

University of Limerick  
OLLSCOIL LUIMNIGH



*Centre for Applied Language Studies*

*Newsletter*

**Celebrating 10 years of CALS**

Number 6

2006 – 2007

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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 52 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 supra-national 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.

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## NEWS

### PRTLTI Success for CALS

A major success in CALS in 2007 is the Centre's participation in the development of a national platform for research in the Social Sciences, in collaboration with NUI Maynooth, NUI Galway, University College Cork, Dublin City University, Mary Immaculate College, Limerick, Queen's University Belfast, and IT Sligo. Within the national project, entitled Knowledge, Innovation, Society and Space, UL was awarded €2.5 million as part of the national Programme for Research in Third-level Education (PRTLTI).

The UL project, assembled around the theme of 'Knowledge Interfaces', focuses on three thematic clusters: Understanding Health; Changing Communication; and Shaping Technology. Within Changing Communication, CALS members have been awarded funding for PhD scholarships and one postdoctoral fellowship. Topics include the effect of technology on language growth and change, the changing patterns of English as it is spoken in Ireland, an examination of Irish print media discourses on Polish workers, a study of language policy in Higher Education and its impact on practice, a study of language policy and practice in the media, and developing a framework for the integration of new technologies in integrative writing environments. Research supervisors include CALS members Dr David Atkinson, Prof. Angela Chambers, Dr Jean Conacher, Dr Fiona Farr, Dr Helen Kelly Holmes, and Dr Liam Murray; and Dr Eoin Devereux, Department of Sociology.

The principal investigator in the UL project is Angela Chambers. Helen Kelly Holmes, as director of the recently founded Institute for the Study of Knowledge in Society (ISKS), will lead the development of graduate education programmes. Together with the other PRTLTI partners, ISKS will deliver structured fourth level training in both inter-disciplinary and discipline specific graduate education programmes. One of these graduate education programmes, led by Jean Conacher, will focus on Applied Language Studies. ISKS will also host international summer schools (starting in 2008).

Knowledge Transfer, the translation of academic knowledge for a variety of users (e.g. policy makers, interest groups) and the general public is a key aspect of the PRTLTI programme. UL has taken particular responsibility for this function, and a Knowledge Transfer Officer, to be based in UL, will be recruited as part of the project.

## Completed PhD theses in CALS 2006 – 2007

### **Triona Hourigan, 2007. Evaluating the Integration of a Generic Automated Summariser into a Specific Language Learning Environment.**

This research focused on the integration of a generic multi-lingual summarising tool, the *Copernic Summariser* ([www.copernic.com](http://www.copernic.com)) within a Third Level language learning context. The study highlighted two significant areas for consideration: (1) the software selection process and more importantly, (2) the exploitation of the chosen tool within a second year 'Language and Technology' module at the university. Due to the dearth of research on the appropriate use of automated summarisers within this distinct educational context, the introduction of the tool within the teaching programme provided an important opportunity to examine the individual experiences of the participants. A qualitative research methodology was undertaken in order to collate rich sources of data for investigation and assessment by the researcher. This included employing well established techniques such as: focus groups, questionnaires, DVD recordings of classroom activities and the collation of homework assignments and end of term essays. The overall findings suggest that novice CALL integrators require a certain amount of guidance and support when undertaking the challenging task of evaluating and integrating non-dedicated CALLware. Moreover, this fulfils an important role in helping students to develop their own personalised 'evaluation filter' - a process which helps them to assess the tool's potential in addressing their own needs as language learners. In addition, findings suggest that learners may apply these acquired generic evaluation skills to other types of non-dedicated tools as part of their lifelong learning strategies. The research was supervised by Dr Liam Murray.

Triona Hourigan would like to acknowledge the Irish Research Council for the Humanities and Social Sciences, which provided a scholarship to support this research.

### **Máiréad Moriarty, 2007. Minority Language Television as an Effective Mechanism of Language Policy: A comparative study of the Irish and Basque sociolinguistic contexts.**

Drawing on the most recent theoretical thinking within the discipline of language policy studies put forward by Spolsky (2004) and Shohamy (2006), this thesis investigated whether minority language television can function as a mechanism of language policy. The research focused on university students

between the ages of 18 and 25, who are not first language-speakers of two particular minority languages, Irish and Basque. The case research was conducted at the University of Limerick and at the University of the Basque Country and involved the use of both quantitative and qualitative research methods. The analysis of the emerging data revealed that minority language television, through the influences it has on the language ideology and language practices of the research participants, does function as an effective mechanism of language policy. The research was co-supervised by Dr David Atkinson and Dr Tadhg Ó hÍfearnáin.

