

WUN Research Development Fund (RDF) 2013

Application Form

Directions	<ul style="list-style-type: none"> ▪ This application form should be completed after reading the WUN RDF Guidelines. ▪ Responses should be completed using lay terms. It is likely that one or more reviewers will not be a specialist in the field to which the program pertains. ▪ Enter responses by clicking on the marked fields. Some fields are restricted to pre-defined lengths. Fields will not allow for formatting of text (bold, italic etc). Should such formatting be required please cut and paste the information in. ▪ Do not attach additional pages, other than those specifically requested in the accompanying information checklist found at the bottom of this form. ▪ Application forms should be submitted along with any requisite attachments in a single pdf document. ▪ Return the completed application form to your institutional WUN coordinator, Karen Tsui (k.tsui@sheffield.ac.uk) by 14 October 2013. 					
Program Title	The Worldwide Challenge of English					
Principal Investigator at the lead institution	Title	Professor				
	First Name	Andrew				
	Last Name	Linn				
	Department	School of English				
	University	Sheffield				
	Contact phone	+44 114 222 0216				
	Contact email	a.r.linn@shef.ac.uk				
Partner Institutions <i>Name of partner university and lead collaborator at that university.</i>	WUN partners	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">University name</td> <td>Lead collaborator</td> </tr> <tr> <td>Auckland CHUK Western Australia</td> <td>Dr Mark Amsler Prof. Cecilia Chun Dr Meng Ji</td> </tr> </table>	University name	Lead collaborator	Auckland CHUK Western Australia	Dr Mark Amsler Prof. Cecilia Chun Dr Meng Ji
	University name	Lead collaborator				
	Auckland CHUK Western Australia	Dr Mark Amsler Prof. Cecilia Chun Dr Meng Ji				
Non-WUN universities <i>Include country location</i>	Beijing Foreign Studies University, China Copenhagen, Denmark Stockholm, Sweden					
Other partners <i>Corporate, government partners etc</i>						
WUN Global Challenge	Global Higher Education & Research/ Understanding Cultures					
Funding requested	£7,466					
Total matched funding pledged by WUN and other partners	£9,094					
Program Summary						
<i>Enter a summary for non-specialists (maximum 300 words). What do you want to do? Why do you want to do it? How will you do it? What is the expected outcome?</i>						
<p>The University of Sheffield is currently lead partner on an international network funded by the Leverhulme Trust in the UK. This will run until June 2014 and involves five principal European partners. The project is investigating the changing role and changing uses of the English language across Europe in a range of domains of language use. Our ambition is to extend and expand this project by harnessing the strengths of WUN to move the debates beyond the European context. The global use of English is one of the most dramatic linguistic phenomena of our time. It is based on the somewhat naive assumption that the international community can function unproblematically through the medium of English. Despite some critical responses to this assumption (most prominently in the writings of e.g. Robert Phillipson and</p>						

Alastair Pennycook), there is little comparative international data to inform language planning and language policy in this area. We therefore propose to bring members of the existing network together with WUN partners from beyond Europe to develop a project to investigate the challenges facing language practitioners when operating through the medium of non-native English. The focus will be on the experience of teachers and learners on the one hand, primarily in Higher Education but also in the school system, and translators on the other. Our initial step is to organise a workshop in Sheffield at which partners will share their existing research findings and work up an international research network to include non-academic partners (from education and from the translation profession) and plan two projects as the basis for funding applications.

Program Description

In language intelligible to the non-specialist, describe what you intend to do, and how the effort will contribute to building or strengthening sustainable international research collaborations. Explain how it is new and important to scholars and/or society generally. Explain what you expect to be the outcome of the work, and its scholarly or other impact. Explain how (and, if relevant, where) you and your collaborators will undertake the work. Where special skills or techniques are required at any point, make clear who will supply them (maximum 1000 words).

