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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 (LCS) 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 45 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, language planning and policy, and corpus linguistics;
- 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

Three Books Launched in 2005

The first half of 2005 saw the launch of three books in CALS, marking a significant growth in publications among members of the Centre.

In January, CALS members met to launch *ICT & Language Learning: Integrating Pedagogy and Practice*, edited by Angela Chambers, Jean E. Conacher and Jeannette M. Littlemore and published by University of Birmingham Press. The book resulted from the EU-funded TALLENT Project (Teaching And Learning Languages Enhanced by New Technologies) coordinated by Angela Chambers and contained chapters on key areas in ICT and language learning.

In early May, Professor Patrick Stevenson from the University of Southampton launched Helen Kelly-Holmes' book, *Advertising as Multilingual Communication*. The book, published by Palgrave Macmillan, examines how, in the development of strategies that appeal to a large multinational consumer base, advertising language takes on new multilingual features and explores the role of languages in this new globalized environment.

The European Doctoral Network conference on 10 June was the occasion of the launch of *Designing Authenticity into Language Learning Materials*, by Freda Mishan, published by Intellect Ltd., Bristol. The book puts forward a theoretical framework for the design of language learning materials based on authentic texts. It also demonstrates the application of this framework in a resource section based on representative cultural products (the media, literature, advertising, songs, films and ICT).

Forthcoming Books

Soon to be launched is *Corpora, Varieties, and the Language Classroom*, edited by Fiona Farr and Anne O'Keeffe, published as Teanga 21 (2004), The Irish Yearbook of Applied Linguistics, by the Irish Association of Applied Linguistics. The book contains contributions based on papers presented at the first IVACS conference hosted by UL/MIC at UL in 2002. Also in press is associate member Carolina Amador's *The Use of Hiberno-English in Patrick MacGill's Early Novels* (The Edwin Mellen Press), which will be launched by the University of Extremadura.

TeMCU: Teacher training for the Multicultural Classroom at University

The TeMCU research group is continuing its work on the design of a training module for teaching staff to help them deal with multicultural student bodies. The first stage has been the pooling of existing information and research in the partner institutions, leading to wide-scale data collection in order to identify needs. The research group has had two more meetings: one in February hosted by UL, and another one in Ljubljana, Slovenia.

Based on the needs analysis, partners have now gone on to design the module itself. Draft versions of the materials were discussed in Ljubljana, and the next step was the piloting of the materials at John Moores University, Liverpool, and the University of Granada, where a pilot version was run in late November. After validation, the module will be translated into the languages of all partner institutions so that it can be used in both face-to-face and distance formats.

When the project ends in March 2006, the research group will launch the results at an international conference organised by the Granada members. The conference, "Enhancing the Erasmus Experience: Teaching in Today's Multicultural University", will bring together a number of experts in the area. Finally, results will be made public in a website and a selection of papers arising from the conference will be published as a book. CALS members involved in this project are Carolina P. Amador Moreno, David Atkinson and Martin Chappell. More information on conference is available at www.temcu.com

IRCHSS Update

Congratulations to CALS members Helena Ní Ghearáin and Stéphanie O'Riordan, who have been awarded postgraduate scholarships by the IRCHSS.

Helena's thesis is entitled: Athnuachan foclóra sa Ghaeilge: Pleanáil, Údarás, Cumhacht [Renewing Terminology in Irish: Planning, Authority and Power] and is supervised by Tadhg Ó hÍfeárnáin.

Stéphanie's thesis is entitled: A corpus-based study of classroom interaction in French: Discourse analysis and pedagogic applications and is supervised by Angela Chambers and Fiona Farr.

LSU Wins European Language Label

The Language Support Unit has been awarded the European Award for Languages – the Language Label 2005. The award, a Europe-wide initiative supported by the European Commission, recognises creative ways to improve the quality of language teaching, motivate students and make the best use of available resources.

This award recognises the hard work of a dynamic team headed by Catherine Jeanneau. During the academic year 2004/2005, the LSU had a total of 412 users and 746 visits. The LSU has offered 468 hours of one-to-one advisory session time, 211 hours of one-to-one oral preparation time and 75 one-hour workshops for students and 2 workshops for teaching staff. Moreover, the material developed for the workshops is now disseminated via the LSU website (www.ul.ie/lsu) which was launched in February 2005 and which is regularly updated.

New Postgraduate Members

In the academic year 2004-2005 the CALS postgraduate committee welcomed four new members to bring the total to 16. The four new members are Iuliana Baranie, Helena Ní Ghearáin, Stéphanie O’Riordan and Róisín Ní Mhocháin.

Funding for Research and Teaching

CALS members received €5,100 from the Research Office and €7,605 from the College Teaching Board in 2004-2005.

