



Lárionad na dTeangacha  
Feidhmeacha  
Centre for Applied  
Language Studies



UNIVERSITY OF  
**LIMERICK**  
OLLSCOIL LUIMNIGH

December  
2022

CALS Report 2021-2022

# CALS Report 2021-2022

CENTRE FOR APPLIED LANGUAGE STUDIES REPORT 2021-2022

## WELCOME FROM THE DIRECTOR

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During 2021 and 2022, after a couple of uncertain years, the world has slowly been returning to a new normality. Despite the ongoing challenges, research in CALS has not only continued, but has flourished over this period. The current report covers a one-year period from June 2021 to June 2022 in terms of various research activities. In this very special 25<sup>th</sup> anniversary year for CALS, the report also includes a reflection on the formation, development and rapid growth and expansion of the Centre since 1997.

This academic year has also seen a review and consultation around the previous three CALS research clusters which has resulted in the reformulation of these themes to more accurately reflect current members' research interests and activities. The newly articulated clusters are: Language Learning and Teaching; Discourse, Society, and Identity; and Language, Culture, and Communication. As the report describes, CALS members continue to be extremely active in a wide range of endeavours relating to these three main research clusters. The volume and variety of special events, PhD supervision and other postgraduate initiatives, conference organisation, community engagement and, of course, high quality publications are testimony to the vital role that CALS plays within the School of Modern Languages and Applied Linguistics, as well as the Faculty of Arts, Humanities and Social Sciences, the University and beyond.

We hope that you enjoy reading about the wealth of activities and achievements highlighted in this report, which represent just some of our activities. All the indications are that CALS initiatives are continuing to expand apace – if you are not currently a member of the Centre and have interests in the area of Applied Language Studies, please do consider joining – new members are always welcome!

Please do contact us if you would like more information about CALS - and don't forget our website, for a full account of our activities and events ([ulsites.ul.ie/cals/](https://ulsites.ul.ie/cals/)) and you can also follow us on twitter.

Prof. Fiona Farr, Director.



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## Celebrating 25 Years of CAL S

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**Prof. Emerita Angela Chambers and Prof. Helen-Kelly Holmes (previous CAL S directors) Prof. Fiona Farr (current CAL S director)**

2022 marks the 25th anniversary of the Centre for Applied Language Studies at UL. CAL S was created in 1997 in response to a call from the president of UL, Dr Edward Walsh, recommending the formation of research centres as a means of promoting a strong research culture in the University. A group of 14 members of what was then known as the Department of Languages and Cultural Studies developed a plan for the creation of CAL S. This was formally approved by the University in February 1997, and CAL S came into existence, with Dr Angela Chambers as director and Dr Jean Conacher as associate director. Developing an active research centre was a challenge in the early years, as national funding for research was concentrated mainly on the sciences. Indeed, only one full-time PhD student was included in the original 14 members. The first PhD graduate in CAL S was a lecturer in the department, Freda Mishan, who graduated in 2000 and who was then successful in obtaining CAL S's first postdoctoral award to publish the findings of her research from the newly created Irish Research Council for the Humanities and Social Sciences (IRCHSS), now part of the Irish Research Council. Research in CAL S was now developing in three strands, namely: New Environments for Language Learning; Discourse, Society, and Identity; and Plurilingualism and Language Policy.

IRCHSS PhD scholarships played a very important role in CAL S research from 2001 onwards, alongside other important initiatives in languages in UL in the 1990s, which laid the foundations for future developments. Colleagues in Irish from Thomond College joined the department, adding the national language to the existing languages of English, French, German, Spanish and Japanese. Programmes of study at undergraduate and postgraduate level provided a critical mass of well qualified applicants for PhD scholarships. These included the MA in Teaching English as a Foreign Language, The MA in French, and the BA in Applied Languages. The Language Resource Area (now the Language Learning Hub), under the leadership of Siobhán Murphy and subsequently Catherine Jeanneau, provided support for language learners, teachers and also, crucially, for research initiatives. The establishment of the Professorship in Applied Languages in 2002 was an important milestone in the University's recognition of the contribution of CAL S to its research output. The professorship was awarded to Dr Angela Chambers in 2002 and, on her retirement in 2014, to Dr Helen-Kelly Holmes.

As a result of all these developments, a decade after its creation, CAL S had become a very active and vibrant research centre, with PhD students graduating each year, research publications increasing, and members involved in collaborative research projects at national and international level. The benefits of the strong research culture which had been created were now clearly visible in the daily working lives of CAL S members. There were frequent lectures and seminars by visiting researchers and, more particularly, by adjunct professors such as the eminent corpus linguists, Professor Michael McCarthy and Professor Tony McEnery. The postgraduate students had created their own CAL S Postgraduate Committee and played an active role in shaping and developing the Centre. The CAL S research day, an initiative by Prof. Jean Conacher, has come to be the key event of the year. It marks the start of summer and a change of tempo from teaching to research, since it always takes place on the day after the grading deadline. The day has fostered a real sense of community among CAL S members and a focus for us all to share work, keep up to date with each others' work and also try out papers and research ideas in a

supportive space. By 2011, when the UL research office carried out a review of research centres from 2007 to 2011, CALS had 48 members, and had acquired research funding of 1.5 million Euro over the four-year period of the review.

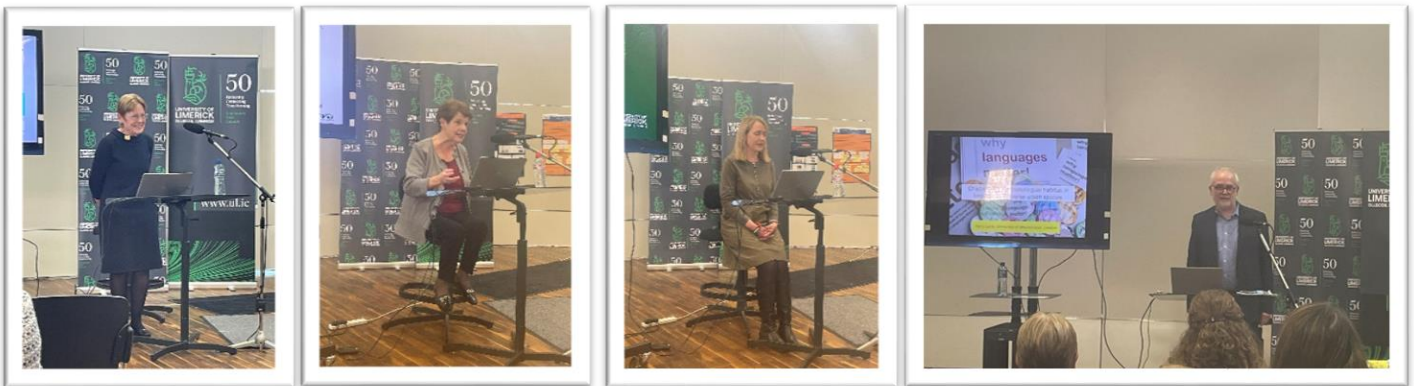
The international dimension of CALS research began to develop in the early years of the 21st century. CALS members were successful in bringing international conferences to the University, such as the European Association for Computer-Assisted Language Learning in 2003, The Intervarietal Applied Corpus Studies Conference (2002 and 2008), the Sociolinguistics Symposium (2006), the International Symposium on Bilingualism (2017), the International Association for World Englishes (2019), and Corpus Linguistics (online in 2021). After the Covid-imposed hiatus, the 15th International Teaching and Language Corpora Conference marked a return to in-person conference hosting in the summer of 2022. CALS members have been at the heart of UL's commitment to community engagement, particularly through the Language Opportunities Programme and the work of Aonad na Gaeilge. In addition to this, an increasing number of international postgraduate students, mostly with state funding from their home countries, were choosing to carry out their research in CALS.

Projects have been a real area of strength in CALS since its establishment. Projects have been crucial for connecting CALS members with wider academic networks and projects have also been marked by a concern with solving practical problems and identifying innovative approaches. The first major project undertaken, as far as we can ascertain, was TALLENT (Teaching and Learning Languages Enhanced by New Technologies), funded by an EU Lingua initiative. Not surprisingly, given CALS's multilingual focus and commitment, the majority of projects have been funded by European Union initiatives such as Erasmus+, COST etc. A step change for CALS was its participation in the successful Programme for Research in Third-Level Institutions (PRTL14). In 2009, CALS was central in the participation of the Faculty of Arts, Humanities and Social Sciences in this major state research funding initiative, which brought 2.5 million Euro to the Faculty. A substantial amount of this consisted of funding for both Irish and international postgraduate and postdoctoral researchers in CALS. This was a large, interdisciplinary project concerned with Knowledge Interfaces in Social Sciences. It was significant for two reasons: firstly, the leadership of the cross-Faculty project by CALS Director Professor Angela Chambers as Principal Investigator combined with the central role of CALS in the interdisciplinary project; and, secondly, the scholarships and fellowships that enabled the expansion of PhD students and post-doctoral fellows at CALS. The PRTL14 project also marked the establishment of the first Structured PhD in Applied Language Studies, followed by the Structured PhD in TESOL and most recently by the International Structured PhD in Arts and Humanities, in which CALS is heavily involved. A number of projects and initiatives have attracted awards such as the European Language Label and CALS members have also been honoured individually for their contributions, including Barbara Geraghty and Dr. Marie-Thérèse Batàrdiere.