Weight: 20%

English is used throughout the world as the medium for instruction in contexts where English is not the primary national language or even an official language. Within the Worldwide Universities Network, the University of Maastricht, for example, teaches most of its programmes in English. However, only one third of staff and half of the master's students are from outside the Netherlands. This phenomenon is replicated throughout Europe. What does this mean for the experience of teachers and students alike? Does everyone feel equally enfranchised by this arrangement? Is the experience equally positive across all disciplines? What does this mean for the development of the national and local policies on English as a medium of university-level instruction? These are questions we have been addressing as part of the *English in Europe: Opportunity or Threat?* (<http://englishineurope.postgrad.shef.ac.uk/>) project which has now been running for nearly two years and has eight more months to run. These questions are a particular focus of researchers working in the *Centre for Internationalisation and Parallel language Use* at the University of Copenhagen and the *Centre for Academic English* at the University of Stockholm, and indeed English as a challenge for global Higher Education has perhaps been most thoroughly investigated in the context of northern Europe (see, e.g., Kuteeva 2011; Hultgren, Gregersen & Thøgersen forthc.; Linn & Hadjidemetriou forthc.), hence the importance of including these non-WUN partners in discussions from the outset. The existing project also includes partners from southern and central Europe, and our proposed workshop may well include members of research groups in the Czech Republic (Charles University) and Spain (Zaragoza) which have already indicated an academic and financial commitment to taking part. Extending our reach beyond Europe, the specific expertise of Dr Amsler and Prof Chun will be invaluable. Dr Amsler is an authority on the history and nature of literacy and multilingualism while Prof. Chun specialises in language in education and teaching strategies in English-medium classrooms. We are honoured to include the expertise of Prof WEN Qiufang of Beijing Foreign Studies University. Prof. Wen is President of the China English Language Education Association and Director of the National Research Centre for Foreign Language Education. The other main professional field for which global use of English is a fundamental concern is translation. Dr Meng Ji, one of the most active early-career scholars of translation in the world today, runs the international Masters in translation studies at UWA and is also Pao Yue-Kong Professor of Translation Studies, School of Foreign Studies, Ningbo University, China.

English in Europe has had three principal limitations: 1) it has been limited to the European experience; 2) it has been primarily about sharing research findings rather than embarking on new primary research; 3) it has not really engaged with non-academic stakeholders in applied linguistics. This bid is the first stage in rectifying these weaknesses to allow for larger scale integrated international collaboration and the chance to apply for more ambitious funding to support this. We propose to host a research development workshop with the following aims. This will be an opportunity for the European partners to learn about the challenges, successes and failures in English-medium instruction in two very different language contexts (China and New Zealand) as well as in international translation (focusing on English and Chinese), and vice versa. We will share our knowledge of and links with non-academic stakeholders, notably in the education industry, non-HE teaching institutions and in government and language and translation agencies, in order to include these bodies in the project as it develops. We will use the workshop to complete an application to the UK Arts and Humanities Research Council (<http://www.ahrc.ac.uk/Funding-Opportunities/Pages/Research-Networking>) to establish the network for a period of eighteen months in order to fully explore and respond to funding opportunities internationally (see next paragraph). The *English in Europe* project has established a book series (published by Mouton de Gruyter), and we will discuss plans for a volume in this series on the question of language attitudes in English-medium instruction worldwide, which will bring together ongoing research across the globe with an extended state-of-the-art summary of the current situation, co-authored by WUN colleagues on this project.

In 2013 Prof. Linn was PI on an 11-partner bid for €4,2 million of funding from the EU 7th framework programme

(‘Young Europeans: Language Policy v. Language Practice’) which was planned via an AHRC-funded workshop very much along the (more ambitious) lines planned for the WUN workshop which forms the core of the current application. The process of developing the EU bid was productive and positive and, although the bid was unsuccessful, it has formed the basis for learning from experience and developing further bids for European Union funding, this time using expertise from beyond Europe and beyond academia as identified and nurtured through WUN. In preparation for Horizon 2020, one of the topics set out in the *Inclusive Societies* draft Work Programme is ‘Translation and Multilingualism’ where it is stated that “The EU project of promoting multilingualism has been much contested by the actual rapid development of what many observers describe as impoverished global English as the vernacular English mostly used by Europeans”, and this is likely to be a key topic in Horizon 2020. The establishment of this WUN network at this stage will be a very positive move towards positioning ourselves to respond to the calls as and when they come out.

The WUN workshop will address a number of research questions as guiding principles and as bases for subsequent funding bids, including the following: are attitudes to non-native English amongst the student body an impediment to learning and a challenge to the academic authority of those teaching through the medium of non-native English?; are English language services in the institutions represented in this network fit for purpose or does the changing role of English require alternative approaches to language skills training and translation services?; what form of language policy is required to manage the ecology of languages used in international higher education and in the professional field of translation?

