



Lárionad na dTeangacha
Feidhmeacha

Centre for Applied
Language Studies



UNIVERSITY OF
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CAL S REPORT 2019-2021

CALS Report 2019-2021

CENTRE FOR APPLIED LANGUAGE STUDIES REPORT 2019-2021

WELCOME FROM THE DIRECTOR

2020 and 2021 have been extraordinary years for us all as applied linguistics, and for our students, as well as the whole of humanity. Despite all of the challenges, research in CALS has not only continued but has flourished over that period. This year the report covers a two-year period and outlines a selection of the impressive range of activities which CALS members have been engaging in over that time.

As the report describes, CALS members continue to be extremely active in a wide range of endeavours relating to our three main research clusters of: New Environments for Language Learning; Discourse, Society, and Identity; and Plurilingualism and Language Policy. 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!

CALS was founded by Professor Emerita Angela Chambers in 1997, and so next year we will be celebrating 25 years!

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

Prof. Fiona Farr, Director.



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SECTION 1: PROJECTS

The Knowledge for Change Programme

Knowledge 4 Change

The Knowledge for Change (K4C) programme was officially launched at St Munchin's Community Centre, Kileely, Limerick on 11th February, 2020. K4C is a UNESCO initiative which aims to train the next generation of Community-Based Participatory Research researchers and promote authentic university-community research partnerships.

Dr Deirdre Ní Loingsigh leads the Knowledge for Change (K4C) Language and Culture portfolio for UL. An Irish language version of the K4C training manual was prepared for the launch (Tandon, Hall, Lepore & Singh, 2016, An Chéad Ghlúin eile de Thaighdeoirí Pobalbhunaithe a Oiliúint: Treoir d'Oiliúinóirí).

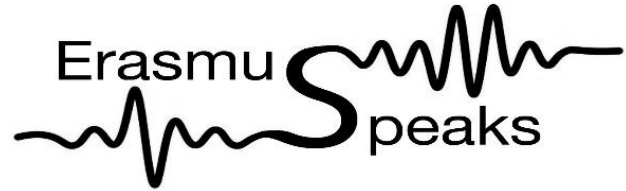
CALS/UL researchers involved: Dr Deirdre Ní Loingsigh.

<https://www.knowledge4change.org/>



Erasmus Speaks

A number of CALS members designed and implemented a new project entitled 'Erasmus Speaks' during the Autumn Semester 2020. 'Erasmus Speaks' is a transnational virtual exchange project between the University of Limerick (Ireland) and a number of partner Universities: Karl-Franzens-Universität Graz (Austria), Université d'Artois (France), Technische Hochschule Köln (Germany), and Universidad de Oviedo (Spain).



The rationale behind the project was to provide students with a virtual alternative to Erasmus mobility which was cancelled due to travel restrictions during the Covid-19 pandemic. The 'Erasmus Speaks' project gave the opportunity to geographically distant students to communicate and collaborate in a friendly peer-to-peer manner. The aim was for participants to develop their target language skills while discovering partners' cultures and building digital literacy skills. Participants were third-level students learning either French, Spanish, German, or English. The exchange ran for 6 weeks from October to December 2020 and comprised of three main tasks. Each task required synchronous and asynchronous communication within working groups.

The project ran successfully and enabled facilitators/coordinators to be awarded a TEP Erasmus+ Digital Badge. 276 UL students received the Erasmus+ virtual badge for their successful completion of the project tasks, and 7 UL staff were awarded the coordinator/facilitator badge. Feedback was collected at the end of the VE project and will be published.



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

<https://ahssresearch.wordpress.com/2021/06/09/erasmus-speaks-a-virtual-language-exchange-rewarding-276-ahss-and-kbs-students-with-an-erasmus-digital-badge/>

Digital Citizenship Education and Foreign Language Learning

CALS members are part of a European consortium that has received an ERASMUS+ grant for its transnational project DiCE.Lang – Digital Citizenship Education and Foreign Language Learning.

Five European institutions, University of Limerick, University of Latvia, University of Aveiro, and Siena Italian Studies are led by University of Munich to develop a project that has received a grant (424,880 EUR) from an ERASMUS+ programme Strategic Partnerships for Higher Education.

The three-year-project aims to strengthen the profile of Digital Citizenship Education (DCE) vis-à-vis foreign language education.

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

<http://lmu.de/dicelang>



FRAMES Project

Frames ('Fostering Resilience through Accredited Mobility for European Sustainable HE innovation') was a successful bid in the Erasmus + Emergency Call 2020 Round 1 KA2 - Cooperation for innovation and the exchange of good practices. The project is led by the Mediterranean UniUNIMED and involves two leading organisations in the Virtual Exchange field (UniCollaboration and the Sharing Perspective Foundation), three universities (Girona, Siena, and Limerick) as well as some associated partners such as the Erasmus Students Network and the Network of Public Catalan Universities.