Fostering and promoting top quality publications was one of the key aims of CALS and the book launches that have regularly populated the CALS calendar. From having one or two book launches per year, the most recent book launch was a joint venture involving six books in one event, which gives some indication of the growth in publishing since the establishment of CALS. And while the development of PhD studies was not named as a key aim of CALS when it was established, it has become a key activity and CALS is one of the most productive and successful centres in terms of PhD graduates. CALS started with one PhD student, the late Vicky Phelan, and now twenty-five years later CALS has almost 70 PhD alumni, many

of whom have taken on key roles in academic and other sectors both in Ireland and across the globe. This process of student recruitment and internationalisation culminated in the recruitment of over 100 Algerian scholars and academics embarking on the newly formed International Structured PhD at UL in 2019, over 70 of whom are researching on applied language studies projects and are supervised by CALS members and associates.

Over its 25-year history, CALS has been led at different stages by directors Prof. Angela Chambers, Prof. Helen Kelly-Holmes, Dr David Atkinson and Prof. Fiona Farr, supported by associate directors Prof. Jean Conacher, Prof. Mairead Moriarty, Prof. Liam Murray, Dr Elaine Riordan and Dr Maria Rieder. On October 7th, 2022, the Centre celebrated its anniversary at a one-day conference hosted in the Irish Chamber Orchestra Building at UL. The conference was opened jointly by UL President, Prof. Kerstin Mey and UL Vice President for Research, Prof. Norelee Kennedy, and was attended by well over 100 past and present CALS members and PhD students. Keynote lectures were delivered by Prof. Rosamond Mitchell FAcSS Emeritus Professor of Applied Linguistics, University of Southampton, CALS founding director, Emeritus Prof. Angela Chambers, and Prof. Terry Lamb, Professor of Languages and Interdisciplinary Pedagogy, University of Westminster. The work of CALS members and both undergraduate and postgraduate students was represented on the day through an impressive poster presentation and also two short talks on current projects as follows: Dr Chris Fitzgerald, Dr Anne O’Keeffe, Prof. Fiona Farr and Dr Justin McNamara: Navigating multi-modal analysis of virtual meetings; Dr Joseph Comer, CALS Post-doctoral Fellow: Passport Power - Passport Power: The value and semiotics of citizenship in a post-pandemic world (Swiss National Science Foundation Postdoctoral Fellowship). Prof. Helen Kelly-Holmes also expertly narrated a reflective session looking back over 25 years of CALS and its achievements. Recordings and photos of the events of the day are now available on the CALS website. Many thanks to all those who contributed to the organisation and events of this special day, as well as to the successful development and growth of CALS over the last quarter of a century. We look forward to the next 25 years!







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## SECTION 1: PROJECTS

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### Corpus Data Meta-Packaging for Applied Language Studies and TESOL

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Prof. Fiona Farr and Dr Elaine Riordan were awarded ISPhD Seed funding (€5,000) for a project entitled 'Corpus Data Meta-Packaging for Applied Language Studies and TESOL'. The aims of the project include:

- A stock-take of the various corpora collections hosted at UL.
- Archive and/or secure appropriate agreements to make these available on an open-access basis.
- Clean the data to remove any identifying information and references.
- Add appropriate meta-data for each of the corpora.
- Format and tag according to SketchEngine standards and requirements.
- Upload the data to SketchEngine.
- Create archive copies to be hosted at UL.
- Create an information webpage with broad corpus descriptions and information on how to access, which will be integrated into the CALS website.

CALS/UL researchers involved: Prof. Fiona Farr and Dr Elaine Riordan

### Discourse and Social Interaction among ISPhD Students and their Teachers/Supervisors

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Dr Elaine Riordan, Prof. Fiona Farr and Dr Catherine Martin were awarded ISPhD Seed funding (€5,000) for a project entitled 'Discourse and Social Interaction among ISPhD Students and their Teachers/Supervisors'. This project aims to investigate the discourse used by ISPhD students and their teachers/supervisors. These students often engage in a range of activities which produce both spoken and written discourse artefacts, for example, online discussions (via Sulis), practice-oriented reflections (via Blogs, portfolios), supervision meetings etc. and our aim is to collect and collate such data for research purposes.

As our aim is to collect a corpus of language in context, the findings will feed back into improving quality of the relevant ISPhD programme (and other such similar programmes) in line with an action research methodological approach.

CALS/UL researchers involved: Dr Elaine Riordan, Prof. Fiona Farr and Dr Catherine Martin

## Dice Lang

Prof. Liam Murray, Dr Marta Giralt and Dr Silvia Benini participated in two Transnational Project Meetings of the Erasmus + project Dice.Lang Consortium in Siena during the month of September 2021 and in University of Limerick in March 2022. The project is in its second year and will be running until September 2023. Information about the different intellectual outputs and events can be found here: <https://www.dicelang.anglistik.uni-muenchen.de/index.html>

CALS/UL researchers involved: Dr Marta Giralt and Dr Silvia Benini



## E-Lang Project

Since early 2020, Catherine Jeanneau, coordinator of the Language Learning Hub, School of Modern Languages and Applied Linguistics, is part of a team of experts (led by prof Christian Olivier, University of La Réunion, France) working on the question of digital citizenship.



This group received funding from the ECML (European Centre for Modern Languages of the Council of Europe) to take part in their 2020-2023 Programme: Inspiring innovation in language education: changing contexts, evolving competences.

The e-lang citizen project seeks to help learners become digital citizens and develop the capacity to use digital media critically, creatively and autonomously in several languages. Indeed, the digital democratic society, which is characterised by a high degree of cultural and linguistic diversity, requires new skills and attitudes from citizens. It requires the development of multiple literacies (digital, plurilingual, intercultural) to be a citizen who is aware of the challenges that digital technologies and plural societies bring; a responsible and autonomous participant in the pluralistic digital society; creative and a player in the digital world.

This project is a pioneering initiative for the development of digital citizenship through language education. It meets the request of the Council of Europe's "Education for Digital Citizenship" project to develop concrete activities in the different school subjects. A conceptual and educational reflexion on digital citizenship and language learning and teaching will be completed by the development of concrete tasks to carry out online. These tasks provide a motivating way to develop language competence and digital citizenship by allowing students to (inter)act "for real" online. Learners are indeed led to act as citizens and to reflect critically on their experience.

For more information on the project, check the project site and follow the hashtag #ECML\_elang on Twitter

CALS/UL researcher involved: Catherine Jeanneau

## ERASMUS SPEAKS: UL Virtual Exchange Project



ERASMUS SPEAKS: UL Virtual Exchange Project wins European Language Label Award 2021

ERASMUS SPEAKS, a Transnational Virtual Exchange Project (TEP) between the University of Limerick (UL) and five European partner Universities won the European Language Label Award 2021. The award, coordinated by the European Commission, recognises innovative approaches to language learning.

The project was initiated in Autumn 2020 to provide third-year students with a virtual alternative to Erasmus mobility after it was cancelled due to Covid-19 emergency travel restrictions. Students from a number of disciplines (Applied Languages, Arts, European Studies, Business) learning either French, Spanish, German or English took part in the project.

The jury commended the project for enhancing the communication between Irish and European students in their Erasmus+ destinations: “The scale of this project is admirable. To have 600 students involved in language learning and in a linguistic exchange programme with students in 4 countries is a huge logistic achievement. Even though the complications of a physical exchange were removed from the project, there were new hurdles to negotiate, as students and staff upskilled in the use of digital technologies”.



The ERASMUS SPEAKS project had an overall positive effect on students’ engagement during the challenging times of the Covid-19 pandemic. The impact was measured by the ongoing monitoring by facilitators during its 6-week duration, the high completion rate of tasks, the feedback collected in questionnaires, and anecdotal students’ comments (e.g. emails, LinkedIn profiles).

In addition, the project was recognised by the Transnational Erasmus+ Virtual Exchange (TEP) initiative (2018-2020); it resulted in official TEP digital badges being awarded to 617 participants, and 17 facilitators and coordinators. A total of 276 AHSS and KBS students and 7 staff members from the School of MLAL were among the recipients. The TEP Badges acknowledge the successful completion of the project and lists the recipients’ skills developed, e.g. digital and intercultural competences, plurilingualism and cooperation skills. As a result, participants can showcase their new competencies on their CV or LinkedIn profiles and boost their employability.

*Image: Dr Veronica O’Regan, Dr Marie-Thérèse Batardière, (centre) Dr Florence Le Baron-Earle, (bottom left to right) Natascha Guggi and Dr Marta Giralt.*

*Erasmus Speaks [European Language Label 2021](#)*

CALS/UL researchers involved: Dr Veronica O’Regan, Dr Marie-Thérèse Batardière, Dr Florence Le Baron-Earle, Natascha Guggi and Dr Marta Giralt.