Relevance to WUN Goals

Explain briefly how the program aligns with WUN strategic objectives (Weight 10%) and how it addresses a WUN Global Challenge (Weight: 10%). (maximum 300 words).

Weight: 20%

WUN has the aim of providing the means to bring together researchers from across the world so that they can together address the major challenges of our time more effectively than if they were working alone. This project addresses probably the most important issue in applied linguistics today, namely the impact of global English as a cornerstone of the internationalisation of our universities and of the international research endeavour. It is only by investigating this phenomenon in a range of international contexts and using researchers with local knowledge as part of a team that we can develop a properly nuanced set of language policies, free from excessive acceptance of the status quo or of excessive objection to the role of English. This project addresses two of WUN’s global challenges. *Global Higher Education and Research* are fundamentally based on the use of English by those for whom it is not a first language, and research, notably in Scandinavia, has demonstrated that this is not straightforward. Do the challenges and the experiences vary from one region of the world to another? To what extent is Higher Education policy in this regard an international or a local matter? The global challenge of *Understanding Cultures* depends on how different cultures are communicated to each other (via English as a lingua franca and through translation) and on the experience of understanding the world through foreign languages, and these questions will form part of our development of qualitative research projects to help us understand more fully the ‘unspoken’ issues surrounding the use of English as an international lingua franca.

Sustainability

Outline how the program will build long-term, sustainable international relationships based on genuine commitment by the research partners. Describe the sustainability plans, including specific future funding levels and sources to support the research collaboration after the RDF seed monies expire (maximum 300 words).

Weight: 30%

The Chinese University of Hong Kong, the University of Auckland and the University of Western Australia are firmly committed to this project, as evidenced by their letters of support. *English in Europe* project members are also committed to continuing and extending our international partnership in the investigation of the challenge of English as an international language, and we have a firm commitment from Beijing Foreign Studies University (via Prof. Wen Qiufang). The Arts and Humanities have reaped precious little benefit from collaboration with the Chinese partners in WUN or collaboration with other leading Chinese universities and scholars, and this initial network is intended not only to grow as the project moves forward but also to be a pilot project for future international collaborations of this sort in the A&H discipline areas. We are committed to applying for an AHRC research networking award, as outlined above, not least in response to the current highlight notice indicating that the inclusion of Chinese partners and of public policy outcomes is particularly favoured. This would allow us to continue to develop our partnership (based on a strategy agreed at our WUN-funded workshop). If the AHRC application is submitted in the summer of 2014, we would expect to hear the outcome by the end of the year, and the network would operate until the middle of 2016, by which time we would expect to have captured further funds from the EU or elsewhere, according to our agreed strategy in this regard.

Teamwork

Outline how the program team will be led and constituted, including the participation of early career researchers and PhD students (maximum 300 words).

Weight: 10%

The project will be led by Prof. Andrew Linn, supported locally by members of the Sheffield Centre for Linguistic Research, a university-wide umbrella body. This project will be actively supported by Dr Chryso Hadjidemetriou, currently PDRA on the *English in Europe* project. This will allow her the opportunity to develop her own international research network and to develop her work on the current project in new directions. An international steering committee will include Prof. Linn, Prof Chun, Dr Amsler, Dr Ji and Ms Tsui, on behalf of WUN. Funding is sought to allow two representatives of each of the named institutions to attend the workshop, one of whom will in each case be either a PhD student or an early-career postdoctoral researcher. It has become clear from the previous *English in Europe* conferences that a significant portion of the research being carried out in this area is precisely the work of PhD students and postdocs, and the vibrancy of the community will be recognised in the network we intend to evolve further via the use of WUN funding. The worldwide challenge of English will also be a specific theme at the first Sheffield postgraduate linguistics conference to be held in February 2014 (organised by Dr Hadjidemetriou). We are including an additional portion of funding in our bid to allow us to identify and invite two leading authorities on English in international education from beyond the universities represented in this network to animate and lead more theoretical discussion as part of the workshop.

Anticipated outcomes

List the key performance indicators (KPIs) of this project (eg: joint external funding applications, joint publications, postgraduate training, policy input, novel technologies etc) (maximum 300 words).