The FRAMES project aims to foster a harmonised implementation and accreditation of blended mobility among European HEIs, making the European Higher Education Area more innovative and resilient and helping universities to move from the COVID-19 emergency to sustainable innovation.

The kick-off meeting took place on-line in March 2021.

CALS/UL researchers involved: Dr Marta Giralt, Prof. Máiréad Moriarty and Ivanna D'Arcy (UL Global).
<https://www.uni-med.net/progetti/frames/39937/>

Sharing Open Educational Practices Using Technology for Higher Education

‘SHaring Open educational practices Using Technology for Higher Education’ (SHOUT4HE) is a three-year project (2018-2021) funded under the Erasmus+ Key Action 2, which comes from the basis that: ‘international collaboration is particularly crucial in the case of open educational practices, which we believe are the key for university pedagogy to keep pace with an increasing pervasive and sophisticated digital era’.

The SHOUT4HE project, which is now closing, had three main objectives:

1. develop a Recognition framework for effective use of technology in Higher Education (HE) teaching
2. design an e-Platform for sharing open education practices and resources
3. create a set of e-Books via our Community of Practice for HE teachers

There are five university partners (Bordeaux, Cardiff, Hasselt, Limerick, Nice), in four countries (Belgium, France, Ireland, the UK), all of whom are involved in HE teacher education. Each partner has worked with local teachers covering a wide variety of disciplinary knowledge and pedagogical experience with the goal of recognising, developing and sharing innovative practice with technologies. The resultant framework, e-platform, open educational practices, and e-Books are freely available and widely disseminated with the aim of achieving longer term impact on individual HE teachers but also more generally on university teaching and professional development programmes.

CALS/UL researchers involved: Dr Angelica Rísquez, CTL (PI), Sinead Spain, CTL, Dr Liam Murray, and Prof. Fiona Farr.

<https://library.shout4he.eu/>



Research Group on Eyewitness Testimony

Involved with the research Group on Eyewitness Testimony, Steven Byrne is working on a project with M. Guarch-Rubio (University of Zaragoza) and A. Manzanero-Puebla (Universidad Complutense de Madrid) that aims to evaluate the levels of resilience among individuals living in refugee camps in Tindouf (Algeria).

CALS/UL researchers involved: Dr Steven Byrne.

Language Ideologies of Catalan University Students

In collaboration with A. Tudela-Isanta (Autonomous University of Madrid) and A. Bertran (Latvian Academy of Culture), this project aims to examine the language ideologies of Catalan university students.

CALS/UL researchers involved: Dr Steven Byrne.

Mapping the Linguistic Landscape of Girona and Vic

This project, with E. Marcet (Dublin City University), aims to map the linguistic landscape of Girona and Vic (Catalonia) against the backdrop of the Catalan secessionist movement.

CALS/UL researchers involved: Dr Steven Byrne.

Network and Disciplines Project

The National Forum for the Enhancement of Teaching and Learning awarded €9000 to the Irish Network for the Enhancement of Writing (INEW) for "Network and Disciplines" project, which was submitted by Lawrence Cleary (UL) and Kathy Bradley (UCC). This project involves testing a framework for teaching writing knowledge that transfers across contexts. This includes interviews with STEM HE students and lecturers and employers and employees from STEM industries to learn about their perceptions of their own writing contexts, their experiences, the knowledge required to write in their contexts, their processes of text production and strategies employed in order to achieve communicative/rhetorical goals.

CALS/UL researchers involved: Lawrence Cleary.

Exploring Career Narratives of Plurilingual Students and Language Professionals

This project originates from Covid-related funding awarded to Jean Conacher for a CoOp replacement module entitled "Working with Languages at Home and Abroad".

CALS/UL researchers involved: Dr Jean Conacher.

Majority and Minority Languages for Schools

The Erasmus +K2 Project, 'Majority and Minority Languages for Schools', is an initiative between partner universities in Ireland, Greece, Germany and Poland from November 2020 to April 2023. The aims are to develop new pedagogical approaches and practical guidelines for teachers working in linguistically diverse classrooms in order to promote multilingualism and preserve heritage languages.



CALS/UL researchers involved: Dr Angela Farrell.

<http://mamlise.amu.edu.pl/>

Digital Citizenship Through Language Education (Elang-Citizen)



This is a ECML (European Centre for Modern Languages of the Council of Europe) initiative, part of the “Inspiring innovation in language education: changing contexts, evolving competences” 2020-23 programme. This project is a pioneering initiative for the development of digital citizenship through language education. It meets the request of the Council of Europe's "Education for Digital Citizenship" project to develop concrete activities in the different school subjects.

CALS/UL researchers involved: Catherine Jeanneau.

