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Centre for Applied Language Studies

Newsletter

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http://www.ul.ie/~lcs/cals

About CALS

The Centre for Applied Language Studies, established in 1997, brings together members of faculty, full-time post-doctoral researchers and postgraduate students from several disciplines in the Department of Languages and Cultural Studies and provides a forum for the exchange of ideas and the development of research projects. Associate members with similar research interests from other universities may also be invited to join the Centre, which currently has 65 members.

The objectives of the Centre are:

- To provide a focus for research into applied language studies within the University and a focal point for national and international links
- To promote the integration of research and the application of language activities, in areas such as language learning, corpus linguistics, language in society, and language planning and policy
- To serve as a research resource and a source of consultancy expertise to government, business, social organisations and supranational structures.

Activities include individual and collaborative projects, seminars for research and staff development, the publication of books and articles, and consultancy at national and international level.

Current research areas include:
- The learning of foreign and second languages
- The role of new technologies in supporting this learning
- The ways in which governments and societies can manage the linguistic and human dimensions of bilingualism and multilingualism
- The language of the media in a world of globalisation
- Corpus-based analysis of discourse varieties in context.

Contents

List of Acronyms

AILA: Association Internationale de Linguistique Appliquée / International Association for Applied Linguistics

AULC: Association of University Language Centres

CALICO: The Computer Assisted Language Instruction Consortium

CALL: Computer-Assisted Language Learning

CALS: Centre for Applied Language Studies, University of Limerick

CERCLES: Confédération Européenne des Centres de Langues dans l'Enseignement Supérieur [European Confederation of Language Centres in Higher Education].

CILT: Centre for Information on Language Teaching and Research, UK

CLAS: Cambridge, Limerick and Shannon Corpus

CNRS: Centre National de la Recherche Scientifique [French National Center for Scientific Research]

DIUS: Department of Innovation, Universities and Skills, UK

ECTS: European Credit Transfer System

ESOL: English for Speakers of Other Languages

EUROCALL: European Association for Computer-Assisted Language Learning

HEA: Higher Education Authority

IRAAL/CTF: Irish Association for Applied Linguistics/Cumann na Teangeolaíochta Feidhmí

IRCHSS: Irish Research Council for the Humanities and Social Sciences

ISSP: Irish Social Sciences Platform

IT Tralee: Institute of Technology, Tralee

L1: First Language

L2: Second Language

LCS: Department of Languages and Cultural Studies, University of Limerick

LLAS: UK Subject Centre for Languages, Linguistics and Area Studies

NUI Cork: National University of Ireland, Cork

NUI, Maynooth: National University of Ireland, Maynooth

PRTLI: Programme for Research in Third-Level Institutions

SLICE: Standard Language in Contemporary Europe

UL: University of Limerick

NEWS

PhD Programme in Applied Language Studies

An important landmark for CALS in AY 2008-2009 was the introduction of a structured graduate education programme in Applied Language Studies by CALS members within the Department of Languages and Cultural Studies, in line with departmental, Faculty, University and national research and education objectives. The programme responds to demands from funding agencies and programmes such as the Programme for Research in Third-Level Institutions (PRTLI), including commitments made under funding received by CALS in PRTLI 4 within the Irish Social Sciences Platform (ISSP), and the demands from within our own PhD student community for structured graduate research education.

This four-year programme includes a combination of research and taught modules. The principal component of the programme is the doctoral thesis. In addition to developing their research project, students will follow a number of taught modules in disciplinary areas relevant to their thesis, as well as taught generic modules intended to provide them with the skills necessary to complete the thesis and develop their future career.

In line with European Credit Transfer System (ECTS) and University norms, this programme is consists of 340 - 360 credits, with the research component accounting for 270 credits and the taught modules for 70 - 90 credits.

Taught modules, mostly taken in the first two years, are of three types:

- Specialised academic modules (Years 1 and 2). These modules are primarily taught in UL, but a module can also be taken in one of our partner universities in Ireland or abroad as appropriate.
- Generic modules providing students with skills necessary to complete their research or provide them with transferable skills. These will be provided in a variety of ways: from the Graduate Studies Office in UL, from institutes, research centres or departments, or from other sources as appropriate.
- Any other module/training which the Doctoral Studies Programme deems appropriate, subject to the approval of the Course Director.

The programme design team was made up of Jean Conacher (Chair), David Atkinson, Angela Chambers, Fiona Farr and Helen Kelly-Holmes.

Postgraduate Research Scholarships: IRCHSS and LCS

Congratulations to Laura Costelloe, Guinevere Darcy, Noel Ó Murchadha and Rita Szymczak on their success in being awarded scholarships to fund their studies from the Irish Research Council for the Humanities and Social Sciences (IRCHSS) and the Department of Languages and Cultural Studies, University of Limerick (LCS).

Laura Costelloe has been awarded a scholarship by the Department of LCS for her PhD entitled: "Construction and interpretation of media discourse: An integrated study of newspaper coverage of French urban violence in 2005". Her thesis is jointly supervised by Prof. Angela Chambers and Dr Helen Kelly-Holmes.

Guinevere Darcy (IRCHSS Government of Ireland Scholar) is registered for a PhD entitled: "Códmheascadh agus códmhalartú i measc cainteoirí óga Gaeltachta" [Code-mixing and Code-switching among young Gaeltacht Irish speakers]. Her supervisor is Dr Tadhg Ó hIfearnáin.