**Bróna Murphy, 2007. 'The Hand of Time': a Corpus-based Lexico-grammatical Analysis of the Influence of Age, as a Sociolinguistic Variable, on All-Female Talk.**

This research examined the impact of age, as a sociolinguistic variable, on all-female discourse in an Irish-English context. It draws on approaches from conversation analysis, discourse analysis, sociolinguistics, and pragmatics to frame the analysis of a 45,000-word (approx.) corpus of casual conversation comprising three age-groups of adults: 20s, 40s, and 70s/80s. The data were examined using quantitative and qualitative corpus-based techniques. The main research question directing the study aimed to discover if adulthood could be regarded as a homogeneous group in terms of linguistic behaviour or if indeed, there is evidence of linguistic variation at play across the age groups under scrutiny. Four features of spoken discourse were found to occur with significant frequency in the corpus and were isolated for more detailed elaboration in the remaining analyses. The four linguistic items include vague language (hedging and vague category markers), which represents language at the level of discourse, amplifiers and boosters, which are illustrative of language at the level of grammar, and finally, taboo language, which highlights language at the level of lexis. The results showed that adulthood is not a homogeneous group in terms of linguistic behaviour and confirms that linguistic variation is life-long. It concluded that relationships, conversation types, our preoccupations, concerns and, desires emanate from and are affected by our particular stage in life, which is, in turn, duly reflected in the way we use language, that is to say, the linguistic items we use and how we use them. The research was co-supervised by Dr Fiona Farr and Professor Michael McCarthy.

Brona Murphy would like to acknowledge the Department of Languages and Cultural Studies, which provided a scholarship to support this research.

**Íde O'Sullivan, 2006. Corpus Consultation as a New Literacy in Language Learning: The Case of Writing Skills and Error Correction in French.**

This thesis brought together two areas of research, namely new literacies and corpus consultation, and investigated one pedagogical context in which corpus consultation literacy could be developed, notably to improve learners' writing skills in French. In order to provide a theoretical foundation for the integration of corpus consultation literacy into language teaching and learning, the research was situated in the pedagogical context of second language acquisition research, in particular learner autonomy, authenticity, and process-oriented instruction. The empirical study explored the influence which corpus consultation literacy has on students' ability to correct their written French. The aim was to evaluate how effectively they complete this task and to determine their reactions to this process. The conclusion revealed that corpus consultation literacy may have an important role to play in providing interactive feedback and a means of correcting learners' writing errors, particularly in cases where traditional language learning resources might be of more limited use. The research was supervised by Professor Angela Chambers.

Íde O'Sullivan would like to acknowledge the Irish Research Council for the Humanities and Social Sciences, which provided a scholarship to support this research.

#### **CALS PG Committee**

The Academic year 2006/2007 was a very productive year for the members of Postgraduate CALS. One former student, Dr Íde Sullivan, graduated at Christmas, while a number of students successfully defended their theses and graduated in August, namely Dr Triona Hourigan, Dr Máiréad Moriarty, and Dr Bróna Murphy. The newest member of Postgraduate CALS, Elaine Riordan was awarded an IRCHSS PhD scholarship. A hearty congratulations to all. Members continue to present papers at national and international conferences and a number of students have publications in internationally acclaimed journals. This academic year also saw the introduction of the postgraduate research forums. Two were conducted over the second semester one on languages and the media, which included presentations by Máiréad Moriarty and Iuliana Banarie, and a second on Irish sociolinguistics, where Helena Ní Ghearáin and Justin McCubbin presented papers. The research forums will continue throughout the coming academic year.

### Books published by CALS members in 2006-2007

Chambers, A. (guest editor) 2007. *Integrating Corpora in Language Learning and Teaching*. Special Issue, *ReCALL*, 19 (3).

Conacher J.E. and H. Kelly-Holmes (eds) 2007. *New Learning Environments for Language Learning: Moving Beyond the Classroom?* Frankfurt am Main: Peter Lang.