<https://www.ecml.at/ECML-Programme/Programme2020-2023/Digitalcitizenshipthroughlanguageeducation/tabid/4302/Default.aspx>

Lingu@num

This is a project about teaching and learning languages online using digital tasks (Lingu@num). Lingu@num is an Erasmus+ KA226 project, Strategic partnership in the field of Higher Education. It is part of the extraordinary Erasmus+ calls to support digital education readiness. The project aims to promote innovative practices for language teaching and learning through the relevant use of digital technology and support learners and teachers in developing their digital literacy.



CALS/UL researchers involved: Catherine Jeanneau.

<https://www.linguanum.eu/>

Promotion of Languages

In late 2019, the School of Modern Languages and Applied Linguistics received funding from the PPLI (Post-Primary Languages Ireland) to promote languages in the institution and amongst the wider community. The funding was used for various initiatives, including an event celebrating the anniversary of the creation of the Professional Masters in Education (PME in Languages) and, in collaboration with the Access office, the development of a Language Academy for children in DEIS primary schools.



CALS/UL researchers involved: Dr Cinta Ramblado, Dr Marie-Thérèse Batardière, Dr Jean Conacher and Catherine Jeanneau.

COFFERS

UL is a member of a consortium involved in a successful bid for H2020 funds under the H2020-SC6-REV-INEQUAL-2016 call, which addresses fiscal fraud and regulatory empowerment in the taxation area. The bid has an overall budget of €5m; the share secured by a five-person team, led by Prof. Sheila Killian, KBS, is €564,000.



CALS/UL researchers involved: Dr Veronica O' Regan.

<http://coffers.eu/>

Enet-Collect

CALS members participated in the 2nd Crowd fest as the Cost Action Enet-Collect national representatives. The event took place in the University of Coimbra in February 2020. Both CALS members contributed to two different working groups:

- 1. How do we use crowdsourcing to help maintain or revitalise endangered languages?
- 2. Creating a survey for the collection of a systematic panorama of existing language learning platforms and their coverage in terms of languages and exercise types.



CALS/UL researchers involved: Dr Liam Murray and Dr Marta Giralt.

<https://enetcollect.eurac.edu/>

Advancing Effective Institutional Models towards Cohesive Teaching, Learning, Research and Writing Development

This is a COST Action CA15221 project: Advancing Effective Institutional Models towards Cohesive Teaching, Learning, Research and Writing Development. Íde is the secondary proposer and member of Management Committee and Core Working Group for the Action Funding, which was awarded 0.5 million over four years



This project addresses the challenge of creating synergy among the increasingly more specialised and centralised supports for four key higher education activities – research, writing, teaching and learning – which frequently fail to capitalise on their shared territories and common ground.

CALS/UL researchers involved: Dr Íde O’Sullivan.

<https://www.werelate.eu/>

Professional Development Capacity Building in Higher Education: Extending Provision for National Impact through a Flexible Pathways Approach



This project is funded by the National Forum for the Enhancement of Teaching and Learning, Teaching and Learning Enhancement Fund, Phase 4, (2018-2020), €150,000. The aim of the project is to extend PD and RPEL through the design of a unique flexible pathways approach to

embed the National Professional Development Framework in Irish HE, IoT and College contexts and to design flexible learning pathways for all teaching staff that will have applicability, portability and transferability at national level.

CALS/UL researchers involved: Dr Íde O’Sullivan.

<https://www.teachingandlearning.ie/project/professional-development-capacity-building-in-higher-education-extending-provision-for-national-impact-through-a-flexible-pathways-approach/>

SECTION 2: EVENTS

CALS Book Launch

On Monday, 2nd March, 2020, eight books by CALS members were launched by Prof. Michael McCarthy, Professor Emeritus, University of Nottingham, and Associate CALS member.