## FRAMES

Dr Marta Giralt and Dr Anita Barmettler travelled to Rome in May 2022 to the FRAMES Transnational Project Meeting. The consortium worked on the toolkit for the implementation of virtual exchange. The FRAMES project aims to foster a harmonised implementation and accreditation of Virtual Exchange, as an integral part of (blended) mobility approaches, among European Higher Education Institutions, making the European Higher Education Area more innovative, intercultural and resilient. The project is funded by the Erasmus+ programme of the European Union and spans over 2 years (March 2021 – February 2023).



The Frames report was also recently launched. CALS members were involved in the Launch of the Report: Scenarios for the integration of Virtual Exchange of Higher Education, <https://frames-project.eu/outputs/scenarios/>



CALS/UL researchers involved: Dr Marta Giralt and Dr Anita Barmettler

## IVO: Interactional Variation Online

This project aims to first examine virtual workplace communication to gain depth of insight into the potential barriers to effective communication. We are exploring not only what makes for success or failure in virtual workplace discourse, but what also allows for the identification of specific variables associated with such successes and failures. This study is multi-modal, focusing both on what is said and also on how it is said (e.g. pitch, intonation, facial expression, accompanying gesture or gaze). Findings from this study will lead to the creation of awareness-raising artefacts and training materials that will be co-designed based on the needs of our project partners.

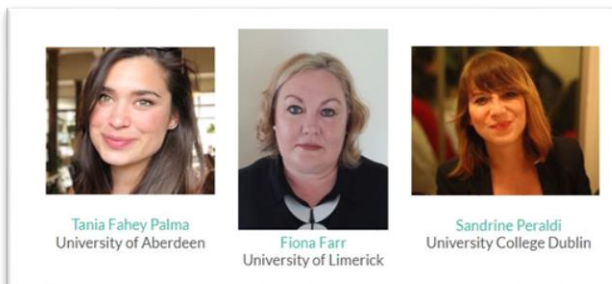
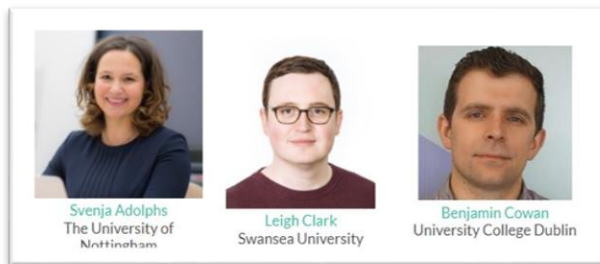
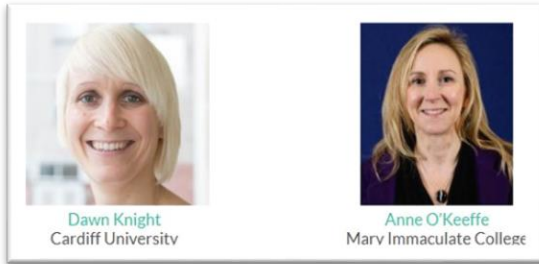


Our second aim is to enable future research into spoken language by developing appropriate technical protocols for capturing and analysing interaction multi-modally (e.g. how to transcribe a gesture and align it with an utterance). Our goal is to evolve standardised ways of approaching questions about language use which are accessible and (re)producible by other researchers and non-technical experts in the Humanities, with the production of an online archive asset. <https://ivohub.com/>

This project runs from August 2021 – February 2024.

CALS/UL researcher involved: Prof. Fiona Farr

Funding acknowledgement: This project is funded by UKRI-AHRC (Arts and Humanities Research Council) and the IRC (Irish Research Council) under the ‘UK-Ireland Collaboration in the Digital Humanities Research Grants Call’ (grant numbers AH/W001608/1 and IRC/W001608/1).



## Lingu@Num

Catherine Jeanneau is a member of the Lingu@num project. This strategic partnership started in May 2021 and includes experts from France (Universities of La Réunion and Strasbourg), Belgium (Université Catholique de Louvain), Finland (Jyväskylän Yliopisto), Austria (Paris-Lodron Salzburg Universität) and from the University of Limerick, Ireland.

The project aims at promoting innovative practices for language teaching and learning through the relevant use of digital technology, as well as supporting learners and teachers in developing their digital literacy. The project has developed two training modules specifically aimed at language teachers focusing on how to design and implement task-based language learning units incorporating digital technology. In order to directly address the needs of language learners at secondary school or university levels, the project will include a guide on how to develop their language skills as well as digital literacy and citizenship online.

To find out more about the project, visit [www.linguanum.eu](http://www.linguanum.eu) or follow us on Twitter @Linguanum\_eu.

CALS/UL researcher involved: Catherine Jeanneau



## Speaking Freely

Speaking Feely: From September 2021 until August 2023, Dr Sergi Morales Galvez is leading a Marie Skłodowska-Curie fellowship project (MSCA-IF-EF-ST) named "Speaking Freely".

CALS/UL researcher involved: Dr Sergi Morales Galvez



## Passport Power



Prof. Helen Kelly-Holmes: Post-doctoral funding award (mentor): Dr Joseph Comer (currently at University of Bern) has been awarded a 2-year IRC postdoctoral fellowship application.

He will join CALS in September to work on a project entitled '**Passport power: the semiotics and value of citizenship in a post-pandemic world**'.

CALS/UL researcher involved: Prof. Helen Kelly-Holmes

## TELME Project

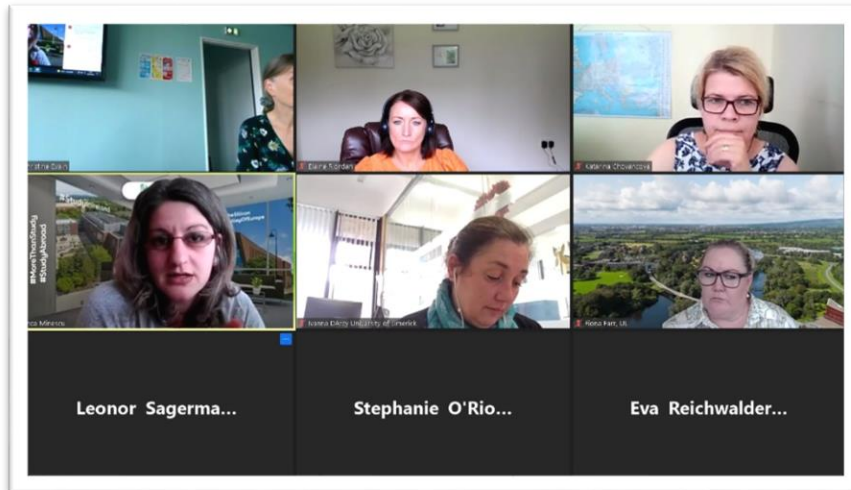
Dr Elaine Riordan, Prof. Fiona Farr, Prof. Helen Kelly-Holmes, Dr Maria Reider and Stephanie O’Riordan are involved in the European Mundus Design measure funding award (€55,000), in order to design a European Mundus Joint Masters programme.

The partners are The University of Rennes 2 (France); The University of Limerick (Ireland); Åbo Akademi (Finland); Univerzita Mateja Bela (Slovakia); Universidad de Burgos (Spain); Poznań University (Poland).



The Joint Master program aims to recruit high quality students in Teaching foreign languages in a multicultural environment (TELME), organized in two academic years among four universities. The programme will teach future language teachers and professionals how to create and maintain an environment that encourages good interpersonal relations within a multicultural group. It aims to teach students to:

- understand the cultural diversity in the various cultural and ethnic groups and work within multicultural contexts;
- understand the influence of native languages (and other second languages) in learning a foreign language (interlanguage strategies);
- create a discrimination-free environment, opening up to different cultural backgrounds, languages, and ethnicities;
- foster tolerance and mutual respect within the class or group of learners;
- enhance skills in languages and applied linguistics;
- use ICT and blended teaching approaches.



CALS/UL researchers involved: Dr Elaine Riordan, Prof. Fiona Farr, Prof. Helen Kelly-Holmes, Dr Maria Reider and Stephanie O’Riordan. Dr Íde O’Sullivan has agreed to join the Quality Process group.



## UL Visual Diaries Project

Dr Florence Le Baron-Earle launched a call for contributions to UL staff and students in March 2022 as part of the UL Visual Diaries Project. The project aims at promoting intercultural understanding through illustrations and capturing observations and cultural challenges that are commonly experienced when we interact with cultures other than our own. It has been endorsed by the UL 50 Committee as part of the fiftieth anniversary of UL and will culminate in the launch of a visually engaging exhibition on 16 March 2023 in the Bourn Vincent Gallery.

Both students and staff across the university are invited to share their stories of intercultural encounters, and to use humour and visual art to depict ‘critical incidents’ (Spencer-Oatey, 2013; Engelking, 2018) they have experienced. “Critical incidents [...] are communication situations that participants (or one participant) consider as problematic and confusing. Typically, critical incidents consist of examples of situational clashes – situations where unexpected behaviour occurs” (Tran et al., 2018: 618). A range of illustrators will be commissioned to translate the stories into comic strips.

The goals of the project are fourfold:

1. Capturing, collating and analysing observations of cultural challenges that are commonly experienced by UL students when interacting with cultures other than their own.
2. Illustrating the cultural encounters thematically and compiling them in a pedagogical booklet.
3. Implementing the study of the aforementioned critical incidents in the curriculum and measuring their impact on students’ intercultural awareness and global citizenship which are key UL graduate attributes.
3. Disseminating findings, notably via conference presentations and publication in (inter)national journals.