CALS Postgraduate Summer School

Helen Kelly-Holmes has been awarded funding by the College of Humanities Teaching Board in order to organise a CALS Postgraduate Summer School in applied linguistics. The aim of the Summer School is to address a gap in the postgraduate education of research students in applied linguistics and to formalise their education. Although it is entitled a Summer School, it is most likely that the event will be held in the spring when the participants are available.

10th International Colloquium on Foreign Language Teaching

CALS was delighted to host the 10th International Colloquium on Foreign Language Teaching of the European Doctoral Programme on 10-11 June 2005. The European Doctoral Programme (EDP) began in 1998 as a collaboration between three partner universities (Besançon, Bremen and Durham) with the aims of developing joint research activity, increasing the mobility and exchange of researchers and postgraduate students, and encouraging an understanding of different research cultures and traditions.

Since that time, other universities have become involved, and a series of very successful colloquia have been held within the framework of the EDP over the past few years. Following on from such events in Alcalá de Henares, Stirling and most recently Besançon, CALS were invited to organise this summer's event in Limerick. Local organisers, Dr Jean Conacher and Dr Helen Kelly-Holmes, chose the title *Moving Beyond the Classroom? New Learning Environments for Language Learning* and in all 17 papers were presented and discussed at the two-day colloquium opened by Professor Vincent Cunnane, Vice-President Research, who emphasised the important role which CALS has played since its inception in bringing together new and established researchers and pursuing a strong strategy of collaborative work.

Papers covered a wide range of topics from discussions on the introduction of languages to primary level and the impact of the reorganisation of the school day in Germany to the use of chatrooms, virtual learning environments and the telephone as means of bringing native and non-native speakers of the language concerned together. Further papers showed how corpora could be exploited for a range of purposes from developing models of corrective feedback for teachers and promoting wider exploitation of response tokens amongst learners. Some contributions explored the role of culture and visual media in encouraging teachers and learners to move beyond the traditional confines of the classroom, while others discussed the impact of new language learning environments on learner autonomy and self-directed learning.

Thanks to sponsorship from a number of sources, the colloquium was also able to invite two speakers external to the network, Dr Norbert Pachler from the Institute of Education at the University of London and

Professor Uschi Felix from the Research Centre for New Media in Language Learning at Monash University, Australia, who both gave wide-ranging talks which provided useful insights for a number of areas under discussion elsewhere during the two days.

The highlight of the two days was undoubtedly the lively and extremely well-attended launch of Freda Mishan's book *Designing Authenticity into Language Learning Materials* by Professor Gerhard Bach at the end of the first day. The second day drew to a close with discussions amongst representatives of the partner universities for future collaborative research. It is likely that the next colloquium will be held at the University of Bremen in 2006; in the meantime, a peer-reviewed volume is already in preparation following the success of this year's event. This will be edited by Jean Conacher and Helen Kelly-Holmes.

IRAAL Symposium and Postgraduate Conference

The Irish Association for Applied Linguistics symposium and postgraduate conference was held at UL 28-29 January 2005. The theme of the symposium was *Languages in Crisis: Making the case for languages* and papers focused on the debate with regard to the position of languages in the education system. Guest speakers were David Little, who wrote a recent discussion paper on language policies for the NCCA, and Paul Caffrey from the Department of Education and Science, who discussed the issues in Ireland, while Keith Marshall of CILT Cymru and the University of Wales drew on his extensive experience of teaching and planning modern languages in the curriculum from the Welsh and UK perspectives.

The following morning saw a round table discussion and elaboration of IRAAL position on the future of languages in the post-primary and higher education sectors. This was followed by the IRAAL postgraduate conference. CALS members who presented were Helena Ní Ghearáin, whose paper was entitled "An Téarmaíocht: gníomhaíocht shochtheangeolaíoch sa teanga neamhfhórléathan" Mairéad Moriarty, who presented on "What Future for Basque Language Maintenance?," and Íde O' Sullivan whose paper was entitled "Redefining New Literacies."

Conference on Near Languages

A conference on *Near Languages / Langues proches / Gartheangacha* took place in UL from 16-18 June 2005. The conference focused on measuring linguistic distance from sociolinguistic, linguistic and anthropological perspectives. About half the papers were in English, the rest in French. Participants attended from Ireland, Scotland, Norway, the Netherlands, Belgium, various parts of France and Spain, Canada, Russia, Finland, Poland, Romania, Hungary, Japan and Cameroon. The conference proceedings will be published early in 2006 by Harmattan, Paris, and the issues discussed will give rise to a special edition of the peer-reviewed journal *Estudios de Sociolinguística* and a volume in the Studies in Language Companion Series published by John Benjamins, Amsterdam.

EUROCALL Conference Vienna

The annual 2004 EUROCALL conference (European Association for Computer Assisted Language Learning) was held at the University of Vienna in early September. The conference entitled *TELL and CALL in the Third Millennium: Pedagogical Approaches in a Growing EU-Community* focused on the application of new ideas in the language classroom and the meaningful use of technology in language learning.