Noel Ó Murchadha (IRCHSS Government of Ireland Scholar) is registered for a PhD entitled "Sprioctheangacha agus spriocanna teanga i measc cainteoirí óga Gaeilge i gceantair Ghaeltachta na Mumhan" [Target language varieties and language targets among Irish-speaking adolescents in the Gaeltacht areas of Munster]. His supervisor is Dr Tadhg Ó hIfearnáin.

Rita Szymczak has been awarded a scholarship by the Department of LCS for her PhD which is entitled "Language policy and pedagogical practice: Student and teacher experiences with German L1 and L2 teaching at higher education level in Ireland". Her thesis is supervised by Dr Jean Conacher.

Dossentship for CALS Member

Dr Helen Kelly-Holmes has been appointed to a Dossentship (Adjunct Professorship) at the University of Jyväskylä, Finland. Helen has been collaborating with the Department of Languages in Jyväskylä for some years now, most recently on the Finnish Academy funded 'Northern Multilingualism' project. The appointment process for dossentships involves the same procedures as those for the appointment of chairs in Finland, including external refereeing of 10 selected publications by international experts and grading of a trial lecture by staff and students. Helen's dossentship is in the area of Discourse Studies, with particular reference to multilingualism, and as well as continuing to collaborate with faculty in Jyväskylä, she will also be undertaking postgraduate and post-doctoral research supervision.

CALS Postgraduate Committee 2008-2009

The academic year 2008-2009 was a very productive one for the postgraduate members of CALS. The Postgraduate Committee was pleased to welcome five new members: Laura Costelloe, Weronika Gasior, Margaret Healy, Declan O'Donnell and Rita Szymczak, and to congratulate former student member, Dr. Elaine Vaughan who successfully defended her thesis in 2009 and graduated in October 2009. A number of CALS postgraduate members were awarded significant scholarships throughout the year. Congratulations to both Guinevere Darcy and Noel Ó Murchadha who were awarded IRCHSS PhD scholarships and to Aoife Lenihan who received an ISSP scholarship (funded by the Higher Education Authority under PRTLI4).

Postgraduate members continue to participate in national and international conferences and to develop their publication portfolios. A number of CALS postgraduate members contributed to the Language Policy and Language Learning Conference held in UL on 18-19 June 2009. The CALS Research Day on 4 June 2009 was, as always, an important date in the calendar of CALS postgraduates. New postgraduate members Aoife Lenihan and Weronika Gasior availed of the opportunity to present their research projects to an audience of more experienced CALS researchers and to gain feedback and support from the research centre.

CALS postgraduate student Elaine Riordan, together with Dr. Tríona Hourigan, postdoctoral research fellow in CALS, co-ordinated the set-up of the Technology and Teaching Community of Practice, with over 70 members from across the UL campus. This community aims to foster collaboration and communication between members who currently use or who wish to use technology in the classroom.

A new initiative for CALS postgraduates, targeted graduate training in problem areas, was developed at the end of 2008, following a proposal from the CALS Postgraduate Committee. CALS was awarded funding from the Faculty Development Teaching Fund which was used to fund a workshop on academic writing in Irish, held on 10 December 2008. This workshop is the first step in a student-led initiative aimed at developing academic writing skills and resolving difficulties associated with academic writing in Irish. CALS postgraduates who are writing theses through the medium of Irish benefited from the workshop and the first workshop also welcomed PhD students in Sociolinguistics from NUI Galway. A need for targeted training in Wordsmith Tools was also identified by CALS postgraduates and an introductory session, held in June 2009, was facilitated by Dr. Íde O'Sullivan. The CALS Postgraduate Committee will pursue this type of training in the coming year.

New Members

CALS is delighted to welcome six new members.

Laura Costelloe (Department of Languages and Cultural Studies Scholarship) is registered for a PhD with the title: "Construction and interpretation of media discourse: An integrated study of newspaper coverage of French urban violence in 2005". Her thesis is jointly supervised by Prof. Angela Chambers and Dr Helen Kelly-Holmes.

Weronika Gasior (UL Advanced Scholars' Programme) is registered for an integrated MA/PhD. Her thesis is entitled: "Cross-cultural pragmatics: An investigation into the pragmatic competence of Polish ESOL students in Irish secondary schools". Her supervisor is Dr Freda Mishan.

Marta Giralt, currently based in UL where she teaches Spanish, is registered for a PhD in the University of Barcelona. Her thesis is entitled: "The Oral Approach in Second Language Teaching, Learning and Acquisition of Spanish pronunciation", and is supervised by Dr. Francisco Cantero, Department Didáctica de la Llengua i la Literatura.

Margaret Healy (Department of English Language and Literature, Mary Immaculate College, Limerick) is registered for a PhD in MIC. Her thesis is entitled: "Cead Mile Failte: A linguistic case study of the development of a Community of Practice in the Irish hotel management training sector". Her supervisors are Dr Anne O'Keeffe and Prof. Michael McCarthy.

Declan O'Donnell, a guest lecturer at Meisei University, Tokyo, is registered for a Ph.D. with the title: "Politeness in Irish English Political Language". His supervisor is Dr David Atkinson.

Rita Szymczak (Department of Languages and Cultural Studies Scholarship)
Rita is registered for a PhD entitled: "Language policy and pedagogical practice: Student and teacher experiences with German L1 and L2 teaching at higher education level in Ireland". Her thesis is supervised by Dr Jean Conacher.