### References:

- Engelking, Tama Lea. (2018) ‘Joe’s Laundry: Using Critical Incidents to Develop Intercultural Competence in Study Abroad and Beyond’, *Frontiers: Interdisciplinary Journal of Study Abroad*, 30(3), 47-62.
- Tran, T. T. Q., Admiraal, W., Saab, N. (2019) ‘Effects of critical incident tasks on the intercultural competence of English non-majors’, *Intercultural Education*, 30 (6).
- Spencer-Oatey, H. (2013) *Critical incidents: A compilation of Quotations for the Intercultural Field*. GlobalPAD Core Concepts.
- Ward, C., Bochner, S. and Furnham, A. (2020) *The Psychology of Culture Shock*, 2nd edition, London: Routledge.

CALS/UL researcher involved: Dr Florence Le Baron-Earle



## UNESCO Knowledge for Change

Knowledge for Change (K4C) is a UNESCO initiative which aims to train the next generation of Community-Based Participatory Research (CBPR) researchers and promote authentic university-community research partnerships.

Dr Deirdre Ní Loingsigh & Dr Orfhlaith Ní Bhriain, Academy lead the Knowledge for Change (K4C) Language and Culture portfolio at the Limerick Hub. They participated in the World Higher Education Conference and a series of K4C side-events in Barcelona 16-20 May 2022. One of the most interesting panel sessions was "Indigenous Perspectives: Advancing Change in Higher Education" led by Dr. Lorna Wanostsa'7 Williams, Convenor, and Laurie Robinson, Indigenous Advanced Education & Skills Council.



D. Ní Loingsigh presenting on community-university structures and initiatives at K4C Hub, Limerick. The panel session was conceived to stimulate a collective reflection about how HE teaching and research can creatively and effectively address SDGs through epistemic justice and inclusive practice, in diverse local contexts.

Deirdre and Orfhlaith also co-edited the COMHRÁ teaching and learning open educational resource on Community-Based Participatory Research in 2021/22. One of the key strategic priorities of the UNESCO K4C network is that CBPR training materials are made available in local languages. Some of the community projects featured in the series are discussed in Irish. The resource can be accessed <https://www.ul.ie/artsoc/articles/ul-engage-comhra-launch>

WEBSITE: <https://www.unescochair-cbrsr.org/k4c-2/>

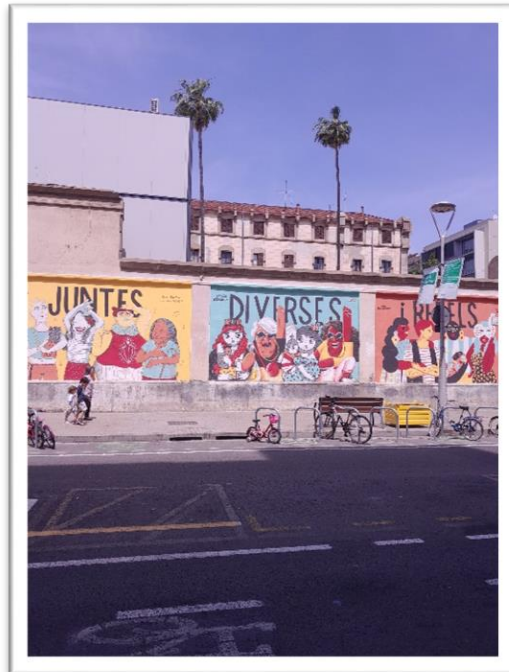
CONTACT: [deirdre.niloingsigh@ul.ie](mailto:deirdre.niloingsigh@ul.ie)

Prof Rajesh Tandon and Dr. Budd Hall, co-chairs of the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education with Dr. Deirdre Ní Loingsigh and Dr. Orfhlaith Ní Bhriain, K4C Mentors, UL.





Participants in the Indigenous Perspectives Panel at WHEC 2022



Linguistic Landscape Barcelona

CALS/UL researcher involved: Dr Deirdre Ní Loingsigh

## SECTION 2: EVENTS

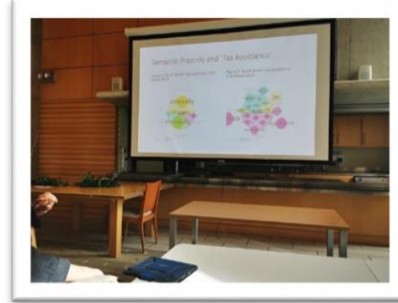
### CALS Webinar Series

This year, CALS ran another very successful webinar series. The schedule of webinars below shows the breadth of research areas that were covered as part of the series, including, for example, bilingualism, translation studies, data analyses, discourse analysis, language testing, language motivation, EMI, language variation and change, and World Englishes. Many thanks for those who helped to organise these: Prof. Jean Conacher, Prof. Fiona Farr, Dr Maria Rieder and Dr Elaine Vaughan. Most of our webinars can be found here: <https://ulsites.ul.ie/cals/webinars-and-talks>

- Dr Clive W. Earls, Maynooth University: Shifting sands in English-medium instruction: Understanding a truly global and constantly evolving sociolinguistic phenomenon.
- Ebru Boynuegri, Trinity College Dublin: Supporting bilingual identities through translanguaging pedagogies.
- Dr Mercedes Enriquez-Aranda, University of Malaga: Audiovisual Translation: Disciplinary Crossroads and Multilingualism.
- Prof. Ivor Timmis, Leeds Beckett University: To The Damd Eternal Fire Brands of Hell Belonging to Odiham and its Vicinity: The Phraseology of Late 18th and Early 19th Century Threatening Letters.
- Dr Chihiro Inoue, University of Bedfordshire: Language Testing and Assessment.
- Dr Anne O'Keefe, Dr Dawn Knight, Dr Chris Fitzgerald, Dr Geraldine Mark, (Mary Immaculate College and Cardiff University: "I think you're on mute": Variation in Online Workplace Discourse.
- Dr Liam Printer, International School of Lausanne: "The motivational pull of teaching languages through co-created stories".
- Dr Nick Wilson, University of Limerick: 'Fieldwork on the Field of Play: Sports teams as sites for applied linguistic research'.
- Dr Angela Farrell, University of Limerick: 'Language attitudes and changing ideologies in the English language world'.
- Dr Bróna Murphy, University of Limerick: 'Introduction to language variation and change'.
- Prof. Edgar W. Schneider, University of Regensburg: 'World Englishes.
- Prof. S.N. Sridhar, Stony Brook University: 'Indian English'.
- Prof. Raymond Hickey, University of Duisberg and Essen: 'Asian Englishes'.
- Prof. Carolina Amador-Moreno, University of Bergen: 'Voices on Paper: Using Corpora to Study Varieties of English Across Time and Space'.

## CALS Annual Research Day

The CALS Annual Research Day took place in person this year, on Wednesday May 25<sup>th</sup>. The morning began with three papers in the Discourse, Society and Identity strand. This included paper by Prof. Fiona Farr and Dr Angela Farrell on reflective practice in teaching practice, followed by Dr Steven Byrne talking about language ideologies of Catalan university students, and finally by Dr Veronica O'Regan presenting her findings of her media discourse around tax practices in Ireland and the UK.



Following this, Prof. Helen Kelly Holmes presented her work on the political economy of technology, within the Plurlingualism and Language Policy strand.

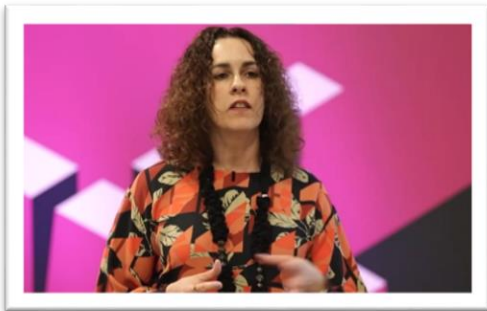


We finished with four papers in the New Environments for Language Learning strand. The first two were by Seán O'Connell, who discussed his doctoral research investigating the interlanguage phonological system of Spanish learners of English, and by Dr Deirdre Ní Loingsigh, presenting on the changing positionality of a reflective practitioner-researcher on Irish language support Innovations for parents. The last papers were presented by Dr Marta Giralt, who discussed the interaction on a Virtual Exchange between learners in Spain, France and Ireland, and by Catherine Jeanneau, whose paper concerned the issue of language learners as digital citizens, social actors and language users.



## CALS PG member, Mark Ryan, wins UL Thesis-In-Three Competition

Huge congratulations to our CALS PG representative, Mark on winning The Thesis-in-Three competition in UL. Mark's thesis is entitled: "I'm scared of saying the wrong thing" - An Investigation of Discursive Strategies and Implicit Homophobia. Very well done Mark, and his supervisors, Prof. Helen Kelly-Holmes and Prof. Mairead Moriarty.



Also, very well done to Gail Flanagan, who was a finalist. Gail's thesis is entitled 'Online Communication in the Irish Technology Sector' and her supervisor is Prof. Fiona Farr.

## CL2021

The CL2021 International Conference was held online from 13-16th July 2021. The co-organisers were Prof. Fiona Farr and Dr Anne O'Keeffe.