Conrick, M. and V. Regan, 2007. *French in Canada*. Modern French Identities (28). Frankfurt am Main: Peter Lang.

Eloy, J.M. & T. Ó hÍfearnáin (eds) 2007. *Langues proches - Langues collatérales / Near Languages - Collateral Languages*. Paris: Harmattan.

Ó hÍfearnáin, T., 2006. *Beartas Teanga* [Language Policy]. An Aimsir Óg. Páipéar Ócáideach 7. Baile Átha Cliath: Coiscéim.

O'Keeffe, A., M. McCarthy, and R. Carter, 2007. *From Corpus to Classroom: Language Use and Language Teaching*. Cambridge: Cambridge University Press.

### Forthcoming books by CALS members in 2007-2008

Amador Moreno, Carolina P. (forthcoming) *An Introduction to Irish English*. London: Equinox.

Amador Moreno, C.P and A. Nunes (eds) (forthcoming) *Writing Orality*. Lewiston, New York: The Edwin Mellen Press

Amador Moreno, C.P., D. Limon, G. Soriano Barabino and C. Way (eds) (forthcoming) *Enhancing the Erasmus Experience: Papers on Student Mobility*. Granada: Atrio. ISBN: 84-96101-44-4.

Amador Moreno, C.P., D. Limon, G. Soriano Barabino and C. Way (eds) (forthcoming) *Experiences in Student Mobility*. Granada: Atrio. ISBN: 84-96101-45-2 (CD).



## Shannon Consortium Regional Writing Centre

A successful application to the HEA's Strategic Innovation Fund by Professor Angela Chambers and Caroline Graham has allowed the formation of the Shannon Consortium Regional Writing Centre based at UL. The Writing Centre will serve as a nexus of writing activities at the four participating institutions, namely Limerick Institute of Technology, Mary Immaculate College, the Institute of Technology, Tralee, and the University of Limerick. A coordinated, interdisciplinary approach to the development of writing has been adopted, involving both language specialists and subject specialists. The Regional Writing Centre will provide support to undergraduate and postgraduate students, tailored to their specialised needs in terms of discipline, genre and language, and, in addition, will support course and curriculum design and development amongst faculty.

Two Research Officers, Lawrence Cleary and Dr. Íde O'Sullivan, have been appointed and, in collaboration with three other institutions in the consortium, are already working with students and tutors in order to develop an innovative writing support strategy at the University of Limerick and throughout the Shannon region. Examples of planned programme interventions include the following:

- a. Learning Support in Academic Writing for Final Year Project Students
- b. Academic Writing: An Essay Writing Course for Undergraduate Students
- c. Report Writing for Engineers
- d. Academic Writing for Post-graduate Students.

Further interventions are currently being developed as part of the strategic plan for the Regional Writing Centre.

As part of the SIF-funded project, a Regional Writing Centre Advisory Board has also been formed, and their first meeting was held on May 29<sup>th</sup>, 2007.

In addition, the University of Limerick Writing Research Forum, chaired by Yvonne Cleary, is working closely with the Regional Writing Centre to develop innovative research projects which will merge with existing research strengths within CALS.

The rich data yielded from the audit of writing expertise amongst staff at UL and the analysis of writing needs of students was presented at the AISHE (All Ireland Society for Higher Education) conference, which was held at NUI Maynooth in August 2007. Following participation in St Mary's University

College Writing Centre Written Communications Forum, important links have been formed with St. Mary's Writing Centre Belfast, *Write Now Centre for Excellence in Teaching and Learning*, and Coventry University Centre for Academic Writing. Staff development and collaboration was further enhanced following participation at the International Writing Centre Association Summer Institute, which took place in Oregon State University in August 2007.

A one-day conference on academic writing, jointly organised by the University of Limerick Writing Research Forum and the Regional Writing Centre, will be held in UL on December 3rd, 2007.

### **Visiting Scholar**

María Moreno Jaén from the Universidad de Granada spent three months in UL over the summer as a CALS visiting scholar. María is currently undertaking doctoral research under the supervision of Dr Carmen Pérez Basanta. The current title of her thesis is: "Analysing the collocations of the most frequent English nouns. A corpus-based approach for the purpose of their pedagogical evaluation."