The Writing Centre and CALS

The Writing Centre is committed to supporting not only students, but the entire community at the University of Limerick in their writing. The following resources are available for postgraduate students and researchers in the Centre for Applied Language Studies:

- writers' groups (the postgraduate writers' group meets weekly, providing time and space for productive sessions);
- one-on-one peer-tutoring in academic writing;
- seminars and workshops for the development of academic writing (two workshops on using corpora for research in applied linguistics were recently conducted for CALS staff);
- online resources for writers[1].

The Writing Centre staff conduct and publish action research to contribute to the body of scholarship on academic writing and the teaching of writing. This research has been presented at international conferences such as WDHE (Writing Development in Higher Education) and appears in the following publications:

- Cleary, L. and O'Sullivan, Í. (2008) 'Innovations, activities and principles for supporting student writing', in Moore, S. (ed.), *Supporting Academic Writing among Students and Academics*, SEDA Special (24): 15-20.
- Cleary, L. Graham, C. Jeanneau, C. and O'Sullivan, Í. (2009) 'Responding to the writing development needs of Irish higher education students: A case study', *AISHE-J*, 1(1): 4.1-4.16.

With its region-wide academically, institutionally and culturally diverse student population, the Regional Writing Centre views itself as an ideal testing-ground for innovations in writing research and pedagogy. Two examples of innovations in research and teaching are: using deductive methodologies to understand colour-coded language functions to teach writing to first-year engineers; and designing a module to train undergraduates in peer-tutoring in writing.

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[1] www.ul.ie/rwc

PROJECTS

IRCHSS-Government of Ireland Senior Research Fellowship
(2009-2010)

PI: Tadhg Ó hIfearnáin

Minority language management and standardisation in late modernity
This project falls in two parts. Firstly, writing up two extensive field-based projects carried out in the Gaeltacht. The data reveals hidden ideological mismatches regarding bilingualism between dominant state-lead language management ideology and community beliefs and practices, where overtly agreed policies favouring Irish have had some opposite effects. Based on completed in-depth studies of speakers' language beliefs and practices in one Gaeltacht region (2000-2004; 249 informants) and a household survey of 28 others (2007-2008; 12,271 informants), the project focuses on imbalances between state interventions and community language practice in the public space, schooling, community and family. Literacy practice and the paradoxical role of national standardisation in language regeneration or marginalisation are highlighted.

The second part, on language standardisation and prestige in 'late modernity', grows out of this period of work, and is an area on which I work with PhD student Noel Ó Murchadha (IRCHSS Postgraduate Scholar) and IRCHSS funded postdoctoral scholar Laoise Nic Chárthaigh, in collaboration with colleagues in an important international network. Part of the analytical methodology for the project comes from a common framework being developed to study hidden or covert language attitudes within the SLICE (Standard Language in Contemporary Europe) group, connecting research teams in 11 other countries. The core of these studies started at the Centre for Language Change in Real Time, University of Copenhagen with the work of Tore Kristiansen and his colleagues, and was designed to modify the understanding of adolescent language ideology and its role in language change that had emerged from earlier sociolinguistic studies. There are three hypotheses: (1) There are two main value systems at two levels of consciousness; overtly expressed and covertly practised, (2) Language change/shift is governed by subconscious values, (3) Standard language does not provide the only 'norm' or prestige variety for speakers.

This approach dovetails with the first part of the project, which is nearer the societal than linguistic end of the sociolinguistic spectrum, seeking to interpret a large amount of data in the context of emerging language management paradigms, emphasising the role of hidden/covert language ideology on language practices as exposed particularly in Spolsky (2009, 2004), Shohamy & Gorter (2009), Shohamy (2006) and elements of King, Fogle & Logan-Terry (2008). These see language policy as language management (or not) of (1) beliefs about language and (2) speech practices, by overt or covert intervention/manipulation. All speech communities thus have language policies, which can be studied by evidence in their overtly offered as well as subconscious/hidden beliefs and practices, and the actions of 'language managers', in families, peer groups, work places, local communities, and by authorities and public opinion at regional, national and international levels.

Changing Communication

"Changing Communication" is the title of the research cluster, led by Dr David Atkinson and composed mainly of CALS members, within the Irish Social Sciences Platform (ISSP). UL members of the ISSP were awarded Euro 2,500,000 as part of the Higher Education Authority's Programme for Research in Third-Level Institutions (Cycle 4). In AY 2008-2009 CALS postgraduate students and ISSP members Joanna Baumgart, Clive Earls, Florence le Baron and Aoife Lenihan were mainly engaged in the taught component of the PhD Programme in Applied Language Studies. As the PhD researchers are still at an early stage of their research and will provide information on progress in their PhD programme and in their theses in future CALS newsletters, this entry will focus on postdoctoral research in the project.

Dr Tríona Hourigan, a research fellow in the Changing Communication cluster, mentored by Dr Liam Murray and Prof. Angela Chambers, is investigating the integration and impact of ICT tools in a language learning context. This is part of ongoing research in collaboration with Liam Murray on the introduction and appropriation of blogs as a learning tool for students. It involves developing an appropriate teaching methodology for implementing blogs in this distinct learning environment. Data are collated in the language classroom itself, as students use the blog as a space to practise and refine their written language skills. Themes currently being explored include the following: defining teacher and student roles; exploring the impact of the digital native; and developing appropriate tasks and feedback procedures. In addition, a highly successful cross-faculty research seminar series was organised in the Spring Semester 2009 on the theme of Technology and Learning, culminating in a one-day symposium on technology integration. Preparations are currently underway to publish the papers presented in the Technology and Learning series.