The plenary speakers included:

- Prof. Carolina Amador-Moreno, University of Bergen;
- Prof. Eric Friginal, Georgia State University;
- Prof. Bethany Gray, Iowa State University;
- Prof. Christoph Rühlemann, Albrecht-Ludwigs University
- The event welcomed over 400 participants from across the globe (<https://www.cl2021.org/>)



CALS/UL researchers involved: Prof. Fiona Farr and Dr Anne O'Keeffe.

## ECML National Language for Work in Ireland

ECML National Language for Work in Ireland: developing practical approaches to supporting sustainable and effective supports for developing workplace language skills of adult migrants in Ireland.

This was the first ECML funded Language for Work National Training and Consultancy event to take place in Ireland. The event was designed to support development of work-related language skills crucial to the integration and participation of second language (L2) adult migrants and ethnic minorities in Irish workplace settings. A broad range of stakeholders attended the event and shared ideas about developing and supporting language for work provision for L2 learners in Ireland. The ECML moderators of the event offered participants practical guidance for helping teachers, providers, employers, policymakers, and others involved in supporting work-related L2 learning of adult migrants and ethnic minorities across the country. The event facilitated the creation of useful networks amongst key stakeholders in Ireland and there are plans to begin implementation of some of the LfW models presented at the event.

This event provided a significant opportunity for staff from further and higher education to come together around an area of interest - that of Language for Work. The success of the event shows that there is exciting potential for collaborative work in the future which will be of benefit to all. The event energised stakeholders and provided tangibles examples of effective practice from other countries which can be implemented in Ireland. The importance of this training and consultancy was highlighted by the Vice-president of the University of Limerick, Professor Máiréad Moriarty also, who noted that “in bringing together a broad range of stakeholders to network and share ideas about language for work for L2 learners in Ireland, this event is addressing an urgent linguistic, cultural and economic need of Ireland”.

WEBSITE: <https://www.ecml.at/TrainingConsultancy/Languageforwork/tabid/4351/language/en-GB/Default.aspx>

Contact details: [LanguageForWork@ul.ie](mailto:LanguageForWork@ul.ie)



Local organisers of this ECML training and consultancy event: Dr Deirdre Ni Loingsigh (University of Limerick (UL)), Dr Catherine Martin (UL), Ciara Considine (UL) and Tara Robinson (Limerick & Clare Education Training Board)

## International Structured PhD Programme AHSS Academic Year 2021-22

### Overview

January 2021 marked the transition of the full cohort of 134 students to the research component of this four-year programme. Since then, the students have been engaged in developing their research projects, guided by monthly supervision meetings and by weekly research skills webinars provided by Dr Ger Downes of GPS, with good overall progress made.



Ongoing academic, cultural and social supports have been provided for the group in the form of English as a foreign language classes, academic writing workshops and retreats, a research methods winter school and an intercultural development summer school, with resilience building workshops and psychological counselling also offered.

### Progression/Confirmation Panels - November 2021

Progression Panels were held in November 2021 with all but seven of the cohort meeting the academic requirements to progress. In the follow-up Confirmation Panels held in March, four of the seven progressed successfully while three students failed to meet the required standard. Two of these have since exited the programme with a Certificate in English Medium Instruction for the taught component completed in the first year, while in the case of the third student, an appeal is underway.

### Conference Funding and Conference Attendance

Conference funding up to a maximum amount of eight hundred euros per student has been made available to the group. To date, eight applications have been made and approved. Conferences at which students will be presenting include the BAAL (British Association of Applied Linguists) Conference to be held at Queen's University, Belfast in September 2022, the 4th World Conference on Teaching and Education at the University of Oxford in June and the Conference on Multidisciplinary Approaches in Language Policy and Planning at the University of Montreal to be held in August 2022.

### AHSS PhD Conference

A number of students from the ISPhD cohort took part in the AHSS Annual Postgraduate Research Conference which was held in the Foundation Building, University of Limerick on Friday 10 June 2022. At the conference, students presented a paper or a poster. The event allowed students to chair a session, network, hear and view the research being conducted by other postgraduate students in University of Limerick as well as Mary Immaculate College and Technological University of the Shannon.





### **Teaching and Volunteering Activities**

Several of the cohort have been involved in the teaching of tutorials to undergraduate students on academic programmes related to their research projects, and others have given guest lectures on various MA programmes including the MA TESOL and the MA Applied Linguistics International programmes. Students have also been engaged in peer tutoring, the delivery of language taster classes in Arabic, invigilating examinations and working part-time with UL service providers. Opportunities have arisen for the students to become involved in a range of community-based volunteering activities; for example, they have worked on educational initiatives led by the UL Access Campus team to support second level pupils from disadvantaged backgrounds including tutoring in after-school clubs; and others have been involved in the teaching of English to persons in a refugee-like situation.

### **Cultural and Social Events**

Many of the cohort have also actively contributed to cultural events in and around Limerick city in conjunction with the Limerick Irish Algerian Friendship Group (LIAFG), Gorm Media and as part of the Tell Your Own Story Project. This has included Limerick Culture Night, arts events, walking tours, Limerick Lifelong Learning Festival, Africa Day and fundraising activities for displaced persons. In November 2021, LIAFG hosted a visit to the UL Campus by His Excellency Mr. Mohammed Belaoura, the Ambassador of the People's Democratic Republic of Algeria to celebrate the 60th anniversary of Algerian independence at which the students gave presentations about different aspects of Algerian culture. Mr. Mohammed Belaoura also met with UL President Prof. Kerstin Mey in Plassey House.

### **Plans for Further Collaboration with Universities in Algeria**

Plans are currently underway to develop further teaching and research collaborations with universities in Algeria and for a UL delegation to visit the country in the next academic year.

### **New ISPhD Cohort in 2022/23**

A new cohort of ten students will be welcomed onto the ISPhD programme in the academic year 2022/23. It will be made up of government-funded academics from universities in Indonesia and Saudi Arabia, with the addition of an academic from Shandong University of Technology, China who has been awarded a scholarship by the Faculty of Arts, Humanities and Social Sciences.

## **Linguistic Justice and Global English Panel**

Sergi Morales Galves was the co-organiser of the panel 'Linguistic Justice and Global English. Sociolinguistic and Political Theoretical Intersections'. British Association for Applied Linguistics (BAAL) 2021 Conference. Online event (with Josep Soler).

## **MA TESOL and MA Applied Linguistics Mini-Conference**

The MA TESOL and MA Applied Linguistics mini conference was organised by Dr Elaine Riordan and Dr Maria Rieder in May 2022 for students to present their research and internship plans. This was a two day event, the first day being face to face, where there was a range of presentations and posters. The second day was an online event and was a mixture of live online presentations and recorded online presentations. In total, there was 37 presentations, which were very well attended and resulted in some fruitful discussions.

## Outreach in DEIS Schools

For the past two academic years, Catherine Jeanneau, LLH coordinator has been teaming up with Niamh O'Sullivan Primary School Access Coordinator and Project Coordinator UL Academy for Children to provide an introduction to language learning to primary school pupils. Two main activities arose from this collaboration.

1) **The 'Fleurir' project** which has been running since September 2020 at our Lady Queen of Peace in Janesboro. Pupils from 5th and 6th class receive a 10-week introduction to the French language and culture. The programme developed for them comprises of 30-minutes classes over a period of ten weeks as well as a booklet including some class material and creative activities to be completed after each class. The content of the classes covers topics such as general greetings, presentation (name, age, likes and dislikes), physical description, food, numbers, colours. These are always linked to the children's own experience. In June 2021, this initiative won an European Language Label.

2) **Language and cultural awareness exploration day** for primary schools which was awarded AHSS EDI funding. Four classes of 6th class pupils visited the UL campus for a one-day event in May 2022. They took part in two different workshops, each related to a specific language and culture with pupils learning some vocabulary from each language that directly relates to the activity. They all attended an introduction to Spanish through flamenco dancing and to Arabic through calligraphy.

The purpose of the day is to give participating pupils a flavour of language learning and also to create positive relationships between schools, pupils and the University with the hope of demystifying higher education for these usually under-represented children and allowing them to imagine themselves as future UL students.



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## Power and Authority Seminar

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Sergi Morales Galves was the co-organiser of the monthly 'Power and Authority Seminar' at University of Limerick, from January 2022 to present (with Andrew Shorten and Brian Milstein).

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## Virtual Exchange in Higher Education

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Dr Florence Le Baron-Earle (UL) and Dr Claire O'Reilly (UCC) co-hosted a one-day online conference bringing together researchers and practitioners to share their experiences of digital innovation and online intercultural projects on 17 September 2021. The event theme was 'Virtual Exchange in Higher Education: Charting the Irish Experience' and was opened by Prof. Kerstin Mey, President of UL and Prof. Paul McSweeney, Vice-President for Learning and Teaching, UCC.

The conference was met with widespread interest and had papers from a number of Irish universities and colleges (UL, NUIG, DCU to name a few) and from several overseas universities (including France, Spain, Finland, Hungary, Netherlands, Germany and India) with colleagues representing Humanities, Business, Education and Computer Science disciplines.