## Applied Linguistics Colloquium

A half day colloquium was organised and run on April 13<sup>th</sup>, 2007 at the University of Limerick. Four invited speakers presented at the colloquium, which was attended by more than forty faculty and postgraduates. All of the papers were very well-received and led to an interesting and extended discussion with much audience participation. The event was chaired by Professor Michael McCarthy, and three papers were presented and discussed: *Language Learning and VLEs: Activity Theoretical Design Principles* by Dr Françoise Blin, DCU, *Repetition in Language, and in Language Teaching* by Professor Alan Maley, and *The Moral Panic about Islam in the UK/US Press Post 9/11* by Professor Tony Mc Enery. The event was funded by the College of Humanities Teaching Board and the Dept of Languages and Cultural Studies, and organised by Fiona Farr on behalf of CALS.

## CALS Research day 2007

The annual CALS Research Day took place this year on 15th June. Following a welcome by Jean Conacher, who is both Head of the Department of Languages and Cultural Studies and CALS Deputy Director, the first half of the day was devoted to research presentations. As might be expected, all the research presented had a strong applied aspect: Joan O'Grady reported on a case study concerned with the process of designing a language support course for Chinese students of English. Freda Mishan presented her online, organic universal English language textbook and responses to it. The textbook is organic in the sense that individuals can contribute materials and comment on the usefulness of materials. Finally, Máiréad Moriarty and Helen Kelly-Holmes presented research on the 'sexy Irish' phenomenon prevalent in Irish media and its impact on attitudes to learning and speaking Irish. The phenomenon relates to the image of Irish language channel TG4, which has a range of young, attractive presenters, something that contrasts strongly with the received image of Irish language media presenters.

The second half of the day was devoted to a discussion of CALS Research Strategy and annual review of research. Máiréad Moriarty reported from the CALS Postgraduate Forum, giving a review of postgraduate activity during the year. 2006-7 has proved a very productive and successful year in terms of

CALS doctoral completions. The final session of the day explored the role of CALS in the UL Research Strategy. Helen Kelly-Holmes reported on the establishment of the Institute for the Study of Knowledge in Society (ISKS), while Angela Chambers gave an in-depth account of the University's bid for funding under the Fourth Programme for Research in Third Level Institutions. The presentation highlighted how CALS members are playing key roles in both of these developments and how research in Applied Language Studies is poised to be at the centre of the University's research strategy.

### **IVACS Postgraduate Research Symposium**

This year's Inter-Varietal Applied Corpus Studies (IVACS) Postgraduate research Symposium took place on 9<sup>th</sup> March, 2007. It was organised by Carolina Amador Moreno at University College Dublin under the theme 'Patterns of variation in speech and writing'. Anne O'Keeffe and Michael McCarthy's double act keynote presentation, entitled 'Specialised corpora: a look at spoken academic and business corpora and what they can tell us about language use', put smaller specialised corpora at the centre of the symposium discussions. MIC and UL were represented in six of the ten papers which were presented at the symposium.

### **CALS 10<sup>th</sup> Anniversary Celebrations**

A series of lectures to mark the 10<sup>th</sup> anniversary of CALS was launched on Thursday 20 September, 2007, by Professor Vincent Cunnane, Vice President Research, UL. The first lecture was 'Do women and men speak the same language? The dynamics of the research agenda in language and gender' by Dr Maeve Conrick, NUI Cork. Maeve Conrick, currently Vice-Head of the College of Arts, Celtic Studies and Social Sciences at University College Cork – NUI Cork, was the first associate member of CALS, joining just after the Centre was established in 1997.

The topics of future talks have been chosen to be of interest to those outside language studies as well as to specialists. Speakers will include Dr Tadhg Ó hÍfearnáin, Professor Mercedes Bengochea, Universidad de Alcala, Dr Helen Kelly Holmes, and CALS postgraduate students Justin McCubbin, Róisín Ní

Mhocháin and Matthew Wallen. 'The Death of the Gaeltacht? Irish language policy, language planners and the community' is the title of Tadhg Ó hÍfearnáin's talk, which will be the next in the series.

**CALS Guest Lectures at UL  
2006/2007**

***'Spoken Grammars, Written Grammars'***

Professor Michael McCarthy, University of Nottingham, and Adjunct Professor, University of Limerick. 14 December, 2006. Organised by Fiona Farr.