Weight: 20%

Application for an AHRC research network

Two further applications for funding related to this topic, by mutual agreement

A volume of papers (in Mouton de Gruyter series) on attitudes in English-medium instruction worldwide (papers authored by network members and other invited contributors)

The emergence of a network of early-career researchers following on from the workshop and further supported by the already-planned postgraduate conference

Program Timeline

<i>(maximum 100 words per month)</i>	
Pre-award	Development of a web presence and set of online resources as an extension of the <i>English in Europe</i> site.
January 2014	
February 2014	1 st Sheffield postgraduate linguistics conference which will include a themed session on the worldwide challenge of English, led by an invited authority under the auspices of the WUN project.
March 2014	
April 2014	
May 2014	Workshop to be held over 1,5 days in Sheffield in line with the above proposal.
June 2014	
July 2014	
August 2014	Application submitted to the AHRC research networking scheme.
September 2014	Book proposal for a volume of papers submitted to Mouton de Gruyter as an extension to the existing <i>English in Europe</i> book series
October 2013	Two further funding bids to be submitted during the Autumn of 2014 based on plans developed in the May workshop
November 2013	
December 2013	
Beyond award	

Accompanying Information Checklist	
Letters of support from WUN partner universities using template provided	✓
Letters of support from external (WUN+) partners, where funding is pledged	✓
Program budget outlining key areas of expenditure	✓
CVs of principal investigators (1 page maximum per investigator)	✓

Andrew Linn
Curriculum Vitae
Education

Emmanuel College, Cambridge
1991-1994 PhD in the History of Linguistics.
1990-1991 MPhil in Linguistics
1986-1989 BA (Hons) in English

Employment history

2008 onwards Faculty Director of Research and Innovation
2003 onwards Professor of the History of Linguistics, University of Sheffield
1997-2003 Lecturer / Senior Lecturer in Linguistics, University of Sheffield
1994-1997 Lecturer in Linguistics, University of Luton

Selected Research Awards

2012 AHRC EU support grant (EPSF-024-Linn) - £6920
2011 AHRC Research Grant (AH/1025735/1) - £199,988
2011 Leverhulme International Network grant (IN-062) - £87,557
2010 Worldwide Universities Network grant - £5000
2007 Leverhulme Study Abroad Fellowship - £18,476
2005 British Academy / Royal Swedish Academy grant - £8000
2004 Worldwide Universities Network mobility grant - £950
2000 Leverhulme Research Fellowship - £8080

Honours

2012 Visiting Professor, University of Paris 7—Diderot
2008 Leverhulme Fellow, University of Bergen
2005 Elected member, Norwegian Academy of Science and Letters
2005 Elected member, Agder Academy of Science and Letters

Selected publications

2013 Vernaculars and the idea of a standard language. In Keith Allan (ed.), *Handbook of the History of Linguistics*. Oxford: OUP, 359-374.
2011 Impact: Linguistics in the Real World. In: *Histoire Epistémologie Langage* 33:1, 15-27
2010 Can parallelingualism save Norwegian from extinction? In *Multilingua* 29:3-4, 289-305.
2010 Voices from above—voices from below. Who's talking and who's listening in Norwegian language politics? *Current Issues in Language Planning* 11:2, 114–129.
2008 The birth of Applied Linguistics. The Anglo-Scandinavian School as discourse community. *Historiographia Linguistica* 35:3, 342-384.
2007 [with Leigh Oakes] Language policies for a global era. In: Fandrych, Christian / Salverda, Reinier (eds.), *Standard, Variation und Sprachwandel in germanischen Sprachen*. Tübingen: Narr, 59-90.
2006 English grammar writing. In: Bas Aarts & April McMahon (eds) *The Handbook of English Linguistics*. Oxford: Blackwell, 72-92.
2004 *Johan Storm: dhi grétest pràktikal liNgwist in dhi werld*. Oxford: Blackwell.