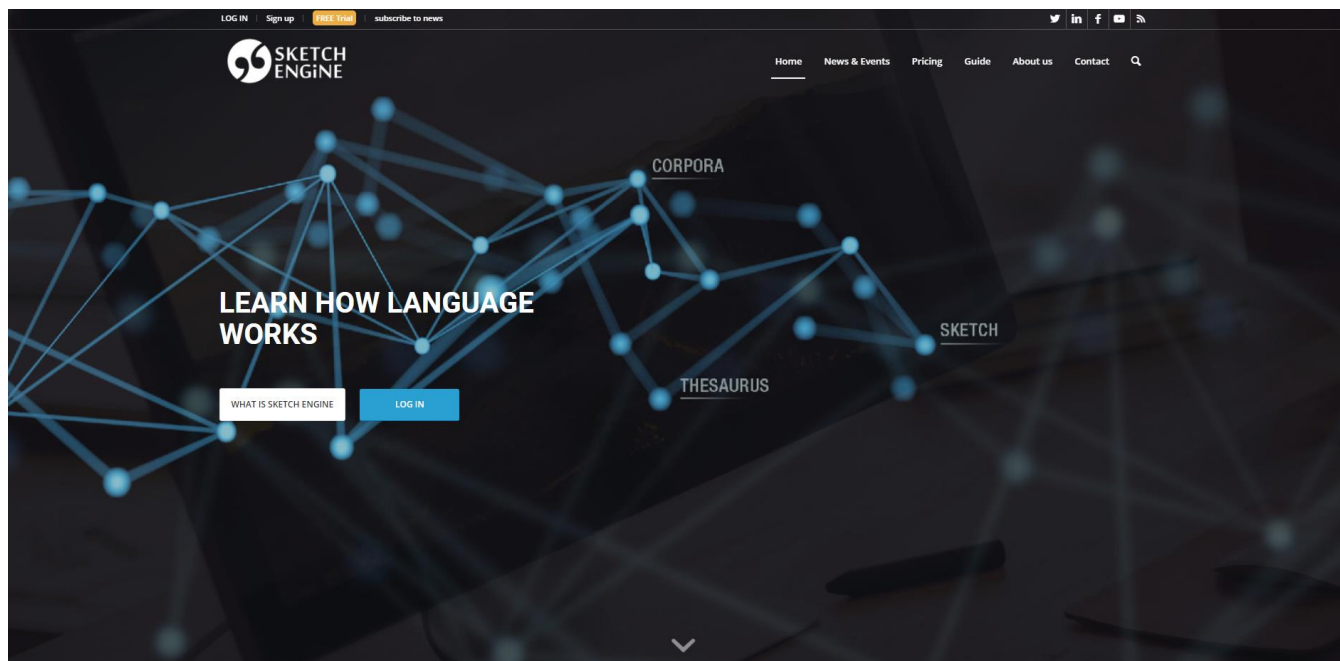
An event like this not only shows the dedication and commitment of CALS members to the three research clusters within the centre (New Learning Environments, Discourse, Society, and Identity, and Plurilingualism and Language Policy), but also highlights the dynamic and collaborative work that goes on in the centre, as seen in the list of work below.



- Cantero, F. J. and Giralt, M. (eds.) (2020). *Pronunciación y Enfoque Oral en Lenguas Extranjeras*. Barcelona: Octaedro.
- Farr, F., Farrell, A., and Riordan, E., (2019). *Social Interaction in Language Teacher Education*. Edinburgh: Edinburgh University Press.
- Farrell, A. (2019). *Corpus Perspectives on the Spoken Models used by EFL Teachers*. London: Routledge.
- Mishan, F. (ed) (2019). *ESOL Provision in the UK and Ireland: Challenges and Opportunities*. Bern: Peter Lang.
- Ó hAodha, M. (2019). *Leabhar na nAistear II*. Dublin: Coisceim. Ó hAodha, M. (translator) (2018). *Seán Ó Ríordáin: Life and Work*. Dublin: Mercier Press.
- Rieder, M. (2018). *Irish Traveller Language. An Ethnographic and Folklinguistic Exploration*. Palgrave Macmillan.
- Riordan, E. (2018). *TESOL Student Teacher Discourse: A Corpus-Based Analysis of Online and Face-to-Face Interactions*. London: Routledge.

Congratulations to all!

Sketchengine Bootcamp



Days before the first lockdown, on March 4th, 2020, CALS welcomed Ondřej Matuška from corpus linguistics software company SketchEngine to UL to run a day-long bootcamp for researchers, faculty and student researchers. The event was hosted in the newly opened computer lab in the Glucksman Library, where CALS Director, Prof. Fiona Farr welcomed Ondřej to UL for the first time. The event provided an interactive and fast-paced experience for all of those present in the packed lab who were guided through the basics to much more sophisticated corpus analysis techniques using this powerful software. UL has an institutional licence for this software. If you are interested in availing of it, please contact Prof. Fiona Farr.

CALS Seminar Series

CALS Director, Prof. Fiona Farr, organised a series of webinars in 2021 that were extremely well attended and engaging. In total, four presentations were delivered between February – April, 2021. Firstly, Dr Davide Mazzi from the University of Modena and Reggio Emilia presented on the issue of phraseology and argumentation in the Supreme Court of Ireland’s discourse.

This was followed by a joint presentation from two CALS members, external member Dr Niall Curry, from Coventry University, and internal member and Associate Director of CALS, Dr Elaine Riordan. Niall and Elaine presented their research on a corpus-based discourse analysis of emotion in TESOL Twitter accounts during COVID-19.