***'On the role of vocatives and rude language in London and Madrid teenagers' conversation'***

Professor Anna-Brita Stenström, University of Bergen, 15 December, 2006. Organised by Fiona Farr.

***'Language and Culture: An Approach for Teachers and Students of Translation'***

Dr Richard Clouet, Universidad de Las Palmas, Gran Canaria, Spain, 21 February, 2007. Organised by Nancy Serrano.

***'Testing English listening comprehension at German Primary schools. A comparative study of monolingual German children and bilingual Turkish/German children'***

Dr Daniela Elsner, Universität Bremen, 28 March, 2007. Organised by Jean Conacher.

***'El fenómeno Spanglish'***

Susana Gómez, University of Valladolid, Spain, 28 March, 2007. Organised by Nancy Serrano.

***'Language anxiety and learner self-management in face to face and virtual language learning contexts'***

Dr Mirjam Hauck, The Open University, UK, 24 April, 2007. Organised by Liam Murray.

## Forthcoming Events

### Book Launch

Eloy, J.-M. & Ó hÍfearnáin, T. (eds) 2007 *Langues proches - Langues collatérales / Near Languages - Collateral Languages*. Paris: Harmattan.

This volume, published in the *Espaces discursifs* series, is a collection of essays based on papers presented at the conference of the same name held in UL in June 2005. The contributions explore the relationships between languages that are linguistically very closely related, and the nature of that proximity or distance. These are more complex sociolinguistic situations than may first appear. The papers analyse linguistic systems, the comparative history of languages and their social and political realities, drawing on data from the Romance, Germanic, Celtic, Semitic and Finno-Ugric discursive spaces. The book will be launched following the guest lecture being presented by Tadhg Ó hÍfearnáin as part of the CALS 10 series of talks.

### RIA Conference

9-10<sup>th</sup> November, 2007

The 32<sup>nd</sup> research symposium of the Royal Irish Academy Committee for Modern Language, Literary and Cultural Studies is being held at the University of Limerick on the 9-10 November 2007. This biennial conference is being run on behalf of the committee by Dr Marieke Krajenbrink and Barbara Geraghty, both of the Department of Languages and Cultural Studies. The theme of this year's symposium is "IN / DIFFERENCE: Current and Historical Perspectives on Cultures in Contact" and it will examine the cultural and linguistic consequences of cultural contact, not only celebration and condemnation, but indifference as a significant response to the rise of difference beyond this spectrum of active engagement. Over 60 papers will be given at the conference by speakers from Ireland, the UK, Germany, Italy, the US, Australia and South Africa, and topics range from language education and policy through translation, literature, film, history of ideas, and cultural studies.

There is a paper on the headscarf debate in Germany as a way of looking at multicultural concerns there, as well as a paper on the history of martyrdom as a cross-cultural phenomenon. There will also be a number of papers on immigration: one comparing Germany's past and Ireland's present as

countries of immigration, and another on Italy's experience. Another important strand in the conference is translation. Two examples of papers in this area are "Harry Potter is Funny" a case study of the translation of humour in the Harry Potter novels into Spanish, and "'Fuckin' Brilliant' Irish swearing in translation" about translating *The Commitments* into German. On the topic of language policy there are papers on the challenges posed by the number of official languages within the EU as well as one on attitudes among EU bureaucrats to multilingualism. More information on the conference, including the Call for Papers and registration information is available at <http://www.ul.ie/~lcs/ria/>

**Writing Research Forum**  
**3<sup>rd</sup> December, 2007**

The University of Limerick Writing Research Forum is an interdisciplinary research group on academic and discipline-specific writing, and one of a range of inter-related activities of the Shannon Consortium Regional Writing Centre, based at UL. The aims of this research group are to foster collaborative research for faculty from all six Colleges in the area of writing, and to oversee research on pedagogical methods, fluency and writing development. A further aim is to sponsor and co-ordinate visiting speakers on writing. Membership of the forum spans all colleges of the University, reflecting the importance of writing-related research, and the strong and broad interest in writing and writing-related research at UL. The Writing Research Forum meets once a semester, and has a dedicated online space in Sulis, the University Virtual Learning Environment. This space will be a repository for resources and a site for online discussion of writing-related activity.