The CLAS Corpus

Over the past twelve months, University of Cambridge, Mary Immaculate College, (MIC), and Shannon College of Hotel Management have been participating in a unique collaborative research project, capturing the language used in the context of hotel management by both native speakers of English and non-native speakers, resulting in the establishment of the Cambridge, Limerick and Shannon (CLAS) Corpus.

This unique project, which is being funded by the University of Cambridge, entails the recording of one million words spoken by the students and faculty at Shannon College of Hotel Management. The data includes the language use of 350 students as they go about their daily college life of lectures, tutorials and professional practical training. The remarkable diversity of the student body in Shannon College made it an ideal place to record as, in addition to having Irish students, more than 20 different nationalities are represented. Nationalities represented include: China, India, the USA, the Seychelles, South Korea, Malaysia, Ukraine and a number of EU countries.

The project is a three-way collaboration between Cambridge, MIC and Shannon College. Over 100 hours of recordings are being collected by MIC and Shannon College and will be transcribed by Cambridge University to form an electronic database which is referred to as a "Corpus". This Corpus will then be used for linguistic research and materials design within the University of Cambridge and Cambridge University Press. The purpose of the large-scale data collection is manifold. For Cambridge University Press, it will provide a snapshot of the language of Hotel Management training, which will inform the design of textbooks for the international English for Tourism sector. For Cambridge University's English language examinations sector, Cambridge ESOL, the data will feed into the *English Profile Project*, which aims to benchmark language competencies within the Common European Framework of Reference for Languages. This ground-breaking research project will produce a detailed set of Reference Level Descriptions for English, which are linked to the Common European Framework of Reference for Languages so as to provide specific criteria for describing what a learner knows at each level of English. The non-native speaker data collected in Shannon will be especially crucial in this benchmarking research.

The data collect phase was completed in November 2009 and the corpus is now being transcribed by Cambridge University. It is hoped that the corpus will be completed by December 2010 and findings and teaching materials based on the data will be published over the coming years.

The Project Leader is CALS member Dr Anne O'Keeffe, Senior Lecturer in MIC and corpus consultant with Cambridge University Press.

Northern Multilingualism

Northern Multilingualism: Discourses, practices and experiences of linguistic diversity in North Calotte (2008-2011, Funded by the Finnish Academy)

The object of the Northern Multilingualism project is to carry out a theoretical and empirical investigation of multilingualism in the transnational North Calotte (Finland, Norway, Sweden and Russia) with a particular focus on minoritised languages. The project aims to investigate several locations within the North Calotte and elsewhere (e.g. Ireland) with reference to media, tourism, education and linguistic landscapes. In its emphasis on the transcultural and economic flows and forces shaping local use of language, particularly minoritised languages, this project engages with recent research on linguistic diversity and change. Theoretically we draw on insight provided by sociolinguistic, critical discourse studies and ethnography by utilising concepts such as languaging, heteroglossia, discourses, practices, experiences, language policy and ideologies. The project is led by Professor Sari Pietikäinen of the University of Jyväskylä in Finland. There are three CALS members involved in the project. Máiréad Moriarty is the postdoctoral researcher for the project, Helen Kelly Holmes is a senior advisor to the project and Aoife Lenihan is a postgraduate researcher within the project. The following is a list of publications produced by CALS members within the context of the Northern Multilingualism project to date:

Kelly-Holmes, H., Moriarty, M. & Pietikäinen, S. (2009) Convergence and divergence in Barque, Irish and Sami media language policing. *Journal of Language Policy* 8(3): 227-242.
Moriarty, M. (2009) Normalising language through television: The case of the Irish language television station, TG4. *Journal of Multicultural Discourses* 4(2): 137-150.

For more information visit the project website: www.northernmultilingualism.fi

EU Lifelong Learning Programme: Backbone

PI: Kurt Kohn (Tübingen); UL PI: Fiona Farr

BACKBONE is a corpus-enhanced language learning and teaching project, funded by the EU Lifelong Learning Programme, with partners from several countries including England, France, Germany, Ireland, Poland, Spain and Turkey. Over a two-year period it will compile corpora of spoken interviews and conversations across a range of less widely taught languages and varieties, develop a number of pedagogy-driven "do it yourself" corpus tools and procedures, pedagogically enrich and evaluate the online audio-visual corpora, and provide teacher education and support for their use in language classrooms. The UL participants in the project are Fiona Farr (PI), Angela Chambers and Stéphanie O'Riordan, together with research assistants Valerie Rabette and Michelle O'Shea, both graduates of the MA in English Language Teaching in UL.

UL's role in the project is twofold. Firstly a number of interviews with speakers of Irish English from different parts of Ireland have been video-recorded, transcribed and annotated to serve as web-based resources for teachers and learners of English. Secondly, in the second year of the project similar resources in French, which have been created by the French project partner, will be piloted by Marie-Thérèse Batardière, Angela Chambers, Stéphanie O'Riordan and Ciara Rock, with UL students of French and second-level learners of French. The aim is to create resources for language learning based on attested examples of language use rather than the invented examples which are still commonly used in language course books.

Recent research on the use of corpora in language learning, by researchers in UL and elsewhere, has revealed a need for corpora such as these, what are termed "pedagogic corpora" to be created with the specific needs of language learners in mind, rather than relying on the vast corpora which linguists use to analyse language in use. The data collected in the project will serve as the basis for research on language use by CALS researchers, as well as research on the use of innovative resources such as this in the language learning and teaching environment.