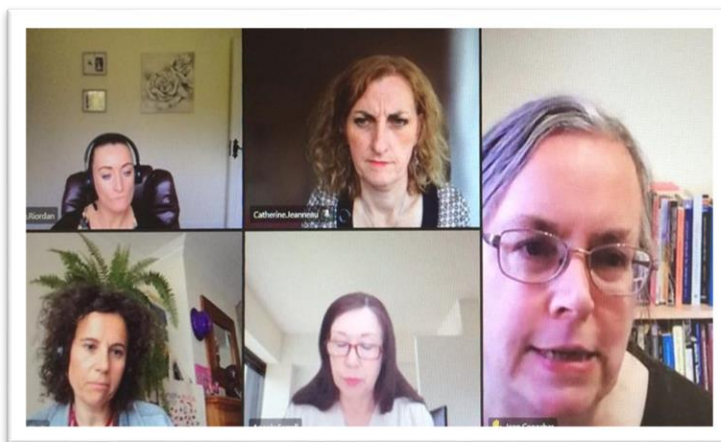


Next, Prof. Jessie Egbert from Northern Arizona University, presented a paper on a new method of corpus analysis, namely key feature analysis. Lastly, Peter Hagan, from Inland Norway University of Applied Sciences, presented his PhD work on the integration of multimedia corpora in the secondary school classroom.

A selection of these webinars can be found on the CALS webpage <https://ulsites.ul.ie/cals/cals-webinars-2021>

CALS Annual Research Day 2021

The annual CALS research day was held virtually on May 27th, 2021. The first part of the morning consisted of papers from each of our three stands of research. Dr Jean Conacher presented the first paper in the Plurilingualism and Language Policy strand, entitled, ‘Plurilingualism and the Study Abroad Experience’. Then, in the Discourse and Society strand, Dr Chris Fitzgerald, our outgoing CALS PG representative, presented from his PhD work in a paper entitled ‘Oral History Witness Testimonies in Applied Language Studies’, and Dr Elaine Vaughan and Dr Brian Clancy presented a paper entitled ‘Exploring Intimacy: A corpus-based investigation of First Dates Ireland’. Finally, Prof. Fiona Farr and Dr Elaine Riordan presented a paper in the New Environments for Language Learning strand, entitled ‘Learning Experiences during COVID-19: Postgraduate Teacher and Learner Perspectives’.



The rest of the morning consisted of presentations on projects in which CALS members participate as illustrated below:

PROJECTS	
1.15 – 11.25	Dr Angela Farrell <i>Majority and Minority Languages in the School Environment – Helping Teachers, Pupils and Parents</i>
1.25 – 11.35	Dr Marta Giralt <i>Fostering Resilience through Accredited Mobility for European Sustainable HE innovation (FRAMES)</i>
1.35 – 11.45	Catherine Jeanneau <i>LINGUA-NUM: A task-based approach to online language learning activities</i>
1.45 – 12.00	Q & A
12.00 – 12.10	Dr Catherine Martin <i>ESTA -Educating Science Teachers for All. Developing competencies of pre- and in-service teachers to teach in culturally & linguistically diverse classrooms</i>
12.10 – 12.20	Dr Liam Murray <i>Digital Citizenship Education and Foreign Language Learning (DICE.Lang) – ERASMUS + Project</i>
12.20 – 12.30	Dr Deirdre Ní Loingsigh and Dr Catherine Martin <i>Language for Work (L4W): An Overview of the ECML Training and Consultancy Offer 2021</i>
12.30	Q & A and Close

SECTION 3: PHD COMPLETIONS

Sara Aljohani (2019)

Title: Implementing a multimodal corpus of TED Talks for teaching academic presentations: Perspectives on EFL learners' attitudes

Supervisors: Dr Íde O'Sullivan, Dr Elaine Riordan and Dr Liam Murray

External Examiner: Dr Pascual Pérez-Paredes, The University of Cambridge

Internal Examiner: Dr Angela Farrell

Cluster: New Language Learning Environments

Abstract: Despite the recognition of the multiple affordances of multimodal corpora in capturing the complex and dynamic nature of real-life communication, their use in L2 classrooms is still limited. Informed by the body of related literature and by research on pedagogic corpora, this research investigates Saudi learners' attitudes towards using a pedagogic and context-specific corpus to raise their awareness of spoken academic discourse. In particular, this research examines the attitudes of the participants towards the use of a web-based multimodal corpus of TED Talks (MCOTT), and the potential influence of participants' profiles on their attitudes. Participants are intermediate EFL learners (N=103) enrolled in the foundation year of their tertiary education, and are invited to participate in this exploratory research. Data is gathered through two questionnaires (i.e. learner profile and learner attitude questionnaires), interviews, and classroom observations, and are analysed both quantitatively and qualitatively. To investigate learner attitudes, this thesis explores questionnaire results relating to the participants' perceived usefulness, perceived ease of use, perceived behavioural control, affective attitude, and future intentions. Generally, participants indicate positive attitudes towards MCOTT, and no significant issues of concern were reported. Interview and observation data help to extend the understanding of participants' attitudes through highlighting reasons for participants' appreciation of MCOTT and TED Talks, as well as offering need-based recommendations for improving the corpus. To determine the possible influence of participants' profiles on their attitudes, this thesis examines the correlation between participants' profiles (motivation, attitudes towards oral skills and towards autonomy, and ICT competence) and their attitudes to MCOTT use. Results indicate that there is a positive correlation between all four profile related variables and participants' attitudes. Finally, while findings reveal the positive attitudes of the participants, questions are raised regarding whether the content of the corpus (i.e. TED) has a significant impact on participants' attitudes.