University of Auckland
ACADEMIC CV



THE UNIVERSITY OF AUCKLAND
NEW ZEALAND

NAME: MARK AMSLER
CURRENT POSITION: Senior Lecturer Above The Bar (SL6)

EDUCATIONAL QUALIFICATIONS:

Ohio State University, MA, PhD, English and Medieval Studies; The Johns Hopkins University, BA,

PREVIOUS APPOINTMENTS:

2001-2006 U of Wisconsin-Milwaukee: Associate Professor; 1999-2001 Eastern Michigan U: Professor; 1976-1999 U of Delaware: Assistant Professor, Associate Professor, Professor

SIGNIFICANT DISTINCTIONS / AWARDS (since 2005, mostly):

Phi Kappa Phi National Honor Society (1976)
Invited Research Scholar, John Carter Brown Library, Brown U (USA). (2008)
Invited Research Professor, Universidad de Salamanca (Spain). (2012)

PROFESSIONAL SERVICE / OTHER ACTIVITIES

Editorial boards: *Language and History* (Henry Sweet Society, 2009-present), *Historiographia Linguistica* (2005- present), *Assays: Critical Approaches to Medieval and Renaissance Texts* (1991-96, publication ceased in 1996).

Co-director: History of the Book seminar, Newberry Library (Chicago, IL, USA), 2001-05. Programmes at <www.newberry.org>.

RESEARCH

Books (relevant to WUN project):

2011. *Affective Literacies: Writing and Multilingualism in the Late Middle Ages*. Turnhout (Belgium): Brepols. (Appeared August 2012)
1989. *Etymology and Grammatical Discourse in Late Antiquity and the Early Middle Ages*. Amsterdam and Philadelphia: John Benjamins.

Book Chapters, Refereed Articles, Reference Articles most relevant to WUN project:

2010. "Creole Grammar and Multilingual Poetics." In *Medieval Multilingualism: The Francophone World and Its Neighbours*, ed. Keith Busby and Christopher Kleinhenz, Turnhout (Belgium), Brepols, pp. 15-42.
2009. "Hyperliteracies: Structures and History." In *The Prague School and Theories of Structure*, ed. Martin Procházka, Markéta Malá, Pavlína Šaldová. Göttingen, Vandenhoeck und Ruprecht, pp. 387-411. Rptd. In *Roman Jakobson*, ed. M. Thomas, 4 vols. (Routledge 2014).
1993. "From Standard Latin to Standard English." In *Language Variation in North American English: Research and Teaching*. Ed. A. Wayne Glowka and Donald Lance. NY: MLA and American Dialect Society. Pp. 282-89.

Journal Articles (peer-refereed) most relevant to WUN project:

2012. "Mikhail Bakhtin, Langston Hughes and the Poetic Utterance." *Macabéa. Revista eletrônico do Netlli* [Núcleo de Estudos de Teoria Linguística e Literária], 1.2:43-57 (Special Issue: "Marxismo e Filosofia da Linguagem: os Estudos Contemporâneos da Linguagem").
2001. "Affective Literacy." *Essays in Medieval Studies* 18:83-109 (available at <http://MUSE.jhu.edu>).
1993. "History of Linguistics, 'Standard Latin,' and Pedagogy." *Historiographia Linguistica* 20: 49-66. Rptd. in *History of Linguistic Thought in the Early Middle Ages*. Ed. V. Law. Amsterdam and Philadelphia: John Benjamins, Pp. 49-66.

Research Grants / Funding (recent):

Faculty of Arts (U of Auckland) Research Development Fund Grant-in-Aid (2008-2010). \$15K.

Professor SHEK CHUN Ka-wai, Cecilia

Associate Professor

BA.DipEd (CUHK), Adv.DipEd, MEd. PhD (HKU)

Introduction

Formerly teacher of English in secondary school and Teaching Consultant in the University of Hong Kong. Courses taught include Second Language Learning, English Language Teaching Theory and Methodology, The Teaching of Reading and Writing and Studying Second Language Learners and classrooms.

Research Areas

Reading Strategies, Language in Education and Teaching Strategies in English-medium Classrooms.