The project has met twice, in Tübingen and Murcia, with a third meeting scheduled in UL in December 2009.

EVENTS

EUROCALL 2008

As the CALS Newsletter now includes information on events until the end of September 2009, two EUROCALL (European Association for Computer-Assisted Language Learning) conferences, 2008 and 2009, are included here. The 2008 annual conference of EUROCALL was held at Kodolányi University College, Székesfehérvár, Hungary from 3-6 September, 2008 on the theme: *CALL: New Competencies and Social Spaces* and included over 180 presentations on a wide range of topics such as blended learning, mobile technology such as ipods and video, and the use of blogging in the language classroom.

The plenary speakers were Andrea Kárpáti, Agnes Kukulska-Hulme and Patrik Svensson, all of whom also took part in a lively panel discussion on the conference theme, chaired by Trude Heift. CALS was represented by Florence Le Baron presenting a paper jointly authored with Angela Chambers and Liam Murray: *Introducing Blended Learning to Enhance Cultural Competence.* Joan O'Sullivan was also at the conference and took part in the pre-conference workshop *An Introduction to Second Life*, given by Graham Davies, who has set up a EUROCALL headquarters in Second Life. EUROCALL 2008 was a great success both academically and socially.

The conference was preceded by four pre-conference workshops with a range of themes, including Corpus linguistics and the use of Web 2.0 tools in language learning. The Virtual Strand has now become a feature of the conference and this year was no exception, with a virtual strand workshop freely accessible on the Internet as well as to conference delegates. Plenary presentations and the panel discussion, which were streamed and were accessible live to registered VS participants, are now archived on the EUROCALL website. Participants were invited to use the blog to share views on the various presentations during the conference. The conference blog is available in the restricted members area of the EUROCALL website. Members of CALS may register for access at the following link:
http://www.eurocall-languages.org/login/register-form.php

The 2009 annual conference of EUROCALL was held at Universidad Politécnica de Valencia, at their Gandia Campus, 9-12 September 2009 on the theme: *New Trends in Computer-Assisted Language Learning*, with a special emphasis on innovative ways of collaborating and working together in the advancement of language learning and teaching. The plenary speakers were Gavin Dudeney, François Mangenot, and

Steven L. Thorne. Videos of the plenary speakers, their PowerPoint presentations and handouts, are now available on the EUROCALL 2009 conference website at the following link: http://eurocall.webs.upv.es/eurocall2009/speakers.php

CALS was well represented with presentations by Elaine Riordan and Fiona Farr: *From diaries to blogs: Tthe development of student teachers' metacognitive strategies*; Liam Murray and Triona Hourigan: *Integration guidance: establishing best practice for exploiting L2 logs in theDevelopment of FL writing skills within a third level context* and Florence Le Baron, *Discussion forums and language teaching: Finding a space for feedback*, a poster, jointly authored with Angela Chambers and Liam Murray.

EUROCALL 2009 was preceded by six pre-conference workshops. Two of these were half-day workshops dedicated to Second Life and its use in language teaching. An introduction to the VR world by Graham Davies was followed by a presentation by the AVALON project leaders, Luisa Panichi and Graham Stanley. Here, delegates were invited to explore the possibilities offered by this media, either as in-world avatars from their individual computer locations or as a live audience. A full-day workshop sponsored by MacMillan ELT invited participants to take full pedagogical advantage of the new educational tools as provided by Web 2.0. A further half-day workshop entitled *Publishing Your Research in CALL Journals* targeted research students in CALL. post-doctoral students and recently appointed academic staff in Higher Education. This workshop was presented by Françoise Blin and June Thompson, co-Editors of *ReCALL* Journal; Jozef Colpaert editor of *Computer Assisted Language Learning: An International Journal*; and Robert Fischer, executive director of CALICO and editor of *CALICO* Journal.

The Virtual Strand (VS) featured live streaming of plenary speakers, podcasts of presentations and live blogging with CoveritLive. A new element this year was the addition of online presentations – all of which will be archived in the members' area of the EUROCALL website. Members of CALS may register for access at the following link: http://www.eurocall-languages.org/login/register-form.php

Selected papers from the annual EUROCALL conference are published in the Association's Journal, Re*CALL*, published by Cambridge University Press. For any information with regard to EUROCALL or the Re*CALL* Journal please contact the EUROCALL Secretary, Margaret Gammell: Margaret.Gammell@ul.ie

EUROCALL 2010 will be held in Université de Bordeaux, France from 8-11 September 2010.

Academic Writing in Irish

A particularly important initiative in CALS in AY 2008-2009 was a workshop in academic writing in Irish. The request for targeted training in academic writing in Irish came from the CALS postgraduates currently writing theses in Irish and was planned and organised by the students, with the help of their supervisor, An Dr Tadhg Ó hIfearnáin. As the students wished the workshop to be as applied and relevant as possible, each student submitted samples of their academic writing to the first workshop facilitator, Antain Mac Lochlainn. Antain was approached because of his extensive experience of writing, translation and translation training and for his knowledge of style, register, jargon and grammar. A half-day workshop was held on 10 December 2008. As well as four UL CALS postgraduates (Guinevere Darcy, Justin McCubbin, Helena Ní Ghearáin, Noel Ó Murchadha), two postgraduates from NUIG who are also undertaking PhDs in Irish language sociolinguistics (Ailish Bhreathnach, Laoise Ní Dhúda) were invited to take part in the workshop. The workshop content included general guidelines regarding academic writing in Irish but was also tailored to the participants' writing styles and weaknesses. The students received practical advice as to common mistakes made by inexperienced writers of Irish, matters of register and academic style, translation difficulties, and feedback on specific errors. The students found the workshop content extremely useful and informative and benefited from the applied and collaborative approach taken which allowed them to discuss and resolve problems in a supportive environment.