Steven Byrne (2019)

Title: Nou Estat d'Europa: Globalisation, language and identity in Catalonia: A contemporary perspective

Supervisors: Dr David Atkinson and Prof. Máiréad Moriarty

External Examiner: Dr Agurtzane Elordui, The University of the Basque Country

Internal Examiner: Dr Maria Rieder

Cluster: Discourse, Society and Identity

Abstract: The processes associated with globalisation have seen Catalonia become an ethnolinguistically diverse region. Additionally, a vibrant civic and political movement for an independent Catalonia has brought a renewed urgency to questions about what it means, personally and politically, to speak or not to speak Catalan or Spanish in 21st century Catalonia. The current study seeks to address a gap in the literature by investigating the attitudes of members of independence organisations toward the Catalan and Spanish languages against the backdrop of the Catalan independence movement. This research examines the respondents' language attitudes from a language orientations perspective, using Ruiz's (1984, 2010) framework of language-as-a-problem and language-as-a-resource to unpack the complexities of the situation in present-day Catalonia. This research was conducted with members of independence organisations operating in the city of Girona and involved qualitative research methods, specifically focus groups and narrative interviews. This study indicates that a fuller understanding of the complex situation in Catalonia may be facilitated through qualitative methodologies, which have the potential to explore attitudes in-depth. The analysis of the data reveals a diversity of attitudes toward both Catalan and Spanish, with both languages being mobilised in diverse combinations for a wide range of purposes. The comments of the respondents indicate that, against the backdrop of the independence process in the region, bilingualism and multilingualism have become highly valued in the territory.

Andrew McCarthy (2019)

Title: An exploration of L2 motivation and identity in the Japanese high school context

Supervisors: Prof. Fiona Farr and Dr Liam Murray

External Examiner: Dr Christine Muir, Nottingham University

Internal Examiner: Dr Freda Mishan

Cluster: New Learning Environments

Abstract: English education in Japan has been undergoing a transformation, especially in the last decade, in order to improve on the statically low levels of communicative ability in English among Japanese high school graduates, compared to other Asian countries. One of the main areas under investigation in Japan in recent years has been the apparent lack of motivation among Japanese high school students to study English at school. Despite the current interest in motivation and learning in Japan, qualitative research into high school learner opinions and thoughts regarding their own individual experiences of learning English, is still limited.

This study: (1) explores the individual learner experiences of high school students in Japan, (2) determines whether future-self identities exist among these students, (3) examines if there is a relationship between these language learning experiences and future-self identities, and (4) investigates if and how future-self identities can be nurtured to improve motivation in the second language classroom.

Qualitative and quantitative research was carried out by the researcher in a Japanese high school in order to investigate the language learning experiences and identities of the students in the school. This included carrying out surveys, interviews and journal studies with the participants. One of the main findings of the study was that students who possessed positive experiences of using English in their class with their teachers also possessed strong images of themselves using English in their future. Ultimately, this research makes an overall contribution to the development of L2 motivation studies in an attempt to upturn downward trends in English language learning in Japan.

Kholoud Hussain (2020)**Title:** Between tradition and technology**Supervisor:** Prof. Helen Kelly-Holmes**External Examiner:** Prof. Sama Khalil, Ontario College for Research and Development, Canada**Internal Examiner:** Prof. Máiréad Moriarty**Funding:** Saudi Arabian Cultural Bureau**Cluster:** New Language Learning Environments

Abstract: An ethnographic study of the opportunities and challenges of social media marketing communication for the beauty industry in Saudi Arabia. Abstract: The Saudi economy's dependence on oil production renders it particularly vulnerable to changes in the global oil market. Thus, the Kingdom's recently announced Vision 2030 represents a bid to encourage and facilitate the creation of alternative business structures to boost the economy and reduce its dependency on oil. Small and medium sized enterprises (SMEs) are seen as key to this vision. Economic developments are of course closely linked to social change and in the current era of rapid technological growth, Saudi society has seen an escalating interest in social media which, in some domains, have all but displaced traditional media. The rise of such new communication platforms carries a range of societal and economic implications. Using the case of the beauty industry in Saudi Arabia, specifically beauty salons, the aim of this doctoral study is to investigate the effectiveness of social media marketing for small to medium size enterprises in Saudi Arabia. Based on an ethnographic research approach, the findings demonstrate that marketing through social media has a positive and effective impact on small and medium size enterprises in Saudi Arabia. Moreover, the results indicate the prevailing dominance of digital marketing and corresponding decline in traditional marketing tools. In a cultural context in which the consumption and social habits of women in particular are controlled, the findings show how social media marketing provides virtual community which women actively engage with and how this adds value through co-construction and peer-to-peer communication. The findings also show the rise of visual communication in social media marketing in the sector, with visual social media being preferred by both beauty salons and their clients. Finally, the study shows how the transition from traditional to social media marketing is almost complete for the beauty sector with many benefits but also with downsides, such as the pressure for SMEs to be constantly providing new content.