The keynote address was given by Prof. Robert O'Dowd from the University of León, Spain. In his presentation, he drew on recent publications from large-scale Virtual Exchange initiatives (EVALUATE, EVOLVE) as well as other key publications from the Computer-Assisted Language Learning (CALL) literature to answer three questions: What do students learn from Virtual Exchange? How can we support teachers who want to become involved in the activity? And what can we identify as examples of good practice for implementing Virtual Exchange in university classrooms?

Among presenters were CALS members: Dr Marie-Thérèse Batardière and Dr Veronica O'Regan.

More information, including the programme, can be found on the conference website: <https://sites.google.com/view/ve-charting-irish-experience/home>

## SECTION 3: EDITORIAL BOARDS

### Prof. Fiona Farr

**Series Editor:** EUP Textbooks in TESOL (with Brona Murphy)

**Associate Editor:** Journal of Second Language Teacher Education (Equinox)

**Editorial Board Member:**

ReCALL (CUP)

Classroom Discourse (Routledge)

### Dr Marta Giralt

**Editorial Board Member:**

Language Teaching Research Quarterly Journal (Open access)

Phonica (Open access)

### Prof. Helen Kelly-Homes

**Editorial Board Member:**

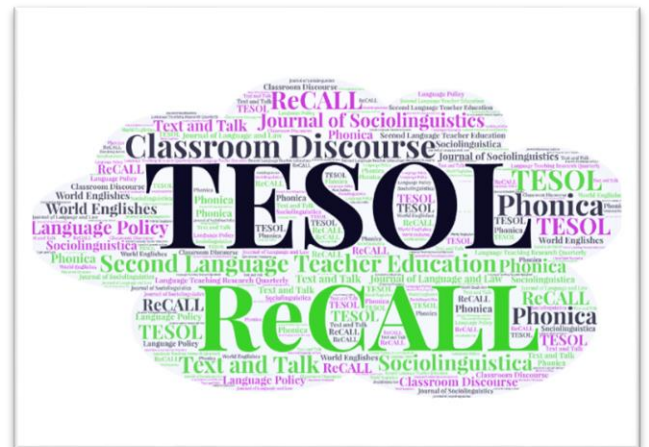
Journal of Sociolinguistics (Wiley)

Sociolinguistica (De Gruyter)

Text and Talk (De Gruyter)

Language Policy (Springer)

World Englishes (Wiley)



### Dr Sergi Morales Galvez

**Editorial Board Member:**

Journal of Language and Law - Revista de Llengua i Dret (Open access)

## SECTION 4: NETWORKS AND MEDIA

**Prof. Helen-Kelly Holmes** is a member of the LITHME (Language in the Human-Machine Era) COST Action and Irish alternate on management committee.

As part of the Tell Your Own Story initiative, which promotes inclusivity and diversity in the media, **Dr Florence Le Baron-Earle** created the 'Food, Self and Identity Questionnaire'. It is part of a monthly series highlighting what brings us together (eg., food) and providing unique insights into its respondents. Interviews are published in the Limerick Voice and include articles with Founder of Gorm Media Mamobo Ogoro, ISPhD Academic Representative Mahmoud Adda Djeffal, co-founder of Unapologetic magazine Sandrine Ndahiro, and author Donal Ryan.

Links to the interviews:

<http://limerickvoice.com/features/food-self-and-identity-with-mamobo-ogoro/>

<http://limerickvoice.com/uncategorized/tyos-food-self-and-identity-with-mahmoud-adda-djeffal/>

<http://limerickvoice.com/features/food-self-and-identity-with-sandrine-ndahiro/>

<http://limerickvoice.com/culture/food-self-and-identity-with-donal-ryan/>

**Dr Sergi Morales Galvez** is a founding member of the recently created "Linguistic Justice Society", an international network of scholars working on language, politics and ethics, involving scholars from North America, Europe, Asia and Australia. I am currently performing executive functions.

**Dr Sergi Morales Galvez** recently published this two pieces in the media: - "La Linguistic Justice Society: una porta oberta a la col·laboració internacional i interdisciplinària en l'àmbit de la recerca sobre política lingüística". Revista de Llengua i Dret Blog, 3 March 2022. - "¿Tienen todos los ciudadanos españoles los mismos derechos lingüísticos?" ElDiario.es, 8 February 2022.

**Dr Nick Wilson** is a member of AILA Research Network – Applied Linguistics and Sport (First online round table held 27<sup>th</sup> April, 2022).

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## SECTION 5: PHD COMPLETIONS

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**Ibrahim Al Saab (2021)**

**Title: Investigating the Role of Social Media in the Formation of Intellectual Deviation in the Kingdom of Saudi Arabia.**

**Supervisor:** Prof. Liam Murray

**External Examiner:** Professor Samah Khalil, Ontario College, Canada

**Internal Examiner:** Dr Elaine Riordan

**Cluster:** New Learning Environments

**Abstract:** Over the last few years, social media have witnessed a huge demand and use by all segments of modern society, especially the younger generation. Such platforms have become tools for exchanging ideas and opinions and forums for discussion. Generations which, in contrast to their predecessors, have been initiated into a society replete with social media. As such, these generations have had social media shape their lives and mould their way of understanding the world around them, and have also been earmarked for the religious terrorism and extremism which has resulted in shocking events such as 9/11, the Arab Spring, and the dawn of violent religious terrorists, such as ISIS (Jenkins, 2011).

This research will aim to combine these two facets of modern day life and assess how they influence and interact with one another in the minds of Saudi Arabia's youth. This is done by identifying the role and influence of social media on intellectual deviation: terrorism in Saudi Arabia and understanding its causes and explaining the part that social learning theory has in facilitating the recruitment of individuals through popular social media in the Kingdom of Saudi Arabia (KSA). Social learning theory is effective in showing how relatives and friends are influenced by social media and allows us to determine whether these social platforms contribute to the propagation of terrorism, especially amongst close-groups.

A mixed methods approach is used to collect qualitative and quantitative data. The researcher conducted interviews with two official investigators in the Saudi Counter Terrorism Unit (CTU) and interviews with one of the families affected by the terrorist groups. The study also received 250 separate questionnaire replies from the general public by electronic survey to elicit their opinions and attitudes towards the phenomenon of terrorism. In addition, 50 questionnaires were received from investigators in the Saudi Public Prosecution Service and also from experts in criminology at Naif University, KSA.

The results of the current study indicate that important factors are: the recruitment of relatives and friends, family environment control, and the need for educational curriculum reform. This researcher also highlights the significance of activating community participation regarding the promotion of concepts of intellectual security through community awareness and internet monitoring. Such monitoring includes especially open websites, electronic games which target young minds and particularly combat games. Our analysis shows that most of those who joined extremist groups were able to persuade a relative or friend to join them or support them at home through propaganda or financial support.

Our data analysis covers factors such as age and gender tests; independent samples, T-Tests, the analysis of variance (ANOVA) and multiple comparisons with Least Significant Difference (LSD). The researcher concludes that social media usage and terrorism factors cannot be separated from each other and gives some recommendations for further research in this domain, particularly in the area of encrypted languages which are heavily utilised among terrorist groups. Further discourse analyses should be carried out in this rich and important research domain.

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## SECTION 6: PHD EXTERNAL EXAMINING

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Prof. Fiona Farr: Dublin City University, June 2021

Prof Fiona Farr: University of Warwick, UK, June 2022

Prof. Helen Kelly-Holmes: University of Maastricht, Netherlands, September 2021

Prof. Helen Kelly-Holmes: Queen Mary University of London, UK, March 2022

Dr Elaine Riordan: Newcastle University, UK, March 2022

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## SECTION 7: CALS VISITING RESEARCH FELLOWS

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CALS welcomed a Marie-Curie postdoctoral fellow in 2021, Dr Sergi Morales-Gálvez.

Sergi Morales-Gálvez, BA Political Science, MA Political Philosophy (Pompeu Fabra University, Barcelona), PhD Philosophy (Leuven)

E-Mail: [Sergi.MoralesGalvez@ul.ie](mailto:Sergi.MoralesGalvez@ul.ie)

Sergi Morales-Gálvez is a political theorist who works mainly on topics in contemporary political philosophy, especially in theories of justice, multiculturalism, linguistic justice, republicanism, federalism and secession. His publications have appeared in *Political Studies*, *Ethnicities*, *Ethnopolitics*, *Critical Review of International Social and Political Philosophy*, *Nations & Nationalism*, and *The Journal of Language and Law*. He is co-editor (with Nenad Stojanović) of *Equal Recognition, Minority Rights and Liberal Democracy* (Routledge) and currently co-editing (with Marc Sanjaume, Elvira Riera and Lluís Pérez) a collective volume on *Contemporary Analytic Political Philosophy* (in Catalan).

## SECTION 8: SELECTED PUBLICATIONS

### Books

- Wilson, N. (2022) *An Introduction to Sociolinguistics*. Abingdon: Routledge.