Association of University Language Centres
UK and Ireland Conference

On 9 and 10 November 2007, the University of Limerick Language Centre hosted the Association of University Language Centre's (AULC) 10th conference and AGM. The conference attracted 70 delegates representing almost 40 universities from the UK and Ireland. As is typical of AULC conferences, the two days offered delegates a valuable opportunity to update themselves on the latest trends, policies and research which affect language centres. There was a clear emphasis on sharing of expertise in a friendly, supportive environment.

Following a welcome address by the President of UL, Professor Don Barry, the conference began with a paper by Angela Chambers, entitled *Data-driven Learning in Classroom and Independent Learning Environments*. The ICT theme was continued with papers and demonstrations by Trevor Pull, Nottingham Trent University, Andrew Grenfell, University of Newcastle, Tríona Hourigan, University of Limerick and Kate Borthwick, UK Subject Centre for Languages, Linguistics and Area Studies (LLAS). Themes included the *Loc Tool, the Language Box, The VLE as Language Lab?* and *Integrating Generic Courseware for Language Learning Purposes*. Two further thought-provoking papers were presented. Ernesto Macaro, Professor of Applied Linguistics (Second Language Acquisition), University of Oxford spoke on a topical subject: *Codeswitching in the Communicative L2 Classroom*. The title of Tadhg Ó hIfearnáin's paper was *Bilingual native speakers, communities and Irish language policy*.

A lively panel-led discussion on *Developments in Languages* completed the first day. The panel included Teresa Birks, CILT (the British Centre for Information on Language Teaching and Research), Vicky Wright, LLAS Subject Centre and Ray Satchell, University of Bristol, who represented CERCLES, the European Confederation of Language Centres. The two other panel members were Nick Byrne, LSE, who presented the results of the AULC/DIUS (Department of Innovation, Universities and Skills) Survey of language learning in the UK and Anne Gallagher, NUI Maynooth, who presented research into trends in languages in Ireland. The Management, Teaching and Research SIG and the Technical & Resources SIG met for two sessions, each provoking further stimulating debate on current issues and trends. Once again, the emphasis on sharing of experiences and expertise was evident.

The AULC conference of 2009 was the first conference to be held in the new UL Languages Building. Conference delegates were keen to partake in tours of the building and it was very gratifying the members of the Languages Building Committee to receive the very positive feedback on the design from peers.

Organisers: Caroline Graham, Joan O'Grady, Dominique Le Meur, Elizabeth Shannon, Dr Liam Murray, Herveline Roche, Catherine Jeanneau and Ria Toland.

Sponsors: Sanako, Plassey Campus Centre, International Books, Martins' Bus Company, O'Mahony Books.

Navigating texts: From Reading to Writing
La navigation textuelle: de la lecture à l'écriture

The Navilire Research Group, led by Professor Lita Lundquist, Professor of Languages for Specific Purposes at Copenhagen Business School, brings together researchers from a number of research centres including CALS to investigate how the study of textual organisation can contribute to language learning. On 6 May 2009 the Group organised a one-day conference in UL on the theme of textual organisation and the acquisition of reading and writing skills. The conference languages were French and English, and, in addition to Professor Lundquist and Professor Jean-Luc Minel, MoDyCo, Université Paris Ouest Nanterre La Défense, the participants consisted mainly of French researchers in centres funded by the Centre National de la Recherche Scientifique (CNRS) and UL-based researchers.

Lita Lundquist opened the conference with a paper entitled "From reading to writing, from structure to process – with NaviLire", presenting the Navilire project and its potential as an innovative resource in language learning, teaching and research. The conference included a number of papers focusing on academic writing, including "Text and genre coherence in scientific writing" by Shirley Carter-Thomas; "Linguistic features of article introductions in French: Combining text-based and corpus-based approaches", by Angela Chambers; and "Looking at what the experts do: The role of academic text corpora to enhance students' citation practices" by Íde O'Sullivan.

The broader focus of Navilire was evident in papers in a variety of areas: "L'utilisation de Navilire pour le repérage du discours direct dans des textes appartenant à des genres différents" [Using Navilire as a resource in identifying direct speech in various genres] by Caroline Mellet, Jean-Luc Minel and Frédérique Sitri; "Linguistique textuelle et élaboration d'un récit en français langue étrangère" [Text linguistics and narrative in French as a Foreign Language] by Marie-Odile Hidden; and "Learner writing in a discussion forum: Descriptive and prescriptive approaches" by Florence Le Baron. The conference ended with a reception in the Millstream Common Room and discussions on plans for future collaboration.

The conference was organised by the Navilire Research Group in association with the Irish Social Sciences Platform, the Shannon Consortium Regional Writing Centre and the Centre for Applied Language Studies, University of Limerick.