Gyorgy Nagy (2020)**Title: Towards intercultural competence: Fostering ESOL learners' cultural awareness in Ireland through learning materials****Supervisors:** Dr Freda Mishan and Dr Marta Giralt**External Examiner:** Dr Hitomi Masuhara, The University of Liverpool, UK**Internal Examiner:** Dr Elaine Vaughan**Cluster:** New Language Learning Environments

Abstract: The promotion of intercultural competence plays an important role in language education and this study focuses on one aspect of this, cultural awareness. Fostering cultural awareness has an even more central role in teaching English to Speakers of Other Languages (ESOL) since efforts are critical to preparing learners to be successful participants in their new society. In these efforts, learning materials are a crucial stimulus for cultural awareness. There is little dedicated material for ESOL in Ireland, and the cultural content of what little there is has not yet been systematically researched. This study contributes to filling this gap by investigating teachers' views on the cultural content in a most often used material of their choice, and through the researcher's analysis and evaluation of the cultural content in the most frequently used Irish published textbook *The Big Picture*, and non-Irish (UK) published textbook *New Headway Pre-Intermediate* as identified by this study. The study ascertains the degree to which these materials promote cultural content knowledge and engage cognitive and affective processing of cultural content. To estimate the potential of materials used in ESOL provision in Ireland for fostering learners' cultural awareness, mixed methods were used in the form of a survey questionnaire and materials evaluation analysed via thematic and content analysis. Data collection and analysis were supported by the frameworks developed by the researcher for analysing materials for (1) the promotion of cultural content knowledge, (2) activation of cognitive and (3) stimulation of affective processing of cultural content as the three components of intercultural competence that foster cultural awareness. This study tested the validity and reliability of these frameworks as well. The study revealed the suitability of one frequently used resource designed for the Irish context as it promoted appropriate cultural content knowledge via cognitively engaging and affectively stimulating activities; however, another, a UK-produced ELT coursebook was found not to be very helpful in this due to its lack of cultural content appropriate to the Irish context. It also emerged that teachers must put in a lot of effort to compile resources and materials to meet learners' needs. The findings will contribute to the ongoing research into the needs of, and development of ESOL materials by offering insights into the cultural content of the materials currently in use and providing practical guidelines in the form of frameworks to evaluate existing and create suitable materials as regards promoting cultural awareness, not only for the Irish ESOL context but also for language teachers in other international contexts.

Chris Fitzgerald (2021)

Title: The discursive construction of truth commitment in historical witness testimonies

Supervisors: Dr Elaine Vaughan and Prof. Máiréad Moriarty

External Examiners: Prof. Alan Partington, University of Bologna, Italy and Prof. Carolina Amador-Moreno, University of Bergen, Norway

Cluster: Discourse, Society and Identity

Abstract: This thesis appropriates Foucault's (1976) term historical discourse's truth matrix to conceptualise the distortive dimensions such as memory and narrative constraints that permeate depictions of historical events. The study looks at how commitment to truth is encoded linguistically in witness testimonies and interprets the patterns and potential motivations that surround the choices of linguistic devices that achieve this. In order to explore this, a corpus of Irish oral histories, the Corpus of Irish Historical Narratives (COIHN), a one-million-word representative corpus of oral history witness testimonies sampled from the Irish Bureau of Military History Archive was built. The witness testimonies that make up the archive depict the events surrounding the Irish struggle for independence from the lead-up to the 1916 Rising, a rebellion against British rule in Ireland, to the signing of the Anglo-Irish Treaty in 1921. The archive provides a rich source of both historical, social and cultural data, and has been the source of many publications pertaining to events of this pivotal time in Irish history, but hitherto unexplored from a linguistic perspective despite its potential in this regard. The present study explores the discursive construction of the testimonies by focussing on the ways in which truth commitment is signalled through adverbial expressions and mental process verbs, and the perspective this provides on how the events they depict are constructed. This study takes an approach that utilises corpus tools to analyse epistemic modality in these statements through hedged expressions using both expectation markers and mental process verbs and, in doing so, offers a framework for the analysis of a core dimension of historical discourse's truth matrix. At the core of this thesis is the peeling back of the multiple layers of the witness testimonies, revealing concerns relating to self-presentation as a motivation to vary commitment to truth of witnessed events. The notion of 'paradoxical authority' is proposed, which interprets the cumulative effect of the density of these devices, concluding that the authority of a witness is boosted rather than mitigated by expressing weak commitment to the truth of a proposition.