### Edited Books

- Keane, M., McAvinia, C. and **O'Sullivan, Í.** (eds) (2021) *Emerging Issues IV: Changing Times, Changing Contexts*. Educational Developers in Ireland Network (EDIN): [https://www.edin.ie/?page\\_id=421](https://www.edin.ie/?page_id=421). ISBN No: 978-1-900454-79-7

### Refereed Journal Articles

- Beauchamp, G., Chapman, S., Riskey, A., Becaas, S., Ellis, C., Empsen, M., **Farr, F.**, Hoskins, L., Hustinx, W., **Murray, L.**, Palmaers, S., Spain, S., Timus, N., White, M., Whyte, S., & Young, N. (2022) 'Moving beyond the formal: Developing significant networks and conversations in higher education: Reflections from an interdisciplinary European project team.' *Teaching in Higher Education*. DOI: 10.1080/13562517.2022.2056833.
- **Byrne, S.**, Marcet, E. (2022) 'La lluita continua: Socio-political debate and the linguistic landscape of a Catalan city'. *Social Semiotics*. DOI: 10.1080/10350330.2022.2037389
- Morales Galvez, S., (2022) 'Is Speaking One's Own Language(s) a Right?' *Nations and Nationalism*, 28(2): 387–401.
- **Morales Galvez, S.**, and Cetrà, D. (2022) 'Regulating Language: Territoriality and Personality in Plurinational Spain.' *Ethnicities*, 22(2): 253–273.
- **Morales Galvez, S.**, and Brando, N. (2021) 'Capabilities and Linguistic Justice.' *Political Studies* (published online first).
- Morales Galvez, S., (2021) 'Unió en la Diversitat: Cultura, Llengua i Republicanisme'. *Eines per l'Esquerra Nacional*, 42: 30-40.
- O'Brien, E., Moore, G., Costelloe, L. and **O'Sullivan, I.** (2022) 'Professional development practices and preferences in Irish Higher Education: Insights from a regional survey'. *International Journal of Academic Development*. DOI: 10.1080/1360144X.2022.2036155.
- **O'Regan V.**, Killian S., O'Regan, P. (2022) "'Uncomfortable territory": Personal and organisational values in the tax profession.' *Accounting Forum*. <https://doi.org/10.1080/01559982.2021.2004633>.
- O'Riordan, F., **O'Sullivan, Í.**, Fitzpatrick, M., Keane, M. McAvinia, C. and Riskey, A. (2022) 'Structured professional development for academic developers: A collaborative approach'. *Innovations in Teaching and Learning International*, 59(1): 4-14.
- Shorten, A. (2022) 'Immigration, Language and Disadvantage'. *Nations and Nationalism*, 28(2): 435-448.
- Wilson, N. (2022) 'Analysing team sports discourse: From interaction to identity'. *Journal Te Reo*, 64 (2): 1-14.



## Chapters

- Carey, B. and **Shorten, A.** (2022) 'Justifying Language Policies' in F. Grin, L. Maracz, N. Pokorn (eds.) *Advances in Language Policy*, John Benjamins: pp. 361-380.
- Farr, F. (2022). 'How can corpora be used in teacher education?' in A. O'Keeffe & M. J. McCarthy (eds.) *The Routledge Handbook of Corpus Linguistics (2nd ed.)*, Abingdon: Routledge: pp.456-468.
- **Farr, F.**, and Karlsen, P. H. (2022). 'Corpus linguistics and Data Driven Learning (DDL): pedagogy, participants, perspectives', in E. Csomay and R. Jablonkai (eds.) *The Routledge Handbook of Corpora in English Language Teaching and Learning*, London: Routledge: pp.329-343.
- **Giralt, M., Murray, L.** and Benini, S. (2021) 'Is IC missing some of the core elements of language education? Towards a critical, digital and agentive literacy within intercultural communication', in Witte, A. and Harden, T. (eds), *Rethinking Intercultural Competence: Theoretical Challenges and Practical Issues*, Oxford: Peter Lang: 153-178.
- Gormley, C., Keane, M., **O'Sullivan, Í.** McAvinia, C. and Fitzpatrick, M. (2021) 'Show me the impact! A practical online tool (EDIN Impact Analysis Tool) for evidencing the impact of academic development work', in Keane, M., McAvinia, C. and **O'Sullivan, Í.** (eds). *Emerging Issues IV: Changing Times, Changing Contexts. Educational Developers in Ireland Network (EDIN)*: [https://www.edin.ie/?page\\_id=421](https://www.edin.ie/?page_id=421). ISBN No: 978-1-900454-79-7.
- **Kelly-Holmes, H.**, and Wei L., (2021) 'Language Policy: Taking Stock in a changing context', in Unn Royneland and Robert Blackwood (Eds.) *Spaces of Multilingualism*, London and New York: Routledge: 11-30.
- **Morales Galvez, S.**, De Schutter, H. and Stojanovic, N. (2022) 'The Ontology of the Linguistic Territoriality: A Conceptual Roadmap', in Francois Grin, Laszlo Maracs and Nike K. Pokorn (eds.) *Advances in Interdisciplinary Language Policy*, Amsterdam: John Benjamins: 344-359.
- **Murray, L, Giralt, M., Mullen, M.**, and Benini, S. (2022) 'CALL in the Wild = a voyage of independent self-directed learning?', in Reinders, H., Lai, C. and Sundqvist (Eds), *The Routledge Handbook of Language Learning and Teaching Beyond the Classroom*, London: Routledge.
- **Murray, L.**, and **Giralt, M.** (2021) 'Exploring the potential of Social Media in SLA: issues, affordances and incentives', in Hassan Mohebbi and Christine Coombe (Eds), *Research Questions in Language Education and Applied Linguistics*, Singapore: Springer, Cham: 639-643.

## Book Reviews

- Farr, F. (2021) Review of Hickey, R. and Amador-Moreno (Eds) (2020) *Irish Identities: Sociolinguistic Perspectives*. Berlin: Mouton de Gruyter. *Research in Corpus Linguistics*, 9(2): 191-200.

## Keynotes, Invited Talks and Workshops

- Jeanneau, C. (2021) 'Learners as digital citizens, social actors and language users: Harnessing the possibilities of digital technology in the language classroom'. Keynote speech at CertiLingua Annual Conference 20-21/09/2021.
- Jeanneau, C. (2022) 'How to encourage language learners to become digital citizens and social actors?' Workshop at the Online eTwinning seminar 'Teaching languages' 24-25 March 2022 Organisé par eTwinning Autriche.
- Jeanneau, C. (2022) 'The (English) language learners as digital citizens, social actors and language users'. Third international/eighth national conference ELTAM Days 2022 - Integrating Global Issues

in English/Foreign Language Teaching. 7-8 May 2022. Organisé par ELTAM English Language Teachers' Association of Montenegro.

- Kelly-Holmes, H. (2021) 'Thinking about the political economy of online spaces and discourse: why less language might mean more understanding'. Invited Talk, PhD workshop 'The political economy of language and space/place', University of Gothenburg, Sweden (virtual), 6-8 September.
- Kelly-Holmes, H. (2021) Invited Participant, Roundtable, Jyväskylä University (virtual) 11 November.
- Kelly-Holmes, H. (2021) Keynote, 'Applying Linguistics in an increasingly technologized future' Irish Association for Applied Linguistics, (virtual), 26-27 November.
- Riordan, E. (2022) 'Collaborative Reflective Practice: Exploring the Language of Experienced EFL Teachers', Invited Webinar MIC Applied Linguistics Webinar Series, Limerick, 21st March.

## Conference Papers

- Betts, A., Beaven, A., **Giralt, M.**, Pittarello, S., and Stefanelli, C. (2022) 'Scenarios for the integration of Virtual Exchange in Higher Education', *Learning & Teaching Forum, EUA European Universities Association*, Online, 17 – 18 February.
- Betts, A., **Giralt, M.**, Pittarello, S., and Stefanelli, C. (2021) 'Accredited Mobility for European Sustainable Higher Education innovation implementing Virtual Exchange', *International Virtual Exchange Conference*, NY State University. Online.
- **Byrne, S.**, Tudela-Isanta, A., and Bertran, A. (2022) 'Authentic or Anonymous: Language Ideologies of Catalan University Students, 39th International Conference of the Spanish Society for Applied Linguistics (AESLA). Universidad de Las Palmas de Gran Canaria: Gran Canaria (Spain), 27th-29th April.
- **Byrne, S.**, Tudela-Isanta, A., and Bertran, A. (2021) 'Catalonia: A hidden 'legitimation paradox'?', *LXVI Anglo-Catalan Society Annual Conference*. University of St. Andrews: Fife (Scotland). Virtual, 5th-7th November.
- **Byrne, S.**, Marcet, E., (2021) 'The Linguistic Landscape of Girona: Independence, Resistance and Language', *12th Linguistic Landscape Workshop*. University of Gothenburg: Gothenburg (Sweden). Virtual, 1st-3rd September.
- **Byrne, S.** (2021) 'From Spain and Further Afield: Immigration and Catalan Independence.' *42nd Association for Contemporary Iberian Studies (ACIS) Annual Conference*. Cardiff University: Cardiff (Wales). Virtual, 1st-3rd September.
- **Byrne, S.** (2021) 'Immigration and the Catalan Struggle for Independence. International Political Science Association (IPSA)', *26th World Congress of Political Science*. Virtual, 10th-15th July.
- **Byrne, S.**, Tudela-Isanta, A., and Bertran, A. (2021) 'Language Ideologies in Catalonia: A Review'. *Conference on Multilingualism*. University of Konstanz: Konstanz (Germany). Virtual, 23rd-25th June.
- Curry, N. and **Riordan, E.** (2021) 'A corpus-based discourse analysis of emotion in TESOL Twitter accounts during COVID-19', *Corpus Linguistics Conference*, Virtual July 2021.
- Dobravac, G., Farrell, A., Freddi, M., Girgensohn, K., Melonashi, E., Oliver, S. **O'Sullivan, Í.**, Šćepanović, B. and Šinkūnienė, J. (2021) 'Writing as Community: Co-authoring for and about Collaborative Learning', *EATAW 2021 (European Association for the Teaching of Academic Writing)*, Czech Republic, July.
- **Farr, F.** and **Riordan, E.** (2021) 'Learning Experiences During COVID-19: Postgraduate Teacher and Learner Perspectives', *CALS Research Day*, University of Limerick, 26th May.
- **Giralt, M.**, **Murray, L.** and Thorsten, M. (2021) 'DiCE.Lang – Digital Citizenship Education and Foreign Language Learning', *EUROCALL 2021: CALL and Professionalisation*, LE CNAM, Sorbonne University, 26-27 August.