Throughout the conference there was an emphasis on language learning and training with special emphasis on methodology and practice in secondary, tertiary, and adult education. Sub-themes focused on pedagogical networking and dissemination; developing e-learning and collaborative learning strategies; innovative technologies and their didactic application; interactive e-learning vs distance learning; corpus applications in language learning and teaching; electronic publishing tools for e-learning; and good practice concepts and examples. There were four plenary speakers: Udo Jung, Peter Baumgartner, Jana Hromnková and Norbert Pachler. The conference was preceded by eight pre-conference workshops with themes ranging from setting up international research projects, corpora in CALL, NLP in CALL to teaching online with Moodle.

The University of Limerick was well represented at EUROCALL 2004 with a total of 10 delegates, the second largest at the conference. Three CALS members presented research in the area of corpora in language learning, a strand which was well represented, constituting 18 papers in all. All three papers envisaged a future where corpus consultation would be an integral part of language learning. Angela Chambers focused on the

importance of resources and guidance in the independent language-learning environment in her paper entitled "Integrating Corpus Consultation in Language Studies". Fiona Farr focused on the attitudes of future language teachers towards the use of corpora in her paper entitled "Corpora in Language Teacher Education: Perspectives from the Users". Íde O'Sullivan presented learners' reactions to engaging in corpus consultation in her presentation entitled "Good for Unlearning Errors".

CALS was also well represented throughout the other strands at the conference. Freda Mishan explored one of the opportunities which the Internet offers to language learners, namely access to the target language culture, in her paper entitled "Coca Cola and Big Macs: Interpreting Culture from the Internet". She explored the notion of the Internet itself as a neo-culture and investigated ways of mediating and interpreting online cultural resources. Liam Murray and Triona Hourigan presented the findings from a large number of respondents to a questionnaire aimed at understanding students' current expectations of e-learning and the pedagogical implication of this on university teaching staff in a paper entitled "The Pedagogical Implications of Current Student Expectations of E-Learning in an Irish University".

Diverse Papers at CALS Research Day

The third CALS Research Day, organised by the Associate Director of CALS, Dr Jean Conacher, was held in the new Engineering Research Building on 9 June 2005, with over 20 faculty and postgraduates participating. The CALS Research Day aims to give members of the Centre for Applied Language Studies an opportunity to present and discuss their current research work, to explore new directions for research and to contribute to the strategic planning of future activities.

The day opened with a brief welcome from Martin Chappell, Head, Department of LCS, followed by a series of presentations which once again highlighted the richness and diversity of work undertaken within the research centre at all levels. In her presentation, Dr Carolina Amador explored the use of prepositions in Irish English drawing on evidence from written Donegal English while Omaidh Rodgers (NUI Galway) explored the treatment of gender bias in language within sociolinguistic studies in French and English.

Following coffee, Dr Liam Murray introduced the audience to the use of blogs in second language acquisition and much discussion ensued as to how these could be used both inside and outside the classroom. Dr Helen

Kelly-Holmes, UL Research Scholar, reported on CALS postgraduate research activity over the year and introduced the *CALS Occasional Papers*, a new online internationally reviewed series which will be launched in the coming months. Dr Jean Conacher then provided an overview of the updated CALS website (to which the *CALS Occasional Papers* will be linked).

In the afternoon, Dr David Atkinson looked at the phenomenon of Rock Català, posing the intriguing question 'liminal linguistic balancing act or ersatz Americana'?, while Dr Veronica O'Regan introduced her work on the discourse analysis of speeding in the Swiss Press as an inroad into the underlying tensions in Swiss society towards outsiders.

In the final session of the day, Professor Angela Chambers, Director of CALS, led a discussion on the development and support of collaborative research work within CALS at local, national and international level.

The third CALS Research Day was successfully rounded off by a short reception in the new Millstream Building, where we were joined by colleagues from France, Germany, Scotland and Spain who had arrived to attend the 10th International Colloquium on Foreign Language Teaching to be held over the following two days.

Postgraduate Conference

The conference which was held on June 1st 2005, began with a guest lecture by UL research scholar Dr Helen Kelly Holmes, entitled 'Where's the language? Reflections on ideology and practice in market discourses.'

The five presentations by CALS postgraduate students which followed were divided into three sections. Firstly, the Applied Sociolinguistics section began with a presentation by Bróna Murphy on the use of religious taboo words and references across three age groups of female adults in her corpus of spoken Irish-English'. This was followed by a talk entitled "Filling in the Terminological Gaps: lexical modernisation in the Irish language since the foundation of the Irish State", by Helena Ní Ghearáin.

The theme after lunch was Technology in Applied Linguistics, with a paper by Triona Hourigan on the integration of an automated summarizer into a language learning environment. In the final session the focus moved to Media and Applied Linguistics, starting with a presentation by Iuliana Banarie entitled "The Evolution of Romanian Advertising since

1989, with particular reference to the role of the English language". The final paper by Máiréad Moriarty focused on television and minority languages. Finally the conference was closed by CALS director Professor Angela Chambers, who congratulated the presenters on the very high quality of their papers, and on behalf of CALS thanked the organisers, namely Máiréad Moriarty and the Postgraduate Research Committee, for their major contribution to the active research culture which now characterised the centre.

Iberian Studies Conference at UL

Dr David Atkinson and Dr Cinta Ramblado organised the Association for Contemporary Iberian Studies conference at UL from the fourth to the ninth of September 2004. 65-70 delegates from Spain, Ireland, the UK and the US attended, and the keynote speakers were the former Irish Times journalist Paddy Woodworth, Ludolfo Paramio, head of the advisory board of the Spanish government, writer and journalist Laura Freixas, who was writer in residence here at UL at the time of the conference.

Japanese Teachers' Meeting at UL

Barbara Geraghty and Kumiko Kurebayashi organised a meeting of the Japanese Language Teachers of Ireland association on the 11th of September 2004. Karen Ruddock of TCD gave a paper on "Japanese Culture: Misleading Myths" and Barbara Geraghty presented on moves to formulate language policy in Ireland.

Guest Speakers

Nancy Serrano hosted a talk by Paula Horta, from the Faculdade de Letras da Universidade de Lisboa. She spoke about Modern Language teaching and the development of a web page by her research group, "Grupo Universitário de Investigação em Línguas Vivas (UNIL)".

Fiona Farr hosted the following speakers during the year: Kieran Harrington of the Clare VEC spoke on 'ESL in the Irish context' on Oct 27th, 2004; Mike McCarthy of the University of Nottingham and UL spoke on 'Grammar, context and corpora' on Nov 9th, 2004; Eric Nicaise, of the Teacher Training Institute, Loverval, Belgium spoke on 'Pronunciation and the EFL classroom' on March 3rd, 2005; Steve Walsh, Queen's University, Belfast spoke on 'The analysis of classroom discourse' on April 14th, 2005 and Gwyneth Fox of the University of Birmingham spoke on 'Metaphor, corpora, and language teaching' on April 20th, 2005.

Liz Goold

CALS lost one of its members during the year with the sudden death of Liz Goold. Liz joined the English language teaching team at UL in 2002. She was a kind, energetic, entertaining, intelligent person, and those qualities were obvious to all who came into contact with her at UL. Not only did she manage to pack in a lot of teaching during her two or three days a week at UL, she also became fully involved in many research activities, teaching and learning workshops and conferences.

In her short time here, Liz also revived her research interests and had been accepted to begin postgraduate studies in the College of Humanities for which she planned to work with the refugee and asylum seeker communities on their language learning needs in schools.

Indeed her choice of research topic is strongly indicative of her very charitable nature, which extended to working with many voluntary organisations in the Galway region and with the Barretstown Camp for sick children. Away from UL, she very successfully juggled the needs of her four children, her love for travelling, and the daily exercise routine imposed on her by serious back problems. She did everything with the sort of energy and dedication that would put many of us to shame. However, the happy memories of a good colleague and a great friend will remain even after the shock and sadness of her death have faded.

CALS Members

CALS currently has 45 members. David Atkinson, Gosia Barker, Marie-Thérèse Batardière, Brendan Bolger, Nuria Borrull, Angela Chambers, Martin Chappell, Jean Conacher, Fiona Farr, Angela Farrell, Barbara Geraghty, Caroline Graham, Catherine Jeanneau, Michael McCarthy, Freda Mishan, Siobhán Murphy, Liam Murray, Maire Ní Neachtain, Joan O'Grady, Anne O'Keeffe, Tadhg Ó hIfearnáin, Joan O'Sullivan, Veronica O'Regan, Frédéric Royall, Nancy Serrano.

Postgraduate researchers. Iuliana Baranie, Stephen Bearpark, Maria Palma Fahey, Triona Hourigan, Vicky Kelly, Máiréad Moriarty, Bróna Murphy, Helena Ní Ghearáin, Ornaith Ni Dhuibhir, Róisín Ní Mhocháin, Shaun Nolan, Bárbara Malvara Orfano, Íde O'Sullivan, Dagmar Reschke, Stéphanie O'Riordan, Elaine Vaughan.

UL Research Scholar. Helen Kelly-Holmes

Associate Members of the Centre. Carolina Amador, Universidad de Extremadura, Departamanto de Filologías Inglesa y Alemana, Maeve Conrick, Department of French, NUI, Cork, Muiris Ó Laoire, Institute of Technology, Tralee.