Selected Publications

1. Johnson, R.K., Chan, R.M.K. and Shek, C.K.W. (1986). "Teacher education and teacher-talk". In M. Tickoo (Ed.) *Language in Learning*. Singapore: SEAMEO Regional Language Centre.
2. Johnson, R.K., Shek, C.K.W. and Law, E.H.F. (1989). 'Text processing: investigating L2 strategies and styles' In Verner Bickley (Ed.) *Language Teaching and Learning Styles Within and Across Cultures*. Hong Kong: Hong Kong Education Department.
3. Shek, C.K.W., Johnson, R.K. and Law, E.H.F. (1991). 'Survey of the language policy and practice in 193 Hong Kong secondary schools'. *New Horizon* 32:1-10.
4. Johnson, R.K., Shek, C.K.W. and Law, E.H.F. (1991). 'Implementing Hong Kong proposed language policy for secondary schools: research and its implications'. In N.B. Crawford and E.K.P. Hui (Eds.) *The Curriculum and Behavioral Problems in Schools: A Response to Education Commission Report No.4*. Hong Kong: Faculty of Education, University of Hong Kong.
5. Johnson, R.K., Shek, C.K.W. and Law, E.H.F. (1993). *Using English as a Medium of Instruction*. Hong Kong: Longman.
6. Shek, C.K.W. (1994). 'Issues in using Chinese as the medium of instruction in secondary schools'. In *Critical Review of Literature on Language in Education in Hong Kong (Chinese Focus)- A Report Prepared for the Working Group on Language Proficiency of the Education Commission, Hong Kong*.
7. Tze, S.K., Chan, W.S., Ho, W.K., Law, N., Lee, T., Shek, C.K.W., Wong, C. and Yu, F.Y. (1995). *Chinese Language Education for the 21st Century: A Hong Kong Perspective*. Hong Kong: Faculty of Education, University of Hong Kong.
8. Shek, C.K.W. (1997) *Read to Learn: A programme on text-structure related reading strategies (Arts/Social Science)- Student's Book*.
9. Shek, S.K.W. (1997) *Read to Learn: A programme on text-structure related reading strategies- Teacher's Guide*. (a video programme)
10. Lee, C.K., Sze, P. and Chun, C.K.W. (1998). Teachers' use and adaptation of TOC English textbooks. *Journal of Basic Education*, 8(1):1-20.
11. Lee, J.C.K., Sze, P. and Chun, C.K.W. (2001). Hong Kong Primary English Teachers' Selection of Coursebooks. *Journal of Basic Education*, (10), 2/(11) 1, 47-72.

Associate Professor Meng Ji, MA, PhD

Meng Ji is an early career researcher and a world-leading scholar of Translation and Cross-Cultural Studies with high-impact publications in the field. Meng has been working on empirical translation studies at world-class universities in the UK, Japan and Australia. She was awarded the first PhD of Translation Studies by Imperial London (2009). She holds a MA of Hispanic Studies from University College London (2005). Her research covers translation and cross-cultural studies, contrastive linguistics (Chinese/ Japanese/ Spanish/ English), textual natural language processing and digital humanities research methodologies. She was elected Fellow of the Royal Asiatic Society of Great Britain and Ireland in 2008. Meng was a postdoctoral fellow, research fellow and later Assistant Professor at the National Institute of Chinese and Japanese Studies of the UK; Institute of Advanced for Asia, University of Tokyo; and Waseda Institute of Advanced Study, Tokyo, Japan. Meng is the sole author of four research monographs and the (co-) editor of three volumes on Translation Studies. Meng has been the recipient of more than twenty academic awards and travel grants from major funding bodies including Roger Fowler Fund Award, UK; British Academy (overseas travel grant; individual project and postdoctoral fellowship); British for the Study of Artificial Intelligence and Simulation of Behavior; two-time travel grants from the British Association for Applied Linguistics; Princeton University; Japanese Society for the Promotion of Sciences (postdoctoral fellowship; individual research projects); Nordic Research Coordination and Funding Council; Universities' China Committee in London; Economic and Social Research Council of the UK; German Association of Applied Linguistics; Volkswagen Foundation, Germany; Mexican Embassy in Beijing and the United Nations Headquarter in Geneva, Switzerland. From 2013-15, Meng is Pao Yue-Kong Professor of Translation Studies, School of Foreign Studies, Ningbo University, China.

