mammals in contemporary American film. The project with the working title “Representations of Cetaceans in U.S. American Film since 2009” utilizes approaches from Animal Studies, the Environmental Humanities, and Risk Criticism to study with what historically and culturally specific means cetaceans (whales, dolphins, and porpoises) are represented in contemporary film now that they have become icons of environmental risk. The project is expected to be completed during 2019.

**Romani studies**: Romani Studies is an area of academic research that includes many different academic subjects and is becoming more and more interdisciplinary and international. However, there are only a few examples of research that focus on (or include) the life stories of narrators in the United Kingdom who relate to themselves using terms like Romani, Traveller or Gypsy. A similar situation concerning research can also be found in

many other European countries. Dr Martin Shaw's research on the self-written focuses on the life stories of Scottish Traveller, Irish Traveller and English Romanies. His involvement in The Nordic Studies Irish Network (NISN) has been of help in this research, and three peer-reviewed articles have been published (2011, 2011 and 2012) on Irish Traveller Nan Joyce's life story, *Traveller: An Autobiography by Nan Joyce* (1985). An article on English Traveller Dominic Reeve's life story, which spans five books and over 50 years, has been published in the journal *Romani Studies*: "The Changing Sameness of 'real' Romani Discourse in Dominic Reeve's life story" (2016). A further article on Eva Petulengro's *The Girl in the Painted Wagon: Memories of a Romany Childhood* has been submitted to *A/B Autobiography Studies*. Two more articles will be submitted for publication during December 2017 and early 2018. The first of these articles is on Violet Cannon's life story *Gypsy Princess: The True Story of a Romany Childhood* (2011), with the preliminary title "Intersecting Stories and Gendered Support Systems in Violet Cannon's *Gypsy Princess The True Story of a Romany Childhood*." The second article includes an ecocritical approach and will focus on Gordon Sylvester Boswell's *The Book of Boswell: The Autobiography of a Gypsy* (1970) and how the interviewer, transcriber and editor John Seymour's authorship of books on the environment and sustainable farming conflate with the "close to nature" discourse associated with Romanies/Gypsies. A doctoral course in Life Stories in Text and Context was taught for the first time in 2017. This course not only reflects the expertise within this field but is of general relevance to doctoral students in terms of 'relationality'.

#### 5. Analysis of the main research directions

In English Linguistics the established profiles of corpus linguistics, including historical linguistics, and English (language) didactics are pursued by Professor Terry Walker, Dr Rachel Allan, Dr Irina Frisk and post-doctoral researcher Dr Ewa Jonsson in a number of current and forthcoming projects. They are all recognized experts in corpus compilation and corpus methodology. In English Literature, the American studies profile, especially ecocriticism, currently engages Associate professors Anders Olsson and Michael Boyden, and doctoral students Pernilla Nord and Michaela Castellanos. Moreover, postcolonial Romani studies reflects the expertise of Dr Martin Shaw, whose research also relates to other initiatives at the Department of Humanities, concerning minorities and integration.

#### 6. Long-term vision

Clearly the long-term vision is to maintain for American studies and establish for Romani studies the international recognition that English Linguistics (corpus linguistics and didactics) has achieved, and to ensure that our reputation is enhanced. For this we need in the short term to recruit more research staff, and to ensure that external funding is forthcoming, by using internal funding for preparing applications that will attract external funding for (collaborative) projects. Collaboration with researchers on a national and international level not only needs to continue but to increase. The long-term vision is also to further improve the quality of the doctoral programme and expand the number of doctoral students to create a better research environment not only for students, but also for researchers.

#### 7. Goals

First we first need to recruit research staff and obtain external funding to enable researchers to concentrate on research as well as teaching. Currently the small number of staff together with the lack of external funding results in much of the internally-funded hours for research disappearing under the heavy teaching and administrative workload. One researcher is applying for promotion to associate professor, and another should be able to apply in 2018:

funding has been given to these two researchers by the English subject in order to ensure we have a sufficient number of potential main supervisors for doctoral students, as well as to develop the research profiles. An increase in qualified research staff and external funding will enable increased collaboration and the development of our research foci to (further) establish these on the international front. We already have two researchers who have been awarded funding to write applications for externally funded projects, and the subject should be able to fund a third researcher to develop an application for a collaborative project with Linnaeus University. The subject should also be able to fund an application for a collaborative project between the three permanent staff in Linguistics (and potentially staff in Literature) and the local upper secondary school, which will be of direct relevance to teaching and learning at local schools as well as for our own teacher education programme. We also need to continue to collaborate and network with researchers on a national and international level.