CALS Research Day 2009

The annual CALS Research Day took place this year on 4 June. Following a welcome by the head of the Department of Languages and Cultural Studies and associate director of CALS, Dr Jean Conacher, the day began with what is now an established tradition in the Centre, namely presentations from CALS PhD students who have recently joined the Centre. These inlcuded Weronika Gasior, a UL graduate who was awarded a place on the Advanced Scholars' Programme, Aoife Lenihan, who holds a scholarship in the Irish Social Sciences Platform (ISSP), funded by the HEA under the Programme for Research in Third-Level Institutions (PRTLI, Cycle 4), and Noel ó Murchadha, who holds an IRCHSS scholarship. After a substantial drop in the number of CALS PhD students due to several recently graduating, it is encouraging to see that the number is once again over 20.

A presentation of research in progress entitled *'Withstanding washback: Thinking outside the box in materials development'* by Freda Mishan and Jo Baumgart followed. This forms part of substantial recent activity in research in language learning materials development in CALS, with the annual conference of MATSDA, the international Materials Development Association, hosted in UL in 2008, and a book in press, edited by Freda Mishan and Angela Chambers, including a number of papers from the conference as well as chapters by other members of CALS.

After the coffee break, Marie-Thérèse Batardiere, Herveline Roche and Catherine Jeanneau gave a paper on *The added value of face-to-face tandem language exchange for intercultural learning*, a research project which benefited greatly from funding under the HEA Strategic Initiative Fund and the Faculty Teaching Fund (Arts, Humanities and Social Sciences). The following session included a presentation by ISSP postdoctoral research fellow Dr. Triona Hourigan on her research in the area of Computer-assisted Language Learning (see entry on "Changing Communication" in this Newsletter). Finally new CALS member Micheal ó HAodha gave a presentation on *Parlari and Cant/Gammon: Some Thoughts on the Historical Development of "Secret" Languages in Ireland*. Once again, this is an area where CALS is developing expertise, following the launch in 2008 of Joan O'Sullivan's book, *'Talkin' Different': Linguistic Diversity and the Irish Traveller Minority*, published by Cambridge Scholars Publishing.

The final event of the day was a CALS general meeting followed by a wine reception.

Language Policy and Language Learning: New Paradigms and New Challenges Conference: 18-20 June 2009

Language Policy studies are an important part of the work being undertaken by members of the Centre for Applied Language Studies in UL. The Irish Association for Applied Linguistics/Cumann na Teangeolaíochta Feidhmí (IRAAL/CTF) hosted a large international conference at UL in this field immediately after a meeting of the Executive Board and International Committee of the International Association for Applied Linguistics (AILA) in the University. AILA-Europe, which groups most of the European affiliates of AILA also held its annual meeting during the conference.

The conference was concerned with all aspects of language policy and the learning of languages. It addressed the status and form of languages as well as acquisition policies pertaining to their teaching and learning. Papers, posters and panels on promoting and managing language policy and research on the development, implementation and effects of language policy in all regions of the world were included in contributions from 200 delegates from all the inhabited continents. The organisers were particularly pleased that the conference made an important contribution to language policy theory. The keynote speakers at the conference were Muiris Ó Laoire, IT Tralee, who spoke on languages in education policy in Ireland; Kendall King, University of Minnesota, who spoke on language policy within the family; Jennifer Jenkins, University of Southampton, on global challenges to the legitimacy of standard English; and Mark Sebba who developed ideas about control and power in language and orthography in 'unregulated spaces'.

The conference was organised by the IRAAL/CTF executive, and particular in UL by Tadhg Ó hIfearnáin (IRAAL President) and Fiona Farr (IRAAL Executive Committee), with the help of many CALS colleagues who chaired sessions, presented papers and posters and participated actively in many sessions. The conference was not originally intended to be part of a series, but in view of its success and the attendance of many of the leaders in academic language policy studies, editors of journals and book series, it has been decided that LPLL will have a second outing, possibly hosted in 2011 in either Slovenia or Galicia.

http://www.ul.ie/~lcs/lpll2009
For further information on AILA see: http://www.aila.info/
For further information on AILA conference for PhD students see: http://www.gal-ev.de/call-for-paper-second-junior-research-meeting-for-applied-linguistics-2010.html.

Technology and Teaching Community of Practice

Technology & Teaching CoP

In the course of AY 2008-2009, CALS members Elaine Riordan, IRCHSS Government of Ireland Scholar, and Dr Tríona Hourigan, ISSP Research Fellow, have been coordinating the establishment of the 'Technology and Teaching Community of Practice' here at the University of Limerick. Communities of practice have long been recognised as important networks for enabling groups of people to promote communication and interaction collectively. Typically, such initiatives encourage participation, shared practice and the dissemination of ideas in order to form a dynamic knowledge-based community.

At present there are many activities related to Technology and Teaching already being organised by different faculties and research centres on campus. It was decided that establishing a shared community of practice would be a useful means of bringing together these different strands and of encouraging inexperienced staff to consider integrating technology in the classroom. On 12 June 2009 a half-day event was organised for all interested participants with a view to planning the structure and indeed future direction of this community. Following the criteria outlined during this group feedback session, a specific SULIS site was created allowing members to upload any relevant material to technology and learning as well as facilitating networking and interaction through discussion groups. There are currently over 70 members in the Community of Practice with representation from all faculties.

The Autumn 2009-2010 semester marks the launch of this campus-wide initiative. A face to face meeting will also be organised in order to facilitate the needs of members. It is hoped that over time this reflective and interactive space will prove helpful for both established practitioners as well as newcomers in using technology for teaching purposes.

If you are interested in joining this community please contact: elaine.riordan@ul.ie or triona.hourigan@ul.ie. You can access the site by clicking on the 'Technology and Teaching Community of Practice' link on the University Staff page of the UL website.