The Forum is currently organizing, together with the Regional Writing Centre, a one-day conference on writing, to be held on 03 December, 2007. Professor Ken Hyland of the Institute of Education, University of London will give the keynote address at this conference. Professor Hyland has published several books on writing, including *Second Language Writing*, *Teaching and Researching Writing*, and *Disciplinary Discourses: social interactions in academic writing*. This conference is likely to be of particular interest to CALS members, many of whom engage in writing- and language-related teaching and research. The Writing Research Forum and the one-day conference are being organised by Yvonne Cleary, Íde O'Sullivan, and Lawrence Cleary.

**International MATSDA/ACELS Conference  
26-27<sup>th</sup> January, 2008**

MATSDA, the Materials Development Association, in association with ACELS, the Advisory Council for English Language Schools, and the University of Limerick is running a conference: entitled 'Developing Materials to Satisfy Needs and Wants' on January 26<sup>th</sup> – 27<sup>th</sup> 2008, at the University of Limerick. The theme of the conference is the developing of language learning materials to satisfy the needs and wants of multifarious learning communities and contexts. This will draw together a broad range of disciplines - ranging from ESOL to corpus linguistics - currently influencing language learning materials development.

Invited plenary speakers include: Kris Van den Branden on task-based learning, Annie Hughes, on teaching young learners, Mike Bynham on ESOL materials development, a joint plenary by Angela Chambers, Fiona Farr & Stéphanie O'Riordan on corpus linguistics and language learning, and Brian Tomlinson, chair of MATSDA. Workshops will be given by all the plenary speakers, as well as other practitioners in the field, such as Mario Rinvolucri. For further information see: [www.matsda.org.uk](http://www.matsda.org.uk) or contact: [freda.mishan@ul.ie](mailto:freda.mishan@ul.ie) or [matsdaconference@ul.ie](mailto:matsdaconference@ul.ie)

**4<sup>th</sup> IVACS Conference  
13-14<sup>th</sup> June, 2008**

The theme of next year's IVACS conference, to be held at the University of Limerick, is 'Applying Corpus Linguistics'. The conference aims to continue the success of the previous three IVACS conferences held at the Universities of Limerick, Belfast and Nottingham in 2002, 2004 and 2006, by exploring ways in which corpus linguistics has been applied to other areas of research and pedagogy. Papers will report on research in the following areas:

- Corpus Linguistics and Applied Linguistics
- Corpus Linguistics and Analysing Discourse
- Corpus Linguistics and Literature
- Corpus Linguistics and Forensic Linguistics
- Corpus Linguistics and Pragmatics
- Corpus Linguistics and Speech Technology
- Corpus Linguistics and Sociolinguistics

For further information see: <http://www.mjc.ul.ie/ivacs> or contact [Fiona.Farr@ul.ie](mailto:Fiona.Farr@ul.ie)



## CALS Members

**CALS currently has 52 members:** David Atkinson, Gosia Barker, Marie-Thérèse Batardière, Brendan Bolger, Nuria Borrull, Angela Chambers, Lawrence Cleary, Jean Conacher, Fiona Farr, Angela Farrell, Margaret Gammell, Barbara Geraghty, Caroline Graham, Catherine Jeanneau, Helen Kelly-Holmes, Florence Le Baron, Michael McCarthy, Freda Mishan, Máiréad Moriarty, Siobhán Murphy, Liam Murray, Maire Ní Neachtain, Shaun Nolan, Joan O'Grady, Tadhg Ó hIfearnaín, Anne O'Keeffe, Veronica O'Regan, Íde O'Sullivan, Joan O'Sullivan, Maria Palma Fahey, Frédéric Royall, Nancy Serrano, Lucia Pintado.

**Postgraduate researchers:** Iuliana Banarie, Stephen Bearpark, Clive Earls, Barbara Malvaro Orfano, Justin McCubbin, Ornaith NiDhuibhir, Helena Ní Ghearáin, Róisín Ní Mhócháin, Stéphanie O'Riordan, Elaine Riordan, Birgit Ryschka, Elaine Vaughan, Matthew Wallen.

**Associate members:** Carolina Amador Moreno, Universidad de Extremadura; Maeve Conrick, NUI Cork; Triona Hourigan, Université de Pau; Bróna Murphy, UCD; Muiris Ó Laoire, Institute of Technology Tralee; Dagmar Reschke.