Selected Research Monographs and Edited Books:

(2014 contracted in April 2013) Ji, M., *The Empirical Study of Translation: Corpus Methodologies Explained*, London and New York: Routledge

(2013) Ji, M. *Quantitative Exploration of Historical Translations*, Lüdenscheid: RAM-Verlag

(2013) Ji, M. *Exploratory Statistics for the Study of Literary Translation*, Lüdenscheid: RAM-Verlag

(2013) Ji, M. *A Corpus-Based Study of Historical Chinese Lexis*, Tokyo: Waseda University Press

(2010) Ji, M. *Phraseology in Corpus-Based Translation Studies*, Oxford and New York: Peter Lang

(2013) Ji, M. and Ukai A. (eds.) *Translation, History and Arts: New Horizons in Asian Interdisciplinary Humanities Research*, Cambridge: Cambridge Scholar Publishing

(2012) Oakes, M. and Ji, M. (eds.), *Quantitative Research Methods in Corpus-Based Translation Studies*, Amsterdam and Philadelphia: John Benjamins

SSCI: Social Sciences Citation Index; AHCI: Arts/Humanities Citation Index; ISI: Institute of Science Index

(2013) Ji, M. "Using corpora in contrastive and translation studies" R. Xiao (ed.), invited book review for *Target: International Journal of Translation Studies*, 25:2, pp. 299-303 <SSCI; AHCI and ISI>

(2010) Ji, M. "A corpus-based study of lexical periodization in Chinese historical corpora", in *Literary and Linguistic Computing*, Oxford University Press, vol. 25, no.2, pp. 199-213 <SSCI>

(2010) Ji, M. "A corpus study of linguistic variation in scientific writing", in *Journal of Gender Equality and Multicultural Conviviality*, no.2; Tohoku University Press: 106-15

(2009) Ji, M. "Corpus stylistics in Translation Studies", in *Language and Literature: Journal of Poetics and Linguistics Association*, 18: (1), London: Sage Publication, pp. 61-73 <SSCI>

(2009) Ji, M. "Corpus statistics in contrastive literary studies", in *Journal of Quantitative Linguistics*, London: Routledge, vol. 16, no.3, pp. 243-55 <AHCI and SSCI>

(2008) Ji, M. "Quantifying style in two modern Chinese versions of Don Quijote", in *Meta: Journal des traducteurs*, 53: 4 Les Presses de l'Université de Montréal, pp. 937-41 <AHCI and SSCI>

(2008) Ji, M. "A corpus-based study of structural variants of Chinese idioms in naturally-occurring contexts", in the *Journal of Chinese Language and Computing of the Chinese and Oriental Languages Information Processing Society*, 17 (2), pp. 67-82

(2007) Ji, M. "What is the starting point? In search of a working definition of Chinese idioms", in *African and Asian Studies*, Leiden, Netherlands: Brill, vol. 6: 1-2, pp. 1-11 <SSCI>

(2007) Ji, M. "Corpus encoding and corpus-based textual analysis", in *International Journal of Translation Studies*, New Delhi: Bahri Publications, vol.19, no.1, pp. 93-109



THE UNIVERSITY OF
WESTERN AUSTRALIA

Achieve International Excellence

Associate Professor Judith Berman

PRINCIPAL ADVISOR (INTERNATIONAL
RESEARCH NETWORKS)

Vice-Chancellery M460
The University of Western Australia
35 Stirling Highway, Crawley WA 6009
AUSTRALIA

CRICOS Provider No 00126

Phone +61 8 6488 8033

Email judith.berman@uwa.edu.au

November 1, 2013

Confirmation of matched funding for WUN RDF application: The Worldwide Challenge of English in Education

Dear Professor Andrew Linn,

This letter is to confirm that Meng Ji and a PhD student wish to participate in the proposed RDF project entitled "The Worldwide Challenge of English in Education" that you are leading at Sheffield University.

The identified funding will require the active participation of the following academic(s) from The University of Western Australia:

Meng Ji + PhD student

We pledge up to AU\$2,500 in matched funding to support this collaboration. This funding is available from 10 January 2014 to 31 December 2014. The funding is conditional upon the success of this project's application to the RDF.

Please do not hesitate to contact me if you need any further information.

Yours sincerely,

Judith Berman

WUN Coordinator, UWA



OFFICE OF ACADEMIC LINKS

Ms. Shally Fan
Director of Academic Links
Office of Academic Links
Room 1303, 13/F
Yasumoto International Academic Park
The Chinese University of Hong Kong
Shatin, N.T., Hong Kong
Email: shallyfan@cuhk.edu.hk

15 October 2013

Prof. Andrew Linn
Professor of the History of Linguistics
School of English
The University of Sheffield

Email: a.r.linn@sheffield.ac.uk

Dear Prof. Linn,

Confirmation of matched funding for WUN RDF application: *The Worldwide Challenge of English*

This letter is to confirm that The Chinese University of Hong Kong (CUHK) wishes to participate in the proposed RDF project titled “The Worldwide Challenge of English” led by your good self at the University of Sheffield.