UL Languages Week
Seachtain na dTeangacha OL

The first ever Languages Week in UL took place from September 21-25, organised by the department of Languages and Cultural Studies. A host of multilingual activities took place across the campus, and CALS members were, as one would expect, heavily involved in this initiative. Jean Conacher, Barbara Geraghty, Caroline Graham, Catherine Jeanneau, Mairead Moriarty, Stephanie.O'Riordan and Deirdre.Ni Loingsigh participated in the organisation of the Week, along with Ciara Considine and Herveline Roche. Other CALS members also participated actively in Languages Week. Nuria Borrull and Freda Mishan offered language taster classes, Nuria in Catalan and Freda in Hebrew. Jean Conacher spoke at a languages symposium. Finally, Marie-Thérèse Batardière and Nancy Serrano organised a Swap Shop for language teachers, exchanging information on innovative practices.

The celebration of linguistic diversity was officially launched by the President of the University, Prof. Don Barry. The head of the Department of Languages and Cultural Studies and associate director of CALS, Dr. Jean Conacher, then presented the results of a survey of the languages used by both staff and students on campus on a daily basis, pointing to UL as a multilingual campus.

The week included a series of multilingual events, including poetry readings, language taster classes, workshops and film screenings held on campus, and various campus restaurants offered theme days with typical food from different countries. A number of competitions also took place during Languages Week. One such competition was the Postgraduate research poster competition, which was judged by the Vice President, Research, Prof. Brian Fitzgerald. The winner of the competition was CALS postgraduate researcher, Aoife Lenihan (ISSP Government of Ireland Scholar), for her poster entitled: *Facebook - An Example of 'Bottom-up' Language Policy in the New Media?* The poster was based on a conference paper Aoife delivered at a conference on Language in the (New) Media: Technologies and Ideologies, University of Washington, Seattle, USA, 3-6 September 2009. Aoife was presented with her prize by the Dean of the Graduate School, Prof. John Breen, in a ceremony where two CALS postgraduate researchers were also presented with LCS scholarships, namely Laura Costelloe and Rita Szymczak.

CALS Guest Lectures 2008-2009

Alternative radio stations in Austria and their Importance for producers and listeners
Judith Purkarthofer, University of Vienna
30 September 2008

The Learner's Turn
Prof. Michael McCarthy, Professor Emeritus, University of Nottingham
Adjunct Professor, University of Limerick, Adjunct Professor, Penn State University
12 February 2009

Paces of change: Journalism as a social practice and the capabilities of digital technologies: the case of The Irish Times website, 1994-2009
Dr Anthony Cawley, University of Limerick
25 February 2009

CALS Events 2009-2010

Let's get lexical
Dr Ivor Timmis, Leeds Metropolitan University, UK
16 November 2009

WordSmith Tools Beginners' Workshop
Dr Íde O'Sullivan, Shannon Consortium Regional Writing Centre
9 November 2009

WordSmith Tools Workshop 2
Dr Íde O'Sullivan, Shannon Consortium Regional Writing Centre
30 November 2009

The EU Lifelong Learning Programme: Guidance for successful applications
Presentation and discussion led by Professor Kurt Kohn, University of Tübingen
10 December 2009

From Problem Based Learning to Problem Based Language Learning
Workshop series: Dates and further details to be announced

Multicultural Day
Date and further details to be announced

International Summer Symposium (Graduate Education)
Dates and further details to be announced

CALS Members

CALS currently has 65 members.

David Atkinson, Gosia Barker, Marie-Thérèse Batardière, Brendan Bolger, Nuria Borrull, Angela Chambers, Lawrence Cleary, Jean Conacher, Fiona Farr, Angela Farrell, Margaret Gammell, Caroline Graham, Barbara Geraghty, Catherine Jeanneau, Helen Kelly-Holmes, Michael McCarthy, Freda Mishan, Máiréad Moriarty, Siobhán Murphy, Liam Murray, Maire Ní Neachtain, Joan O'Grady, Micheal Ó hAodha, Tadhg Ó hIfearnáin, Anne O'Keeffe, Stéphanie O'Riordan, Íde O'Sullivan, Joan O'Sullivan, Maria Palma Fahey, Santiago Perez, Frédéric Royall, Nancy Serrano.

Postgraduate researchers: Iuliana Banarie, Joanna Baumgart, Stephen Bearpark, Laura Costelloe, Guinevere Darcy, Clive Earls, Weronika Gasior, Marta Giralt, Florence Le Baron, Margaret Healy, Aoife Lenihan, Pascal Maher, Barbara Malvaro Orfano, Justin McCubbin, Ornaith NiDhuibhir, Helena Ní Ghearáin, Róisin Ní Mhocháin, Declan O'Donnell, Noel Ó Murchadha, Elaine Riordan, Rita Szymczak, Matthew Wallen.

ISSP Postdoctoral Research fellow: Dr Triona Hourigan.

University of Limerick Research scholar: Dr Anthony Cawley.

Associate members: Dr Carolina Amador Moreno, Universidad de Extremadura; Dr Maeve Conrick, NUI Cork; Dr Bróna Murphy, University of Edinburgh; Dr Shaun Nolan; Dr Muiris Ó Laoire, Institute of Technology Tralee; Lucia Pintado, University of Leicester; Dr Dagmar Reschke; Dr Birgit Ryschka, Dr Elaine Vaughan.

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