#### 8. Goal indicators

As of December 2017, the English subject has four senior lecturers (two in English Literature, one of whom is a substitute teacher, and two in English Linguistics), two part-time associate professors (in Literature, one of whom, an expert in ecocriticism, joined us in September 2017) and a Professor in English Linguistics. One of the senior lecturers in English Linguistics is in the process of applying for promotion to associate professor, while the senior lecturer in English Literature will apply in 2018. We are currently recruiting a further senior lecturer or associate professor in English Literature and are hoping to recruit a professor in English Literature. We currently also have a post-doctoral researcher in English Linguistics, and two active doctoral students, one of whom will defend her thesis in 2019. From 2015, despite the small number of active research staff, the research activity in the subject has resulted in one monograph, four doctoral theses, eleven articles or book chapters (plus three further articles accepted for publication, three under review, and several articles soon to be submitted), two special issues (including one to be published in 2018) and an edited volume at the review stage. All our publications are published internationally in peer-reviewed journals or books. All researchers, including doctoral students, take part in national and international conferences, with 22 paper presentations in the last three years. Most research listed above has been carried out using internal research funding, but we are currently actively pursuing external funding for three projects, with a further project in the pipeline. Two researchers have been granted funding to develop their applications for external funding, and the subject hopes to similarly support the development of a further two project applications. We will continue to collaborate with the local upper-secondary school, and with colleagues within the subject and with colleagues nationally (e.g. Uppsala University, Linnaeus University) and internationally (e.g. Kansas University, University of Worcester, Aarhus University, Alpen-Adria University Klagenfurt). The subject aims to promote equal rights and opportunities for all in teaching, research and as a workplace policy in general. We work proactively to prevent any forms of discrimination by giving support and attention to our students, teaching staff and researchers, in order to ensure a stimulating and positive working environment for all, irrespective of age, gender, religious views, ethnicity, any functional disability, special educational needs, etc. We strive for increasing transparency in the decision-making process by e.g. providing an English translation for all documents within the subject, as part of our policy of inclusion. We fully appreciate each other's feedback and support on a daily basis, and welcome diversity, which contributes to the creation of a dynamic and productive working environment. We also work actively to ensure staff can fulfil both work and family responsibilities, e.g. by scheduling teaching and meetings to suit individuals' needs. We consider the current working environment as



healthy, with mutual respect, openness and cooperation. However, to function better from the research point of view, and to offset the heavy teaching workload, we need more doctoral students and more research staff.

#### 9. What is needed to reach our goals?

As well as the need for recruitment of research staff, in order to organise and maintain the research environments in the profile areas of English, we need internal support both for the completion of competitive project applications and for the establishment and maintenance of a strong research environment. In addition, there is a need for internal and external funding of projects according to a continuously revised research strategy outlining individual projects, and how they interrelate. Output will be published as monographs, book chapters, research anthologies, journal articles, theses, etc. as well as disseminated through WIP seminars, conference presentations and plenary talks. Most current projects should be completed in 2018 and 2019. Beyond these, the aim is to write a number of research applications in 2018, and (funding permitting) pursue the proposed projects in 2019 and beyond. Initial forays into these larger projects may be made already during 2018 with the help of internal funding. It should be noted here that full-time employed doctoral students have 80% research funding and the professor 40%: other researchers have to apply for internal funding each year. Research funding should be reflected in publication submissions (albeit depending on the level of funding, and the stage of the project), with the goal of submitting one to two peer-reviewed articles (or equivalent) per year for publication and presenting at one to two national or international conferences per year.

#### 10. Collaboration

To help achieve research goals we need to continue to extend cooperation with other individual researchers, universities and research centres nationally and internationally. We already have wide networks through our research activities, editorial work, participation at national and international conferences, and membership of research associations, as well as by hosting symposia. We also need to establish further connections with the local council if we are to further enhance cooperation between the subject and local schools for both teaching and research purposes.

#### 11. Working with the research strategy

The research strategy is seen as a work-in-progress document by which we can measure the success of our research activity. In practical terms, the research strategy document will be discussed in the research group meetings at least once a year, and preferably once per term. The research strategy needs to reflect reality and thus we can better see the way forward. Thus the document should be updated yearly by the research group and we should reflect on changes made: to what extent have our short-term goals been met, and how close are we to our long-term visions?

#### 12. Research ethics

Individual researchers are responsible for ensuring that their planning, conducting and reporting of research is done according to ethical research practices. However, the research group does its utmost to ensure ethical conduct by informing staff and students in the subject about such practices, and leading by example. Research ethics, including the understanding and avoidance of plagiarism, the obtaining of correct permissions for use of research materials, are taught as part of undergraduate and graduate courses, as well as discussed during research seminars and within research group meetings. In this way students and

researchers alike are made aware of good practices. Students suspected of plagiarism are reported. In cases where we are unsure, we have always consulted the university lawyers.