The identified funding will require the active participation of Prof. Cecilia K.W. Chun, Associate Professor, Department of Curriculum and Instruction, or her designated representative(s) from CUHK.

CUHK pledges up to HK\$20,000 (approximately £1,700) matched funding to support our participation in this collaboration. This funding is available from 1 January to 31 December or 2014 (with possible extension to 2015 if the project goes beyond 2014). The funding is conditional upon the success of this project’s application to the RDF.

Please do not hesitate to contact me if you need any further information.

Yours sincerely,

Shally Fan
Director of Academic Links
WUN Coordinator

Cc Ms. Karen Tsui, International Relations Officer and WUN Coordinator, The University of Sheffield
Prof. Sian Griffiths, Senior Adviser (International Academic Development), CUHK
Prof. Cecilia K.W. Chun, Associate Professor, Department of Curriculum and Instruction, CUHK

27 September 2013

Professor Andrew Linn
School of English
The University of Sheffield
Sheffield
United Kingdom

Dear Professor Linn

Confirmation of matched funding for WUN RDF application: *The Worldwide Challenge of English*

This letter is to confirm that The University of Auckland wishes to participate in the proposed RDF project entitled “The Worldwide Challenge of English” led by Professor Andrew Linn at The University of Sheffield.

The identified funding will require the active participation of the following academic(s) or their designated representatives from The University of Auckland:

- Dr Mark Amsler, Department of English, Faculty of Arts

We pledge NZD 4,000 (approx. GBP 2,094) matched funding to support our participation in this collaboration. This funding is available from 1 January 2014 to 31 December 2014. The funding is conditional upon the success of this project’s application to the RDF.

Please do not hesitate to contact me if you need any further information.

Yours sincerely,



Usha Bhatia
WUN Coordinator, The University of Auckland

cc Karen Tsui, WUN Coordinator, University of Sheffield
Dr Mark Amsler, Department of English, University of Auckland
Professor Thegn Ladefoged, Associate Dean (Research), Faculty of Arts, University of Auckland

From Dr Maria Kuteeva, Stockholm University:

Dear Andrew,
Thank you for the update. Yes, CAE will be willing to make a financial contribution towards the workshop, something in the order of **SEK 5,000**.
I hope it helps.
Best wishes
Maria

--

Maria Kuteeva
Associate Professor
Director, Centre for Academic English
Department of English
Stockholm University
10691 Stockholm, Sweden

email: maria.kuteeva@english.su.se
phone: +468163593
<http://www.english.su.se/centre-for-academic-english>

From Dr Christian Jensen, Copenhagen University:

Dear Andrew,
Well, we just followed your lead on that question , but we thought it might mean **300 GBP**. Would that be appropriate?
Christian

Den 29-10-2013 14:05, Andrew Linn skrev:

Dear Christian

That is excellent. What do you think 'a few' might mean in this context??
Andrew

Dear Andrew

Our answer is "yes", we can contribute a few hundred pounds to the workshop.

Good luck with the third stage.

Best,
Christian

Linn, The Worldwide Challenge of English in Education

Budget

Travel and subsistence

2 from Hong Kong	1560
2 from Beijing	1400
2 from Auckland	2600
2 from Australia	1500
1 from Copenhagen	470
1 from Stockholm	430

<i>UK rail fares for stakeholders in workshop and PG conference(15@£200)</i>	2000
<i>Accommodation in Halifax Hall (30 x 2 nights@£40)</i>	2400
<i>Dinners (30x2@£20)</i>	1200
<i>web development</i>	500
<i>workshop organisation</i>	500
<i>Early career researcher mobility</i>	2000

Total costs 16560

<i>Auckland</i>	2094
<i>Chinese University Hong Kong</i>	1700
<i>Sheffield</i>	3000
<i>University of Western Australia</i>	1500
<i>Stockholm</i>	500
<i>Copenhagen</i>	300

Total WUN and WUN+ partner contribution 9094

Total requested from WUN 7466