Martin Mullen (2021)

Title: Left to their own devices: An investigation of learner perceptions of smartphones as tools of language learning

Supervisor: Dr Liam Murray and Dr Freda Mishan

External Examiner: Dr Mirjam Hauck, The Open University, UK

Internal Examiner: Dr Ann Marcus-Quinn

Cluster: New Language Learning Environments

Abstract: Among many student populations smartphone ownership is ubiquitous, and many educators have been quick to incorporate smartphones into their classes and learning programs. There is a wealth of research documenting formal, institution-led programs in both general mobile assisted Learning and Mobile Assisted Language Learning (MALL). However, research trends in MALL are largely confined to formal MALL, and there has been limited investigation of language learners' self-regulated smartphone use outside of formal programmes.

This study aims to identify how learners use their smartphones as part of their language studies, and to determine what perceptions language learners have of their smartphones as language learning tools. By shedding light on the learners' existing behaviours and perceptions, the study seeks to identify ways in which smartphone-based language-learning can become more systematic and effective. The study investigates how learners use their smartphones for informal and self-regulated language study, what materials are used, and what impact informal resources such as social media sites like Facebook have on learners' exposure to and use of their target language. The research employs surveys, case studies and a group interview to understand how learners interact with their smartphones on a daily basis.

The findings offer insight into language learners' attitudes towards their devices as study aids, their regular use of their smartphone with both formal and informal learning materials and resources, and their perception of how these behaviours impact on both their active and passive language learning. The data will make educators more familiar with learners' current smartphone use and preferences with regard to both their learning and use of the target language. By better understanding the extent to which language learners value and avail of the affordances of smartphones, educators will be more informed in their efforts to effectively incorporate smartphones into their learning programmes.

SECTION 4: SELECTED PUBLICATIONS

Books

- Byrne, S. (2021) *Independence, Language and Identity in Modern Catalonia: A Study in Socio-Cultural and Socio-Political Allegiance*. Eastbourne: Sussex Academic Press.
- Byrne, S. (2021) (ed.) *El Procés: Identity and Nation in 21st Century Catalonia*. Cambridge: Cambridge Scholars.
- Caws, C., Hamel, M-J., Jeanneau, C. and Ollivier, C. (2021) *Formation en langues et littérature numérique en contextes ouverts. Une approche socio-interactionnelle*. Editions des archives contemporaines. France.
- Farr, F., Farrell, A. and Riordan, E. (2019) *Social Interaction and Language Teacher Education*. Edinburgh: Edinburgh University Press.
- Farrell, A. (2019) *Corpus Perspectives on the Spoken Models used by EFL Teachers*. London: Routledge.
- Giralt, M. and Cantero, F.J. (eds) (2020) *Pronunciación y enfoque oral en lenguas extranjeras*. Barcelona: Octaedro.
- Goncalves, K. and Kelly-Holmes, H. (eds) (2020) *Language, Global Mobilities, Blue-Collar Workers and Blue-Collar Workplaces*. London: Routledge, pp. 1-258.
- Mishan, F. (ed.) (2019) *ESOL Provision in the UK and Ireland: Challenges and Opportunities*. Bern: Peter Lang.
- Ó hAodha, M. (2019) *Leabhar na nAistear II*. Dublin: Coisceim.
- O’Sullivan, Í., Dobravac, G., Farrell, A., Kacmarova, A., and Leijen, D. (eds) (2020) *Centralised Support for Writing, Research, Learning and Teaching: Case Studies of Existing Models across Europe*, [pdf]. COST Action 15221: We ReLaTe. Available at: <https://www.maynoothuniversity.ie/centre-teaching-andlearning/ctl-projects/current-ctl-projects/cost-action-15221-we-relate>
- Silke, H., Quinn, F. and Rieder, M. (eds) (2021). *News Discourse and Power: Critical Perspectives on Journalism and Inequality*. London: Taylor and Francis.

Refereed Journal Articles

- Batardière, M.T., Giralt, M., Jeanneau, C., Le-Baron-Earle, F., and O’Regan, V. (2019) ‘Promoting Intercultural Awareness Among European University Students via Pre-Mobility Virtual Exchanges’. *Journal of Virtual Exchange*, 2: 1-6.
 - Batardière, M.T. and Jeanneau, C. (2020) ‘Towards Developing Tandem Learning in Formal Language Education / Formaliser les dispositifs d’apprentissage en tandem dans l’enseignement des langues’. *Researching and Teaching Languages for Specific Purposes – Cahiers de l’APLIUT*, 39(1).
 - Byrne, S. (2020) ