



Lárionad na dTeangacha  
Feidhmeacha  
Centre for Applied  
Language Studies



UNIVERSITY OF  
**LIMERICK**  
OLLSCOIL LUIMNIGH

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CALS Report 2022-2023

# CALS Report 2022-2023

CENTRE FOR APPLIED LANGUAGE STUDIES REPORT 2022-2023

## WELCOME FROM THE DIRECTOR

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Following the very special 25<sup>th</sup> anniversary year for CALS in 2022, this year the Centre has another significant cause for celebration. Helen Kelly-Holmes, Professor of Applied Languages in the School of Modern Languages and Applied Linguistics at UL, and previous CALS Director, was admitted to the Royal Irish Academy at a ceremony in May 2023. Professor Kelly-Holmes is the first CALS member to be bestowed with such an honour and we offer her our heartiest congratulations on such a momentous achievement.

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

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

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

Prof. Fiona Farr, Director.



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## Prof. Helen Kelly-Holmes Admitted to the Royal Irish Academy

Helen Kelly-Holmes, Professor of Applied Languages in the School of Modern Languages and Applied Linguistics at UL, and previous CALS Director, was admitted to the Royal Irish Academy at a ceremony in May 2023. Helen is one of 28 newly elected members officially admitted to the Academy for their exceptional contributions to the sciences, humanities, and social sciences, as well as to public service.



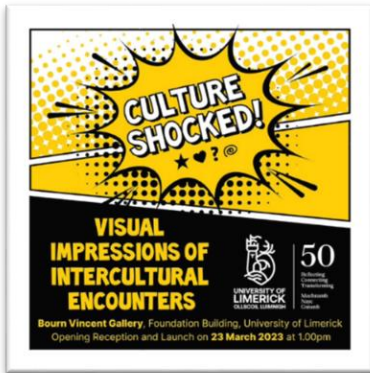
A proud UL graduate, Helen joined UL in 2002 from Aston University, Birmingham, and was appointed to the Chair in Applied Languages in 2015. She was also formerly Executive Dean of the Faculty of Arts, Humanities and Social Sciences, and the Director of CALS from 2014 - 2018. A sociolinguist, she is an international leader in analysing multilingual media communication and has made a major contribution in expanding the scope of language policy research. Helen is an adjunct professor at the University of Jyväskylä, Finland, was Co-Editor of Language Policy and since 2002 has, along with Sue Wright, edited Palgrave's long-running book series on Language and Globalization. Professor Pat Guiry, President of the Royal Irish Academy, said: "These individuals, elected by their peers, have made exceptional contributions in their fields of endeavour. We are delighted to recognise their achievements. As Members of the Academy, they will support the RIA by engaging and leading in activities that strengthen the international recognition of the Academy's scholarship and serve the public good through their knowledge and insight. "Today marks another step forward in our commitment to diversity of our Membership with 15 women elected. We have also enhanced the overall diversity of our multi-disciplinary committees and earlier this year we launched Young Academy Ireland providing new impetus to the life and work of the Academy as part of our strategic goal to build a modern Academy."

At its inception, the Academy had 88 members, now there are 670 (of whom 95 are Honorary Members), almost equally divided between the sciences and the humanities. Each Member is formally admitted in a special ceremony, during which they subscribe to the Member's Declaration of Obligations and sign the Roll Book of Members. The Academy has been honouring Ireland's leading contributors to the world of learning since its establishment in 1785 and those elected by their peers are entitled to use the designation 'MRIA' after their name. Past members have included Nobel laureates WB Yeats, Ernest Walton, Max Planck, Erwin Schrödinger, Bob Grubbs, and Seamus Heaney.

Source: <https://www.ul.ie/news/university-of-limerick-professor-officially-admitted-as-member-of-royal-irish-academy>

## SECTION 1: PROJECTS

### Culture Shocked!: Launch of Exhibition Celebrating Cultural Diversity



CULTURE SHOCKED! is a compilation of fifty original comic-style illustrations celebrating cultural diversity. The artworks depict authentic testimonies of cultural misunderstandings with humour and are centred on the themes of language, dress, food, customs, gestures and UL culture. The project has been part of a series of events taking place on campus and in Limerick city as our institution marks its fiftieth anniversary. The opening reception took place on 23 March 2023, at the Bourne Vincent Gallery with music played by Dr Matthew Noone, Course Director of World Music, IWAMD, and artist Hilla Heikkinen aka Hilla Magia.

Project Leader and CALS member Dr Florence Le Baron-Earle, School of Modern Languages and Applied Linguistics, explained how the exhibition came together with the collaboration of UL staff, students, and the wider community who shared personal anecdotes. She said that “these examples of critical incidents can cause ‘cultural shock’, hence the title. We have all experienced this feeling of confusion to some degree while travelling abroad or when interacting with others. Now, thanks to CULTURE SHOCKED!, we can learn from these testimonies and be better prepared for future intercultural encounters.”

Dr Florence Le Baron-Earle expressed her gratitude to “all the people who shared their stories. It was very heart-warming to receive such a good response to the call”. She also thanked the five illustrators - Julie Alquier, Megan Brophy, Edison Cai, Thomas Cunningham, and Lakeisha Lazo - the organising committee, Patricia Moriarty, UL Arts Officer, and Yvonne Davis, curator, for their work and commitment. A number of CALS members involved in the committee bringing the project to light were also warmly thanked: Michelle Daly, Dr Angela Farrell, Catherine Jeanneau, and Stephanie O' Riordan. Dr Anca Minescu, Assistant Dean International, Faculty of Education and Health Sciences, officially launched the exhibition and congratulated everyone involved in bringing this intercultural project to fruition. The art gallery will be visited by local schools in the coming weeks as part of an outreach initiative facilitated by the Access Office (Student Affairs Division).



CULTURE SHOCKED! has been made possible with the financial support of UL Visual Arts (Corporate Secretary's Office); University of Limerick Arts Office (Student Affairs Division); The School of Modern Languages and Applied Linguistics; the Arts, Humanities and Social Science Faculty Teaching Board; the ADI Internationalisation Fund; UL Global, and The Tell Your Own Story Project.

The Culture Shocked! exhibition was open to the public at the Bourne Vincent Gallery, Concert Hall, University of Limerick, until 30 June 2023. A printed booklet is in circulation and an electronic version is available here: <https://ulsites.ul.ie/mlal/culture-shocked-ecomix-now-available>

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

## Data-Driven Applications and Pedagogies for Language Education: DIPALE



Prof. Fiona Farr and Dr Elaine Riordan are involved in a project which has applied for funding in the KA2 2023 submission. Data-driven Applications and Pedagogies for Language Education (DAPLE). DAPLE aims at strengthening the professional profile of pre- and in-service teachers who want to implement the recommendations of the Council of

Europe by supporting the familiarisation of teachers in pre-tertiary general and vocational language education with AI-driven technologies and the use of corpus-based tools and pedagogies. The project will produce materials including classroom research-based use cases that include a module on the potential of (big) language data-driven applications for language teaching and learning. Other partner countries include: Italy, The Netherlands, Spain, and Poland.

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

## DiCE.Lang Project – Digital Citizenship Education (DCE) and Foreign Language Learning



Since September 2020, Prof. Liam Murray, Dr Marta Giralt and Dr Silvia Benini have been involved in the DiCE.Lang project – Digital Citizenship Education (DCE) and Foreign Language Learning – a transnational three year European Erasmus+ Strategic Partnership (KA 203) project aiming to strengthen the profile of Digital Citizenship

Education in the Foreign Language Education context. CALS members work with other experts from four European universities and research centres specifically, partners from Germany (leading partner), Portugal, Italy and Latvia.

The project is reaching its final stage and all the outputs planned have been successfully created. In detail, the DiCE.Lang project have produced the following:

- a survey to research teachers' knowledge, skills and attitudes related to DCE , which has been turned into a tool for teachers' professional self-reflection
- a comprehensive set of open educational resources to be integrated into the primary, secondary and higher educational contexts
- a teacher training package for DCE in FLE providing various scalable opportunities for professional development
- a policy framework addressing conceptual considerations serving as a solid basis for future discussions on the development of common digital and democratic values in the language classroom. The preliminary framework will serve as a valuable starting point for a joint European endeavour to intertwine foreign language learning and Digital Citizenship in a sustainable manner.



Among various dissemination activities (including EuroCALL 2022 and IRAAL 2022), in March 2023 the UL team organized a multiplier event during which the DiCE.Lang outputs were presented. The event comprised a key note by Prof. Michael Thomas (John Moores University, Liverpool) and brought together people involved in education to discuss how to implement DCE in language classes.

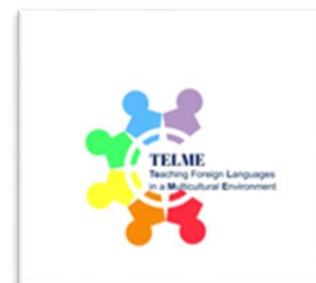
The project partners will have a final meeting at the Ludwig-Maximilians University in Munich in June 2023. For more information about the project and if you want to avail of the resources produced, please check the DiCE.Lang website: <https://www.dicelang.anglistik.uni-muenchen.de/index.html>



**CALS/UL researchers involved:** Prof. Liam Murray, Dr Marta Giralt and Dr Silvia Benini

### European Mundus Design Measure Funding: TELME

Dr Elaine Riordan, Prof. Fiona Farr, Prof. Helen Kelly-Holmes were involved in the European Mundus Design measure funding award (€55,000), in order to design a European Mundus Joint Masters programme. The partners are The University of Rennes 2 (France); The University of Limerick (Ireland); Åbo Akademi (Finland); Univerzita Mateja Bela (Slovakia); Universidad de Burgos (Spain); Poznań University (Poland).



This project used the EMDM funding to design a joint masters and apply for European Mundus status. The Joint Master programme aims to recruit high quality students in teaching foreign languages in a multicultural environment (TELME), organized in two academic years among four universities. The programme will teach future language teachers and professionals how to create and maintain an environment that encourages good interpersonal relations within a multicultural group. An application for full funding was submitted in February, 2023.

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



## FRAMES Project

Framing Virtual Exchange and Blended Mobility in Higher Education.

Dr Marta Giralt participated in the successful Erasmus + FRAMES (2020-1-IT02-KA226-HE-095196) project (2021-2023) final event entitled: Framing Virtual Exchange and Blended Mobility in Higher Education: looking ahead. The event was held in March 2023 at the University of Siena, Italy. CALS members Dr Marta Giralt and Dr Anita Barmettler who are part of the consortium participated in several activities that took place.

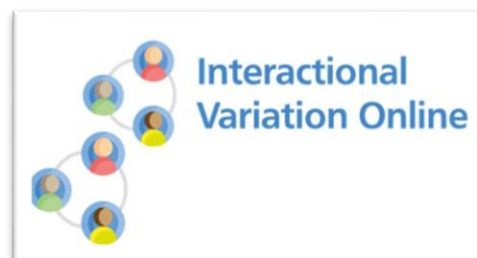
The FRAMES project aims to foster a harmonised implementation and accreditation of Virtual Exchange, as an integral part of (blended) mobility approaches, among European Higher Education Institutions, making the European Higher Education Area more innovative, intercultural and resilient. The intellectual outputs of the project available in the website <https://frames-project.eu/> are composed by the report that describes potential scenarios of integration and accreditation of Virtual Exchange (VE) in Higher Education, including challenges and opportunities, and cases illustrating how VE has been implemented within the educational offer of HEIs; a Toolkit for Integrating Virtual Exchange in Higher Education and, finally, the Strategic Framework, which is a set of actions supporting the integration of Blended Mobility (BM) and Virtual Exchange (VE) as regular and consolidated practices within the international activities of Higher Education Institutions across Europe.



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

## IVO: Interactional Variation Online

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



The second aim is to enable future research into spoken language by developing appropriate technical protocols for capturing and analysing interaction multi-modally (e.g. how to transcribe a gesture and align it with an utterance). The goal is to evolve standardised ways of approaching questions about language use which are accessible and (re)producible by other researchers and non-technical experts in the Humanities, with the production of an online archive asset. <https://ivohub.com/> This project runs from August 2021 – February 2024.

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

**CALS/UL researcher involved:** Prof. Fiona Farr

### Language and Political Trust in Multilingual Catalonia (Project LinguaTrust).

Dr Sergi Morales-Gálvez is currently participating in a project called "Language and Political Trust in Multilingual Catalonia" (Project LinguaTrust). Principal Investigator, Avel.lí Flors-Mas, University of Barcelona. Funded by the Institut d'Estudis de l'Autogovern, Catalan Government, under grant agreement PRE150/22/000008. Number of researchers: 5. Total budget: €43,304.00. Project runs from December 2022 until November 2024.

**CALS/UL researcher involved:** Dr Sergi Morales-Gálvez

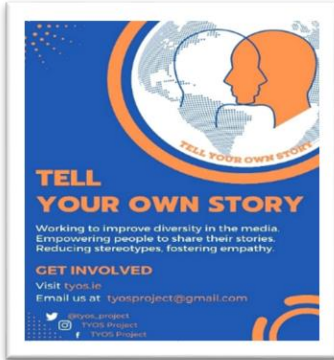
### Speaking Freely: Linguistic Domination, Republicanism and Federalism

Dr Sergi Morales-Gálvez is a Marie Skłodowska-Curie Postdoctoral Research Fellow (Grant number 892537), working on the project Speaking Freely: Linguistic Domination, Republicanism and Federalism, with Andrew Shorten (PPA).



**CALS/UL researcher involved:** Dr Sergi Morales-Gálvez and Dr Andrew Shorten.

## Tell your own Story



‘Tell your own Story’ brings diversity in media to connect people, highlight all that we share and reduce prejudice. The Tell your Own Story project (TYOS) [www.tyos.ie](http://www.tyos.ie) celebrated its official launch on the 14th of October in the UL City Campus. TYOS encourages people from diverse cultural backgrounds to ‘tell their own story’ in Irish media and to give readers and listeners glimpses into their cultures. The ultimate aim of ‘Tell your own story’ is to highlight what is shared across cultures and to promote empathy and inclusivity in the wider community.

The project comes from the premise that racism, stereotypes and discrimination arise due to a lack of knowledge in the community and an inflated perception of difference between cultures. They may be based on first-hand and single experiences with members of stigmatised groups. Most importantly, however, stereotypes are driven by second-hand information and mass media exercise great power over their audiences: prolonged exposure to biased media content has the potential to cause highly automatic stereotypes and behaviours towards other cultures. ‘Tell your own story’ aims to counteract this with a regular, media-based intervention for stereotype and prejudice reduction in news media.

From its inception, several members of CALS have been part of the TYOS project, which has been funded by different bodies and entities, among them the Irish Research Council under the scheme of the New Foundations Grants. As part of this, DORAS Luimní acted as civil partner, and TYOS has also been receiving training from and has been collaborating with Narrative4. After two training iterations, the project has now 15 participants, which have been trained in interculturality, the Irish media landscape, writing for media, videoing and the creation of podcasts and radio shows.



Currently, TYOS has a regular presence in the Limerick Voice, I Love Limerick, Wire FM and its own podcasts productions distributed on Spotify and Apple podcast. It has also been invited to contribute in the Limerick Leader, Limerick Post and Live95, and it is aiming to expand its presence nationwide. The project was shortlisted as one of the finalists at the UL Citizen Assembly: Shaping our best future.

**CALS/UL researchers involved:** Dr Marta Giralt, Dr Maria Rieder, Gail Flanagan, Dr Florence Le Baron-Earle and Dr Anita Barmettler.

## SECTION 2: EVENTS

### Aonad na Gaeilge at 21 Years: The RIAN Series



The RIAN [<https://vimeo.com/783792270>] series was produced by Dr Deirdre Ní Loingsigh and Ciara Considine, to mark the twenty-first anniversary of Aonad na Gaeilge and UL50. RIAN is a series of twenty-one stakeholder statements about the impact of Aonad na Gaeilge activities in Irish language promotion, teaching, learning, research, and community engagement since the establishment of the Centre at UL in 2001. Activities have been funded by HEA Special Support for Irish and matching funding over the years. The series was launched at a special event at the Bourn Vincent Gallery on 15 September 2022. The event opened with the recording of a live oral history interview with Liam Ó Dochartaigh about the promotion of the Irish language in Thomond College of Education (TCE) and in UL over the years.

Press Release can be found here: <https://www.ul.ie/news/special-event-takes-place-to-mark-21-years-of-aonad-na-gaeilge-at-university-of-limerick>



## 'Authority, Power and Language' Conference

As part of the 'Speaking Freely' Marie Skłodowska-Curie project (grant number 892537), and with FAHSS support, CALs members Sergi Morales-Gálvez and Andrew Shorten convened a three-day conference on 'Authority, Power and Language', from October 18 to October 20. Featuring 23 speakers from 14 countries, scholars from political theory, philosophy, linguistics, economics and political science explored different ways to incorporate the concepts of power and authority into the burgeoning academic field of linguistic justice.

The first two days featured invited speakers from philosophy and political theory, including Ayelet Banai (Haifa), Rainer Bauböck (EUI), Xavier Boileau (Université de Montréal), Brian Carey (Durham), Amandine Catala (Université du Québec à Montréal), Mami Kawamura (Kobe), Leigh Oakes (QMUL), Alan Patten (Princeton), Yael Peled (Göttingen), Helder De Schutter (Leuven) and Anna Stilz (Princeton). The final day had a more interdisciplinary orientation, and featured contributions from graduate students as well as established faculty, including Rhianwen Daniel (Cardiff), Shannon Doherty (Ulster), Nora Duggan (Stockholm), Iker Erdocia (DCU), Michele Gazzola (Ulster), Ariba Hidayet Khan (Kiel), Fanni Korpics (Danube Institute), Sean Mueller (Lausanne), Nenad Stojanović (Genève), Miguel Vázquez-Sanchis (Universitat Pompeu Fabra) and Bengt-Arne Wickström (Budapest).

The conference also hosted the second annual general meeting of the Linguistic Justice Society, held online with participants from Australasia, Europe and the Americas. As well as helping to strengthen UL's reputation as a centre for cutting-edge philosophical work on the topic of linguistic justice, the conference also served as the basis for a planned edited collection on the topic.

## CALs Annual Research Day

The CALs Annual Research Day took place in person this year, on Wednesday May 24th. The morning began with Prof. Fiona Farr, CALs Director welcoming and opening the CALs Annual Research Day. The morning began with two papers in the Language, Culture, and Communication strand. This included a paper by Dr Florence Le Baron-Earle on her Culture Shocked! project, where she presented her work on using comics depicting critical incidents to develop intercultural awareness. This was followed with a paper by Prof. Helen Kelly Holmes entitled: 'When small languages go big'.

After this, we returned to a PhD panel format, which included the following papers from CALs PG members:

- Gail Flanagan: 'Business discourse in the Irish technology sector: a corpus-based investigation of spoken language in International Virtual Teams (IVTs)'.
- Asmaa Ghitri: 'Investigating Interactive Discourse in an EFL Blended Learning Environment'.
- Islam Ben Adel: 'A cross-cultural pragmatic investigation of invitation realisations in Irish English and Algerian Arabic'.
- Ryma Menai: 'Investigating Academic Writing of Algerian PhD Students at Limerick University: Case of Linguistic Innovations'.

We then moved into our Language Learning and Teaching strand which included three papers. Firstly, Dr Lucia Pintado spoke about accessibility in foreign language teaching and learning, which was followed by a paper on evaluating the use of corpus-based instruction in a language teacher education context



by Prof. Fiona Farr and Dr Elaine Riordan. Lastly, Catherine Jeanneau presented her work on the possibilities of real-world digital tasks for the language classroom.

Our final session of the day included two papers in the Discourse, Society, and Identity strand. Dr Elaine Vaughan and Dr Brian Clancy spoke about their research on the language of dating from their 'A First Dates Ireland Corpus', and Prof. Máiréad Moriarty and Sarah Smail gave a paper entitled 'Who gets to be Arab? Authentic identity challenges on Twitter'.



## CALS Webinar Series

This year, CALS ran another successful series of webinars covering research on classroom discourse in TESOL, corpora and the study of variation and change in contemporary English, and metaphor and identification and its application to real-world discourse.

Recordings of many CALS webinars can be found here: <https://www.ul.ie/artsoc/cals/events-webinars>

- Prof. Olcay Sert, Mälardalen University: 'Class discourse in TESOL: From practice-based research to research-based teaching and teacher education'.

- Dr Robbie Love, Aston University: 'Corpora and the study of variation and change in contemporary spoken English'.
- Prof. Susan Nacey, Inland Norway University of Applied Sciences (INN): 'Metaphor identification and its application to real-world discourse'.

## Intercultural Workshops

With the Support of the Access Office and Art Office, Dr Florence Le Baron-Earle led a series of intercultural workshops with local DEIS schools of the Academy for Children. During tailor-made sessions in April and May 2023, 5th class pupils used Visual Thinking Strategies (VTS) at the Culture Shocked! exhibition to enable them to engage with the comics depicting cross-cultural incidents and were encouraged to share their own personal anecdotes. Their visual and/or textual testimonies of intercultural encounters were then showcased at the entrance of the art gallery. These comprise anecdotes about food (French snails), customs (confused drivers on Irish roads), and language (Polish, Spanish, etc.) to name a few.

## MA TESOL and MA Applied Linguistics Mini-Conference

The MA TESOL and MA Applied Linguistics mini conference was organised by Dr Elaine Riordan and Prof. Helen Kelly-Holmes in April 2023 for students to present their research and internship plans. This was a two day event, the first day being face to face, where there was a range of presentations and posters. The second day was an online event and was a mixture of live online presentations and recorded online presentations. In total, there was 23 presentations, which were very well attended and resulted in some fruitful discussions. This year, the invited talk was given by Dr Eric Nicaise from Université Catholique de Louvain, who gave a paper entitled 'Does my teacher talk facilitate language acquisition? A corpus-informed study'.





## UL Limerick Lifelong Learning Festival: "Struggles for Recognition in Spain: An Introduction to the Political and Linguistic Situation in Spain"

Dr Steven Byrne and Dr Sergi Morales-Gálvez participated on the UL Limerick Lifelong Learning Festival hosting the event: "Struggles for Recognition in Spain: An introduction to the political and linguistic situation in Spain". Limerick Lifelong Learning Festival 2023, Limerick, Ireland.



## UNESCO Knowledge for Change

Knowledge for Change (K4C) is a UNESCO initiative which aims to train the next generation of Community-Based Participatory Research (CBPR) researchers and promote authentic university-community research partnerships. Dr Deirdre Ní Loingsigh & Dr Orfhlaith Ní Bhriain, Academy lead the Knowledge for Change (K4C) Language and Culture portfolio at the Limerick Hub. They participated in the World Higher Education Conference and a series of K4C side-events in Barcelona 16-20 May 2022. One of the most interesting panel sessions was "Indigenous Perspectives: Advancing Change in Higher Education" led by Dr Lorna Wanosts'a7 Williams, Convenor, and Laurie Robinson, Indigenous Advanced Education & Skills Council.

See UNESCO report: <https://www.unescochair-cbrsr.org/the-justice-imperative-knowledge-democracy-higher-education-and-the-sdgs/>

The Irish language was brought to this global forum through the participation of the K4C mentors. UL leadership in the development of CBPR curricula, including materials through Irish as a local language, were commended by the UNESCO chairs during the workshops and training events on site at Barcelona. Materials: <https://www.ul.ie/engage/comhr%C3%A1>



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

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



## SECTION 3: CALS PG MEMBERS' ACTIVITIES

### Souad Bailich

Souad Bailich participated in a national conference: "ELT Ireland 9th Annual Conference On: Back to A Future" held at Griffith College, Dublin. Her paper was entitled: 'Integrating Social Media for Developing EFL Learners' Intercultural Communicative Competence'. She also participated in the AHSS Conference held at University of Limerick.

### Islam Ben Adel

Islam contributed to an edited book: Ben Adel, I. (2023) 'Notes on blended learning in higher education: cultural perspective' in Assia, B., ed., Blended learning in higher education: insights and prospects, El Moutanaby: Algeria, 13-43.

He also participated at an international conference held by the University of Chlef, Algeria, as a keynote speaker. The title of his presentation was: Notes on blended learning in higher education: cultural perspective.

### Asmaa Ghitri

Asmaa Ghitri presented her first conference paper online at an international conference: The 2nd Annual International Conference on Student-led Research and Innovation in Arts, Humanities, and Social Sciences ICRI-HASS June 2022, where she had the opportunity to discuss her course design and data collection procedures including preliminary results emerging from the students' pre and post surveys. In addition, as part of her PhD research derived from her data, she presented another conference paper on Mobile Literacy in a Blended Learning Environment.

Asmaa was also a member of the TYOS project and the radio programme producer of Intercultural Encounters as part of the TOYS radio projects:

<https://open.spotify.com/episode/0pos4RHKX8syU7PcebyOe2>

### Gail Flanagan

Gail Flanagan presented at the following events:

- TaLC Limerick July 2022, BAAL Belfast August 2022, IRAAL Cork Sept 2022 - Research poster
- ICAME43 Cambridge July 2022 - WiP Paper on the International Virtual Team (IVT) Corpus
- Association for Business Communication (ABC) Florida October 2022 - Paper on research survey on business discourse in the Irish technology sector:
- ABC Naples January 2023 - PhD Panel introducing the IVT Corpus and paper research survey on business discourse in the Irish technology sector
- International Variation Online (IVO) Researcher Forum - October 2022 (webinar)
- Louvain La Neuve University Belgium Research Seminar for Staff/PGs - March 2023 (webinar)

### Mark Ryan

Mark Ryan was an invited speaker at the launch of Thesis-in-Three as previous winner and also to the AHSS PhD Induction event. Mark has also worked as a research assistant on the ISPhD programme and the TRIP project.

## SECTION 4: EDITORIAL BOARDS

### Prof. Fiona Farr

**Associate Editor:** Journal of Second Language Teacher Education

**Co-editor:** Edinburgh Textbooks in TESOL

**Editorial Board Member:**

ReCALL, and Classroom Discourse

### Dr Marta Giralt

**Editorial Board Member:**

Phonica

### Prof. Helen Kelly Holmes

**Editorial Board Member:** Journal of Sociolinguistics, Language Policy, Discourse, Context & Media, Text & Talk

**Advisory Board Member:** Sociolinguistica and European Centre for the Study of Minority Issues

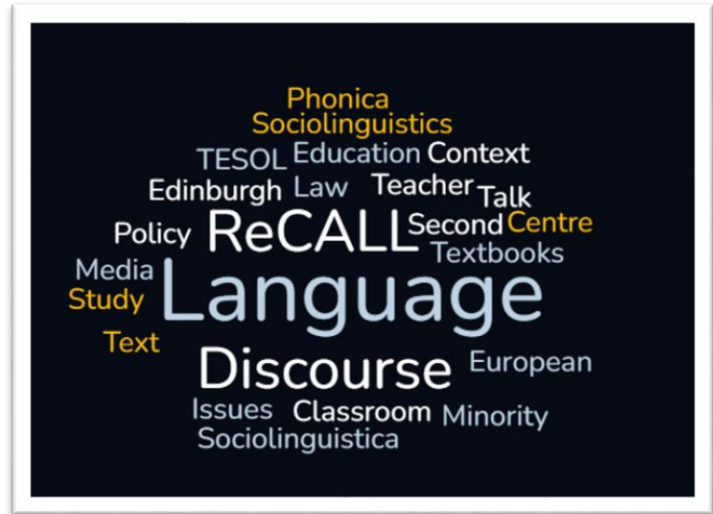
### Dr Sergi Morales-Gálvez

**Editorial Board Member:**

Revista de Llengua i Dret – Journal of Language and Law

### Dr Elaine Riordan

**Editorial Board Member:** ReCALL



## SECTION 5: NETWORKS AND MEDIA

### Gail Flanagan has produced the following:

#### RTE Brainstorm articles:

- 'Ah sure, you know yourself': why Irish people never say what they mean. Dec. 2022. <https://www.rte.ie/brainstorm/2023/0224/1338677-ireland-language-talk-conversation-indirect-politeness/>
- Why Irish people love making connections when we meet strangers. April 2023. <https://www.rte.ie/brainstorm/2023/0421/1378281-ireland-connections-kinship-roots-locality-conversation/>

#### Radio interviews:

- Ryan Tubridy show - Dec. 2022
- Sean Moncrieff, Newstalk - Dec. 2022 and March 2023
- Afternoon show on Kildare FM - April 2023

#### TV show:

- Ireland AM - March 2023

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

**Dr Florence Le Baron-Earle's** Culture Shocked! was featured in a number of print, radio and online media.

- RTÉ Brainstorm (22 March) where she talks about Culture Shock and her project being exhibited at the Bourn Vincent gallery. <https://www.rte.ie/brainstorm/2023/0322/1364404-culture-shock-ireland-language/>
- Interview by Kfm radio presenter Caoimhe Harney on 23 March. The podcast of the show is available online – you can hear Florence’s interview from 21 minutes 14 seconds: <https://www.kfmradio.com/on-air/podcasts/kildare-focus/episode/kildare-focus-23-03-23/>
- The popular Culture Shocked! exhibition was also featured in the Limerick Voice, the Limerick Leader and Limerick Post.
- Details about media coverage here: 'Culture Shocked' Comic Launch at University of Limerick: <https://www.youtube.com/watch?v=se7GY4ure0M>
- Culture shocks explored through Limerick comics: <https://www.limerick-leader.ie/news/home/1078831/culture-shocks-explored-through-limerick-comics.html>
- UL students hold exhibition celebrating cultural diversity: <https://www.limerick-post.ie/2023/04/16/ul-students-hold-exhibition-celebrating-cultural-diversity/>

**Dr Deirdre Ní Loingsigh and Liam Ó Dochartaigh** were interviewed on An Saol ó Dheas, Raidió na Gaeltachta about 21 Year Celebrations at Aonad na Gaeilge (15 Sep. 2023) <https://www.rte.ie/radio/podcasts/22146527-deirdre-ni-loingsigh-stiurthoir-aonad-na-gaeilge-i/>

**Dr Deirdre Ní Loingsigh** was interviewed by Claire Fahy, The New York Times, and mentioned in the article “‘Bursting Proud’: Ireland Cheers Paul Mescal for Embracing Irish Language” (24 February 2023) <https://nyti.ms/3EA06Zb>

**Dr Deirdre Ní Loingsigh** was interviewed by Orla Barry, Europe Correspondent at The World. She featured in both the radio interview and written report ‘Filmmakers hope that Oscar nomination for ‘The Quiet Girl’ renews interest in the Irish language’ (6 March 2023) <https://theworld.org/stories/2023-03-06/filmmakers-hope-oscar-nomination-quiet-girl-renews-interest-irish-language>

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

- "Política lingüística y lenguas minorizadas". El Mundo, 24 February 2023 (with Lluís Pérez-Lozano) [printed]
- "La justícia lingüística i l'anglès com a llengua global: una aproximació interdisciplinària". Revista de Llengua i Dret Blog, 29 September 2022 (with Josep Soler).
- "Llengües i Justícia. Els Valors i Principis Morals en les Polítiques Lingüístiques". El Crític, 14 June 2022 (with Elvira Riera-Gil).

## SECTION 6: PHD COMPLETIONS

**Sultan Samah A. Alenezi**

**Title: Implementing Online Blogging in EFL Process-Genre.**

**Supervisors:** Prof. Fiona Farr and Dr Ide O'Sullivan

**Viva date:** 3rd June, 2022 (winter graduation 17/01/2023)

**Writing Classes:** Exploring Perceptions and Attitudes of Undergraduate Learners of English in Saudi Arabia.

Funded by the Saudi Cultural Bureau.

**Abstract:** Employing technology in enhancing language learning has been the concern of many researchers in the past twenty years. Specifically related to this thesis, blogs are claimed to act as an effective tool to develop EFL students' writing skills, because the blog has the potential to provide students with an opportunity to practise writing in a tension-free environment and at their own pace when used outside of the classroom context (Lee, 2010; Sanjaya et al.,2020). However, little is known about its use in Saudi EFL writing classes. The present study, therefore, aimed to explore the effect of using online blogging on Saudi EFL students' writing skills in one Saudi University. The study adopted a mixed design (quantitative and qualitative) to explore EFL students' attitudes and perceptions about the effect of the use of such a technology in an EFL writing course. Following a teaching intervention involving the integration of blog writing, questionnaires and interviews were used to gather data from the student participants as part of this study. Both tools were integrated into action research to represent EFL students' experiences in learning EFL writing using online blogging. A blog that was created for the purpose of the study was integrated through the learning management system Blackboard. The participants in the study were 30 second-year learners majoring in English who were registered in the academic writing course. The students were invited to complete a background profile questionnaire in the first week of their study, do specific writing tasks via blogging over a 12-week period, and finally complete the attitude questionnaires and take part in follow-up interviews after the course was over. The data gathered were analysed quantitatively and qualitatively. The results illustrate that, generally, learners showed positive perceptions and attitudes towards the blogging approach in EFL writing classes because they perceived that it provided them with many valuable opportunities that helped them to improve their writing skills. However, they also faced some challenges while blogging, which fall into two categories: learners' skills-related challenges and technology-related challenges. These results are hoped to provide more insights into understanding the relationship between language learning through writing skills development and the use of technology through implementing blogging. Finally, the study provides significant recommendations for EFL writing teachers, the institution in which the study was conducted and other Saudi institutions, as well as other stakeholders involved in the development of EFL learners' writing skills and the use of technology.





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## SECTION 7: CALS VISITING RESEARCH FELLOW

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In 2023 CALS welcomed Dr María Muelas Gil.

**María Muelas Gil**, Assistant Professor at the Department of English Philology at the Universidad Autónoma de Madrid.

**E-Mail:** [maria.muelas@uam.es](mailto:maria.muelas@uam.es)



Dr María Muelas Gil is Assistant Professor at the Department of English Philology at the UAM. She graduated in English Philology at the UAM in 2012, Master in Applied Linguistics in 2014 and PhD in Cognitive Linguistics, she defended her PhD thesis in November 2018, receiving International Mention and Cum Laude. She has worked as Associate Professor in the Department of Modern Languages at the University of Castilla-La Mancha (2014-2019), where she has taught English Language Didactics, among others. Currently, she teaches Languages in Communicative Contexts (Semantics and Pragmatics) and English Language II in undergraduate programmes; English as an International Language in the Master's Degree in Compulsory Secondary Education; and Corpus Linguistics and New Technologies in the Foreign Language Classroom at MULAI. She has completed a pre-doctoral stay at the Universidade Católica Portuguesa (Braga) in 2018, a post-doctoral research stay

at the University of California Irvine (UCI) in 2022 and two Erasmus+ teaching stays at the University of East Anglia University and Anglia Ruskin University, UK.

Her main lines of research focus on Cognitive Linguistics and Pragmatics, and more specifically on the use, production and interpretation of conceptual metaphor, combined with corpus-based methodology; she has recently initiated a multidisciplinary and international line of research investigating the processing and production of gender stereotypes in Spanish and English.

She is currently a member of the European collaborative group We-Collab, the research group “Polarization and Digital Discourses, Critical and Socio-Cognitive Perspectives” and the collaborative project Ministry of Defence-UAM GNOSS for the development of activities for the training and development of innovative digital teaching resources.



## SECTION 8: SELECTED PUBLICATIONS

### Books

- Ballweg, S., Daase, A., **Farrell, A.** Masterson, M. and Szczepaniak-Kozak, A. (2023). *Promoting multilingual practices in school and home environments - perspectives from Germany, Greece, Ireland and Poland*. V&R Unipress, Göttingen, Germany. <https://www.vandenhoeck-ruprecht-verlage.com/themen-entdecken/literatur-sprach-und-kulturwissenschaften/interdisziplinaere-geisteswissenschaft/58207/promoting-multilingual-practices-in-school-and-home-environments>
- **Farr, F.** and **Farrell, A.** (2023). *The Reflective Cycle of the Teaching Practicum*. London, Equinox.
- **Mishan, F.** ([2005] 2022). *Designing Authenticity into Language Learning Materials*. Beijing: Foreign Language Teaching and Research Press.
- **Mishan F.** and Kiss, T. (2023). *Developing Intercultural Language Learning Materials: From Principle to Practice*. London: Routledge.
- **Shorten, A.** (2022). *Multiculturalism: The Political Theory of Diversity Today*. Cambridge: Polity.

### Refereed Journal Articles

- **Batardière, M.-T.**, Berthaud, S., Čatibušić, B., & Flynn, C. (2022). Language teaching and learning in Ireland: 2012–2021. *Language Teaching*, 1-32. <https://doi.org/10.1017/S0261444822000374>
- Bobek, A., Clavero, S., Gavigan, S., **Ryan, M.** (2023). COVID-19 Pandemic in Ireland and the Gendered Division of Care Work: The Impact of the Pandemic on Childcare Policy. *Social Politics: International Studies in Gender, State & Society*. <https://doi.org/10.1093/sp/jxad011>
- Beauchamp, G., Chapman, S., Riquez, A., Becaas, S., Ellis, C., Empsen, M., **Farr, F.**, Hoskins, L., Hustinx, W., **Murray, L.**, Palmaers, S., Spain, S., Timus, N., White, M., Whyte, S. and Young, N. (2022). Moving beyond the formal: Developing significant networks and conversations in higher education: reflections from an interdisciplinary European project team. *Taylor & Francis Online Teaching In Higher Education*.
- **Byrne S.** and Marcet E. (2022). La lluita continua: socio-political debate and the linguistic landscape of a Catalan city. *Social Semiotics*:1-27
- **Byrne, S.**, Bertran, A. and Tudela Isanta A. (2022). Continuity and change: language ideologies of Catalan university students. *Journal Of Multilingual And Multicultural Development*: 1-16.
- Clifford, A.M., Ni Bhriain, O., **Byrne, S.**, Cheung, P.S., Louw, Q., Glynn, L., Moss, H., O'Neill, D., Woods, C.B., Sheikhi, A., Gowran, R.J., Maher, C., Kennelly, B., Salsberg, J., Thabane, L. (2022). Music and Movement for Health: Protocol for a pragmatic cluster-randomised feasibility pilot trial of an arts-based programme for the health and wellbeing of older adults. *Hrb Open Research*: 1-19.
- **Daly, M.**, **Farrell, A.** and Masterson, M. (2023). Language-sensitive teaching as an emergent response to increasing linguistic diversity in Irish post-primary schools: Challenges, opportunities and implications for teacher education. *Glottodidactica Journal*, Adam Mickiewicz University Press, Poznań, Poland. <https://press.amu.edu.pl/en/catalog/journals/glottodidactica.html>
- **Daly, M.** and Wasikiewicz-Firlej, E. (2023) Family language policy in the context of return migration: A case study. *Glottodidactica Journal*, Adam Mickiewicz University Press, Poznań, Poland. <https://press.amu.edu.pl/en/catalog/journals/glottodidactica.html>

- **Giralt, M.;** Betts, A.; Pittarello, S; Stefanelli, C. (2022). Scenarios for the Integration of Virtual Exchange in Higher Education. *Journal of International Students*: 116-134.
- **Kelly-Holmes, H.** (2022). Sociolinguistics in an increasingly technologized reality. *Sociolinguistica*: 99-110.
- **Kelly-Holmes, H.** (2023). Language policy 4.0: Agency, readiness and relevance in an increasingly automated future. *Chinese Journal of Language Policy and Language Planning*: 1-17.
- McCarthy, A. and **Farr, F.** (2022). Role Models and Motivators in English Language Learning in the Japanese High School Context'. *TESL-EJ*, 26, <https://tesl-ej.org/wordpress/issues/volume26/ej102/ej102a2/>
- **Morales-Gálvez, S.** (2022). Is Speaking One's Own Language(s) a Right? *Nations and Nationalism* 28(2), 387–40.
- **Morales-Gálvez, S.** and Cetrà, Daniel (2022). Regulating Language: Territoriality and Personality in Plurinational Spain. *Ethnicities* 22(2), 253–273.
- Morlan, M. and **Byrne, S.** (2023). Language Choice and Identity in the Linguistic Landscape of Barcelona. *Social Semiotics*, TBD.
- **O'Regan, V., Le-Baron-Earle, F.** and **Batardière, M.-T.** (2023). Curriculum Innovation and Intercultural Dialogue: A Transnational Virtual Mobility Project. *Journal of Virtual Exchange*.
- **Shorten, A.** (2022). Immigration, Language and Disadvantage. *Nations and Nationalism*, 28/2, 435-448.
- Soler, J. and **Morales-Gálvez, S.** (2022). Linguistic Justice and Global English: Theoretical and Empirical Approaches. *International Journal of the Sociology of Language*, 277, 1–16.

## Chapters

- **Ben Adel, I.** (2023) 'Notes on blended learning in higher education: cultural perspective', in As-sia, B., (ed.), *Blended learning in higher education: insights and prospects*, El Moutanaby: Algeria, 13-43.
- **Farr, F.** (2022). 'More than words: phraseology and significance in the reflective practice discourses of English Language Teacher Education', in Tajeddin, Z. and Watanabe, A. (eds.), *Enabling Teacher Reflection: Policies, Practices, and Impacts*. Avon: Multilingual Matters.
- **Giralt, M.; Murray, L.; Benini, S.** (2022). 'Global citizenship and Virtual Exchange practices: promoting Critical Digital Literacies and Intercultural Competence in language education', in *Global Citizenship in Foreign Language Education: Concepts, Practices, Connections*: London: Routledge, 151-173.
- **Mishan, F.** (2023). 'Towards intercultural competence: Materials for raising intercultural awareness', n B. Tomlinson (Ed.) *Developing Materials for Language Teaching*, 3rd edn. London, Bloomsbury.
- **Mishan, F.** (2022). 'Language learning materials in the digital era', in J. Norton and H. Buchanan (Eds.), *The Routledge Handbook of Materials Development for Language Teaching*, Abingdon: Routledge, 17-29.
- **Mullen, M.; Giralt, M.; Murray, L.;** (2023). 'Extending Blended Learning and the Roles of Technology to Meet Teacher-Training Needs in the New Normal', in *Second Language Teacher Professional Development Technological Innovations for Post-Emergency Teacher Education*, London: Palgrave Macmillan.

- **Murray, L; Giralt, M.; Mullen, M.; Benini, S.** (2022). 'CALL in the Wild = a voyage of independent self-directed learning?', in *The Routledge Handbook of Language Learning and Teaching Beyond the Classroom*, London: Routledge: 81-97.
- **Ní Loingsigh, D.** (2023). *The Bibliographical Legacy of An Seabhac (1883–1964)*. Oxford: Open University Press *The Oxford History of the Irish Book Volume II: The Printed Book in Irish 1567–2000s*.
- **Shorten, A.** & Carey, B. (2022). 'Justifying Language Policies', in F. Grin, L. Maracz, N. Pokorn (eds.), *Advances in Language Policy*, John Benjamins, 361-380.
- Wei, L and **Kelly-Holmes, H** (2022). 'Language Policy Taking Stock in a Changing Context', in *Routledge Spaces of Multilingualism*, Abingdon, 11-30.

## Keynotes, Invited Talks and Workshops

- **Farr, F.** (2023). 'Reflection, Retroreflection and Introspection: Researching Professional Practices in English Language Teacher Education through Corpus-Based Discourse Analyses', Keynote talk at the 12th National Forum for English Studies, University of Vasteras, Sweden, April 26th-28th.
- **Farr, F.** (2023) 'Educational discourse and professional development', PhD module delivered at INN, Hamar, Norway, June 2023.
- **Ghitri, A.** (2023) Blended learning in higher education. Guest webinar to MA TESOL students, UL, 27<sup>th</sup> September 2023.
- **Giralt, M.** (2022). Keynote, Ciudadanía Digital y enseñanza del español en un mundo en transformación. II Symposium of Spanish Teachers in Ireland: Current Directions & New Perspectives, 9<sup>th</sup> – 10<sup>th</sup> June 2022.
- **Kelly-Holmes, H.** (2023). 'When Small Languages go Big', Invited contribution to Small Languages in Multilingual Contexts Workshop, University of Sheffield, 4-5May 2023.
- **Mishan, F.** (2022). Language Learning Materials Development: An introduction to the field. TESOL Forum guest lecture, MA TESOL, University of Leeds. 7th December 2022.
- **Mishan, F.** (2022). Language Learning Materials Development: An introduction to the field. AULC Irish members' webinar, Centre for Irish Language, Maynooth University. 29th November 2022.
- **Mishan, F.** (2023). Language Learning Materials Development: An introduction to the field. MA TESOL guest lecture, University of Limerick, 1 March 2023.
- **Riordan, E.** (2022). 'Collaborative Reflective Practice: Exploring the Language of Experienced EFL Teachers', Invited Webinar MIC Applied Linguistics Webinar Series, Limerick, 21st March.

## Conference Papers

- **Byrne, S** (2022). I Change Language, No Problem: Code-Switching, Catalan and Spanish in 21st Century Catalonia. Multidisciplinary Approaches to Migration and Multilingualism (MAMM) Conference. University of Cyprus: Nicosia (Cyprus), 22nd-23rd October 2022 [in collaboration with Dr Anna Tudela-Isanta and Aleida Bertran].
- **Byrne, S** (2022). Ideological Representations and Language Choice in Catalan School Graffiti. 13th Linguistic Landscape Workshop. Universität Hamburg: Hamburg (Germany), 7th-9th September 2022 [in collaboration with Marguerite Judith Morlan].
- O'Keefe, A., Knight, D., Fitzgerald, C., McNamara, J., Mark, G., Adolphs, S., Peraldi, S., Fahey Palma, T., **Farr, F.** and Cowan, B. 2023. 'Indicating engagement in online workplace meetings:

The role of backchannelling head nods'. Paper presented at Corpus Linguistics 2023. Lancaster University, UK, 3rd – 6th July, 2023.

- Knight, D., O’Keeffe, A., Fitzgerald, C., Mark, G., McNamara, J., Adolphs, S., Cowan, B., Fahey-Palma, T., **Farr, F.** and Peraldi, S. 2023. Interactional Variation Online (IVO): Corpus Approaches and Applications to Analyzing Multi-modal Collaboration in Virtual Meetings. Paper presented at American Association for Applied Linguistics, Portland, USA, 18th-21st March 2023.
- Fitzgerald, C., Knight, D., Mark, G., McNamara, J., **Farr, F.**, O’Keeffe, A. 2023. Navigating Online Business Communication. Paper presented at ABC Regional Conference, Naples, Italy, 12-14th January 2023.
- O’Keeffe, A., **Farr, F.**, Fitzgerald, C. and McNamara, J. (2022). Navigating multi-modal analysis of virtual meetings. Paper presented at the Centre for Applied Language Studies (CALS) 25th Celebration, 7th October, University of Limerick, Ireland.
- O’Keeffe, A., Fitzgerald, C., Mark, G., McNamara, J., Knight, D., Adolphs, S., Clarke, L., Cowan, B., Fahey-Palma, T., **Farr, F.** and Peraldi, S. (2022). We’ll come back to Tom when he’s back in real life: A multimodal corpus analysis of virtual meetings. Paper presented at the Irish Association of Applied Linguistics Conference, September 2022, Munster Technological University, Ireland.
- Knight, D., Fitzgerald, C., Mark, G., McNamara, J., O’Keeffe, A., Adolphs, S., Clarke, L., Cowan, C., Fahey-Palma, T., **Farr F.** and Peraldi, S. (2022). You’re on mute: examining virtual workplace communication. Paper presented at the British Association for Applied Linguistics Conference, September 2002, Belfast, Ireland.
- **Flanagan, G.** (2023). Paper on research survey on business discourse in the Irish technology sector: ABC Naples January 2023.
- **Flanagan, G.** (2023). PhD Panel introducing the IVT Corpus and paper research survey on business discourse in the Irish technology sector.
- **Flanagan, G.** (2022). International Variation Online (IVO) Researcher Forum - October 2022.
- **Flanagan, G.** (2023). Louvain La Neuve University Belgium Research Seminar for Staff/PGs - March 2023.
- **Ghitri, A.** (2022). ‘Analysing Student-Teacher Discourse Using the Community of Inquiry Model: A Corpus-Based Analysis of Online and Face-To-Face Modes’, 2nd Annual International Conference on Student-led Research and Innovation in Arts, Humanities and Social Sciences ICRI-HASS June 2022.
- **Ghitri, A.** (2022). "Integrating Mobile Literacy to Blended Learning Environment", AHSS PSG Annual Conference June 2022.
- **Ghitri, A.** (2023). "Investigating Interactive Discourse in an EFL Blended Learning Environment: A Corpus-Based of Face-to-Face and Online Modes", CALS Annual Research Day 24<sup>th</sup> May 2023.
- **Kelly-Holmes, H.** (2023). 'The political economy of technology – a language policy perspective', Paper delivered at Sociolinguistics Symposium 24, Ghent 13-16 July 2023.
- **Kelly-Holmes, H.** (2023). 'Deconstructing and reconstructing sociolinguistics in the human-machine era', Panel Response delivered at Sociolinguistics Symposium 24, Ghent 13-16 July 2023.
- **Le Baron-Earle F.** (2023). "Culture Shocked! : Using Comics Depicting Critical Incidents to Develop Intercultural Awareness", CALS Research Day on 24 May 2023.
- **Morales-Gálvez, S.** (2023). "Federalism, Authority, and Linguistic Domination" Language and Authority Workshop, Augsburg, University of Augsburg, Germany, February 2023.
- **Morales-Gálvez, S.** (2022). "Linguistic Prejudice in Academia: English for Publication Purposes from an Interdisciplinary Angle" The English Language Seminar, Stockholm, Stockholm University, Sweden (together with Prof. Josep Soler), December 2022.

- **Morales-Gálvez, S.** (2022). "Regulating Language in Plurinational Spain" Department of Politics and Public Administration Autumn 2022 Seminar Series (with the support of the Centre for Applied Language Studies-CALS), Limerick, University of Limerick, Ireland.
- **Morales-Gálvez, S.** (2022). "Who Should Be the Ruler of MyWords? On Authority, Domination, and Linguistic Justice" Association for Social and Political Philosophy (ASPP) Annual Conference 2022, Durham, Durham University, England, July 2022.
- **Morales-Gálvez, S.** (2022). "Language, Justice and Republicanism" Republicanism Today: A Debate, Barcelona, Josep Irla Foundation, Catalonia, July 2022.
- **Morales-Gálvez, S.** (2022). "Authority and Linguistic Justice" Rules and Incentives in Language Policy and Planning: Economic, Legal, and Sociolinguistic Approaches, Budapest, Andrásy-Universität Budapest, Hungary, June 2022.
- **Ní Loingsigh, D.** (2022). 'Looking Back and Looking Forward: Critical Reflections on the Design and Implementation of Approaches to Irish Language (L2) Support for Parents', International Psychology of Language Learning Conference, Cape Breton University, Sydney, Canada, 23-25 June.
- **Ní Loingsigh, D.** (2023). Advising in Language Learning (ALL) as a Positive Intervention to Promote Linguistic Security in the Organisational Context. Featured Symposium: "Positive Psychology in Language Learning: What, Who, Why and How Theory Flows into Practice", CCERBAL Conference, Invited Participant, 4-6 May 2023, Official Languages and Bilingualism Institute, University of Ottawa.
- **Ryan, M.** (2022). European Conference on Politics and Gender, University of Ljubljana: COVID-19 Pandemic in Ireland and the Gendered Division of Care Work: The Impact of the Pandemic on Childcare Policy. 6-8 July 2022.

## Conference Publications

- **Benini, S.; Giral, M. & Murray, L.** (2022). 'Human, Technologies and Quality of Education', Proceedings of Scientific Papers of the 80th International Scientific Conference of the University of Latvia, 369-384.
- **Ghiti, A.** (2022). 'Analysing Student-Teacher Discourse Post COVID-19 Using the Community of Inquiry Model in Algeria: A Corpus-Based Analysis of Online and Face-To-Face Modes', ICRI-HASS Conference <http://wp.lancs.ac.uk/icri-hass/files/2022/09/Conference-Proceedings-ICRI-HASS22.pdf>

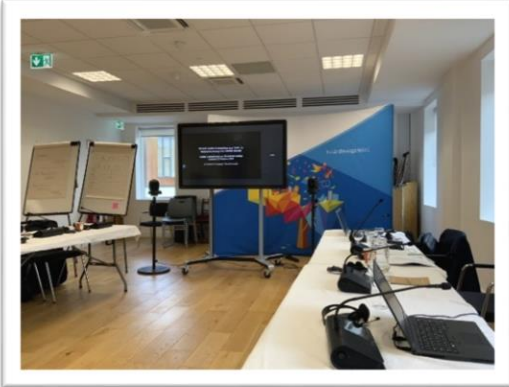
## SECTION 9: OTHER NEWS

### Fiona Farr

Prof. Fiona Farr was appointed Adjunct Professor at the Inland Norway University of Applied Sciences (INN) in 2022 for an initial period of two years.



### Deirdre Ní Loingsigh



Dr Deirdre Ní Loingsigh was invited by An Roinn Turasóireachta, Cultúir, Ealaíon, Gaeltachta, Spóirt agus Meán/ Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media to present to An Coiste Comhairleach um Sheirbhísí Gaeilge / Irish Language Services Advisory Committee on 27 February 2023. She promoted the creation of a new practitioner role, that of Language Coach in the workplace, in her presentation entitled *Moladh maidir le cleachtas nua i leith na tacaíochta teanga san earnáil phoiblí* / The Professional Practice of Language Support in the Public Sector: Recommendation.

A Micro-Credential module *An Chóitseáil Teanga san Ionad Oibre* / Language Coaching in the Workplace was approved by University of Limerick APRC in April 2023. Dr Deirdre Ní Loingsigh (Module Coordinator) and Dr Catherine Martin (MLAL) are leading a materials design initiative in collaboration with stakeholders.



## SECTION 10: CURRENT PHD STUDENTS

Name	Topic	Supervisor(s)
<b>Yousef Alhassan</b>	The Effects of Social Media on EFL Learners.	Prof. Liam Murray and Dr Marta Giralt
<b>Abdulmajeed Aljehani</b>	Teaching Pronunciation skills in EFL classroom	Prof. Fiona Farr and Dr Elaine Riordan
<b>Robyn Cuneen</b>	The Official Recognition of Irish Sign Language: Exploring Public and Political Discourse in the Construction of a Language Policy Through the Lens of Social Justice.	Dr Maria Rieder, Dr Andrew Shorten and Dr John Bosco Conama (Centre for Deaf Studies, TCD)
<b>Gail Flanagan</b>	Investigating Intercultural Communicative Competence (ICC) skills in the Irish technology sector: Focusing on the talk-in-interaction of Irish English speakers in international virtual teams.	Prof. Fiona Farr
<b>Brian Hurley</b>	A critical analysis of the discursive processes involved in the presentation and promotion of Ireland's 'Housing for All' policy.	Dr Henry Silke, Dr Maria Rieder and Dr Donal Palcic
<b>Aoife Ní Mhurchú</b>	'Would you not go back to real teaching?' A corpus-based analysis of professional identity in the informal discourse of university language teachers.	Prof. Fiona Farr and Dr Elaine Riordan
<b>Seán O'Connell</b>	An investigation into a phonologically-based approach to pronunciation teaching; its implementation in the classroom and an evaluation of its effectiveness on learner and teacher experience and outcomes.	Prof. Máiréad Moriarty and Dr Cinta Ramblado
<b>Mamobo Ogoro (School of MLAL)</b>	Social representations of migrants in Ireland: A multilevel discursive analysis.	Prof. Máiréad Moriarty and Dr Anca Minsecu
<b>Emily-Anne Renison (School of MLAL)</b>	Imscrúdú ar conas mar a théann mothachtáil i bhfeidhm ar eispéireas foghlama mhúinteoirí faoi oiliúint le linn tréimhse oiliúna.	An Dr Deirdre Ní Loingsigh, agus An Dr T.J. Ó Ceallaigh, Coláiste Mhuire gan Smál
<b>Paloma Valencia</b>	Approximations of Practice for MA TESOL Students: Optimising VLE Affordances in Teacher Education	Prof. Fiona Farr and Dr Elaine Riordan
<b>Mark Ryan (School of MLAL)</b>	PhD by Publication - Investigating the representation of queer identities in the Irish media: A three-tiered investigation towards the development of discursive strategies to mitigate implicit homophobia in language use.	Prof. Máiréad Moriarty and Prof. Helen Kelly-Holmes



## ISPhD STUDENTS

Name	Topic	Supervisor(s)
<b>Islam Ben Adel</b>	An Irish-Algerian cross-cultural pragmatic investigation into the realization of and refusal to invitations.	Dr Elaine Vaughan, UL, and Prof. Anne Barron, Leuphana University of Lüneburg
<b>Imene Addad</b>	Investigating the Use of Technology in Higher Education in Algeria: EFL Teachers and EFL Students' Perspectives on the Use, the Effectiveness, and the Barriers of Blended learning	Dr Elaine Riordan
<b>Lydia Amrani</b>	Phrasal Complexity in the Academic Writing Practices of University Students: A Comparison of English L1 and L2 Writers	Dr Catherine Martin and Prof. Angela Chambers
<b>Souad Bailich</b>	ICC in Online Milieu: Integrating Social Media for Developing EFL learners' Intercultural Communicative Competence in an Algerian EFL Context.	Prof. Liam Murray and Dr Marta Giralt
<b>Roumaissa Bougherara</b>	Teachers' Practices on Classroom Diversity and Inclusion based on their Perspectives in the EFL Algerian Context at the Higher Education Level following a UDL framework.	Dr Bróna Murphy and Dr Nick Wilson
<b>Oum Kaltoum Charrak</b>	An Examination of the Practice Component of Pre-Service English Teacher Education Programmes: Algeria in the International Context.	Prof. Fiona Farr and Prof. Paul Conway
<b>Khaoula Daoudi</b>	English for Specific Purposes: Introducing Data Driven Learning to Teach Specialised Lexis	Dr Catherine Martin and Prof Angela Chambers
<b>Ismahane Djeflal</b>	Exploring the Perceptions and Attitudes of Young Evangelicals toward the "Evangelical Vote" for Donald Trump in 2016 and its Effects of the Future of Evangelicalism.	Prof. Owen Worth
<b>Asmaa Jazia Ghitri</b>	Analysing Student-Teacher Discourse Post COVID-19 Using the Community of Inquiry Model in Algeria: A Corpus-Based Analysis of Online and Face-To-Face Modes	Dr Elaine Riordan
<b>Kahina Geundez</b>	Lecturers' Opinions on English Language Teaching in Algerian Higher Education	Dr Veronica O'Regan and Dr Elaine Riordan
<b>Hadjer Hammadi</b>	Investigating Intercultural Communication in the Algerian Energy Sector Workplace	Prof. Gisela Holfter and Dr Angela Farrell
<b>Nour El Houda Lahiouel</b>	EFL teachers training needs Analysis and professional development in inclusive pedagogy: a case study of preparedness to teach dyslexic students amongst EFL teachers in Algeria	Prof Máiréad Moriarty

Name	Topic	Supervisor(s)
<b>Naima Manaa</b>	An Exploration of EMI policy and implementation within the Natural Sciences in Algerian Universities	Prof. Jean Conacher and Dr Clive Earls
<b>Ryma Menai</b>	Investigating Academic Writing of Algerian PhD Students at Limerick University: Case of Linguistic Innovations.	Dr Nick Wilson and Dr Niall Curry
<b>Ikram Messaoudi</b>	The Role of Supervisors' Feedback in Improving Master's Students Thesis Writing in Algeria.	Dr Nick Wilson
<b>Ikram Metalsi</b>	Implementing an EMI Policy in Algerian Higher Education: A Study of Teachers' Attitudes, Agency, and Professional Identity	Prof. Helen Kelly-Holmes
<b>Sofia Nemouchi</b>	Normalizing Tamazight language in Algeria: A language ideological analysis	Prof. Helen Kelly-Holmes
<b>Afaf Riahi</b>	Investigating the occupational wellbeing of Algerian secondary school teachers of English as a foreign language.	Dr Bróna Murphy
<b>Roumaissa Nora Sayoud</b>	Legitimizing a humanitarian military intervention: a critical discourse analysis of the political discourse of David Cameron (The 2011 Libyan Arab Spring rebellion as a case study)	Prof. Owen Worth and Dr Maria Rieder
<b>Douaa Soumeur</b>	Language Support, English as a Foreign Language, and Willingness to Communicate in the Higher Education Context in Algeria	Dr Deirdre Ní Loingsigh and Prof. Helen Kelly Holmes

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