- Gutiérrez, B., Fortes, M., and Giralt, M. (2021) 'Online collaboration between university students of Tourism and Business: connecting languages and cultures through a sustainable tourism project', *Multilingual academic and professional communication in a networked world. AELFE TAPP 2021 Conference*, Universidad Politécnic de Catalunya , 7-9 July.
- Hart, A., Holmes, A., Knutson, A., O'Sullivan, Í., Sinha, Y. and Blake Yancey, K. (2021) 'The Impact of Upper-Level Students Writing in Multiple Contexts: Questions, Methods, and Themes', *Annual Conference on Engaged Learning, Centre for Engages Learning*, Elon University, USA, July 11th-13th.
- Hart, A., Holmes, A., Knutson, A., O'Sullivan, Í., Sinha, Y. and Blake Yancey, K. (2021) 'Investigating Recursivities among Spheres of Writing: Student Perceptions and Connections', Poster presentation at *the Annual Conference on Engaged Learning, Centre for Engages Learning*, Elon University, USA, July 11th-13th.
- Holmes, A., Hart, A., Knutson, A., O'Sullivan, Í., Sinha, Y. and Blake Yancey, K. (2022) 'Pursuing Social Justice in Higher Education: Learning from Students about Their "Decision-Making over their Writing Lives and Futures"', *2022 Conference on College Composition and Communication Annual Convention*, March.
- Killian, S., O'Regan, P. Lynch, R. and O'Regan, V. (2022) "Not tax people": tax expert perspectives on media coverage of tax issues, *Alternative Accounts Europe (AAE) 2022 Conference*, University of Birmingham.
- Killian, S., O'Regan, P. Lynch, R. and O'Regan, V. (2021) 'Exploring professional disciplinary formation in the context of the work of tax practitioners', *Accounting Research Seminar*, University of Padua.
- LeBaron-Earle, F., O'Regan, V. and Batardiere, M-T. (2021) 'Virtual Mobility in Higher Education: Appraising the Impact of a VE Project during a Pandemic', *International Virtual Exchange Conference (IVEC)*, East Carolina University & Drexel University, 27-29 October.
- LeBaron-Earle, F., O'Regan, V. and Batardiere, M-T. (2021) 'Introducing a Virtual Mobility Project in the Language Curriculum at Third Level', *Regional Learning and Teaching Conference, Celebrating Innovation, Opportunities and Inspirations in Learning and Teaching*.
- Morales Galves, S. (2021) 'Linguistic Domination: A Republican Approach to Linguistic Justice', *Multicultural Citizenship 25 Years Later conference*, Paris, Université Paris 1 Panthéon Sorbonne, France, November.
- Morales Galves, S. (2021) 'Linguistic Domination: A Republican Approach to Linguistic Justice', *All-Ireland Political Theory Seminar Series (Political Studies Association Ireland)*, Online, November.
- Morales Galves, S. (2021) 'Linguistic Domination: A Republican Approach to Linguistic Justice', *Department of Politics and Public Administration Autumn 2021 Seminar Series*, Limerick, University of Limerick, Ireland, November.
- Morales Galves, S. and Soler, J. (2021) 'Linguistic Justice and Global English: Theoretical and Empirical Approaches', *British Association for Applied Linguistics (BAAL) 2021 Conference*, Online, Northumbria University, September.
- Murray, L., Mullen, M., Giralt, M., and Benini, S. (2021) 'Sinking or swimming with post-Covid CALL? Enhancing teaching practices and education programmes to foster agentive, digitally literate language learners', *EUROCALL 2021: CALL and Professionalisation*, LE CNAM, Sorbonne University, August.
- O'Regan, V. (2022) 'A Diachronic analysis of Media Discourse around Tax Practices in Ireland and the UK, 2012-2018', *CALS Research Day*, 25 May.
- O'Regan, V., Guggi, N., Batardiere, M-T. and Le Baron-Earle, F. (2021) 'Curriculum Innovation in Challenging Times: A Transnational Virtual Mobility Project Virtual Exchange in Higher Education: Charting the Irish Experience', 17 September, University College Cork.

- Vinagre, M., **Giralt, M.**, and Wigham, C. (2021) 'Immersion and social interaction: An analysis of the EVE\_SFI exchange', *Multilingual academic and professional communication in a networked world. AELFE TAPP 2021 Conference*, Universidad Polit cnica de Catalunya , July.

## SECTION 9: CURRENT PHD STUDENTS

Name	Topic	Supervisor(s)
<b>Radiah Alsolami</b> (School of MLAL)	Feedback on writing in the Saudi Arabian English language learning context.	Prof. Fiona Farr and Dr Íde O'Sullivan
<b>Sultan Alenezi</b> (School of MLAL)	Implementing online blogging in EFL writing classes: Exploring perceptions and attitudes of Saudi undergraduate learners.	Prof. Fiona Farr and Dr Íde O'Sullivan
<b>Yousef Alhassan</b> (School of MLAL)	The effects of social media on EFL Learners.	Prof. Liam Murray and Dr Marta Giralt
<b>Abdulmajeed AlJehani</b> (School of MLAL)	Teaching pronunciation skills in EFL classroom.	Prof. Fiona Farr and Dr Elaine Riordan
<b>Oum Charrak</b> (School of MLAL)	An examination of the practice component in initial teacher education of secondary school teachers' programs: Algeria in the international context.	Prof. Fiona Farr and Prof. Paul Conway
<b>Robyn Cuneen</b> (School of MLAL)	The official recognition of Irish Sign Language: Exploring public and political discourse in the construction of a language policy through the lens of social justice.	Dr Maria Rieder, Dr Andrew Shorten and Dr John Bosco Conama (Centre for Deaf Studies, TCD)
<b>Michelle Daly</b> (School of MLAL)	An investigation into the perceptions and experiences of Irish teachers working in the Arabian Gulf English as a Foreign Language (EFL) context in relation to intercultural awareness and training.	Prof. Máiréad Moriarty and Dr Angela Farrell
<b>Gail Flanagan</b> (School of MLAL)	Investigating Intercultural Communicative Competence (ICC) skills in the Irish technology sector: Focusing on the talk-in-interaction of Irish English speakers in international virtual teams.	Prof. Fiona Farr
<b>Brian Hurley</b> (School of EIC)	A critical analysis of the discursive processes involved in the presentation and promotion of Ireland's 'Housing for All' policy	Dr Henry Silke, Dr Maria Reider and Dr Donal Palcic
<b>Damien Lonergan</b> (School of MLAL)	An exploration of the use of video reflections to support critical reflections amongst pre-service teachers.	Dr Orla McCormack and Dr Elaine Riordan
<b>Aoife Ní Mhurchú</b> (School of MLAL)	'Would you not go back to real teaching?' A corpus-based analysis of professional identity in the informal discourse of university language teachers.	Prof. Fiona Farr and Dr Elaine Riordan

Name	Topic	Supervisor(s)
<b>Seán O'Connell</b> (School of MLAL)	An investigation into a phonologically based approach to pronunciation teaching; its implementation in the classroom and an evaluation of its effectiveness on learner and teacher experience and outcomes.	Prof. Máiréad Moriarty and Dr Cinta Ramblado
<b>Mamobo Ogoro</b> (School of MLAL)	Social representations of migrants in Ireland: A multilevel discursive analysis.	Prof. Máiréad Moriarty and Dr Anca Minsecu
<b>Emily-Anne Rennison</b> (School of MLAL)	Imscrúdú ar conas mar a théann mothachtáil i bhfeidhm ar eispéireas foghlama mhúinteoirí faoi oiliúint le linn tréimhse oiliúna.	An Dr Deirdre Ní Loingsigh, agus An Dr T.J. Ó Ceallaigh, Coláiste Mhuire gan Smál
<b>Mark Ryan</b> (School of MLAL)	PhD by Publication - Investigating the representation of queer identities in the Irish media: A three-tiered investigation towards the development of discursive strategies to mitigate implicit homophobia in language use.	Prof. Máiréad Moriarty and Prof. Helen Kelly-Holmes

**Centre for Applied Language Studies**  
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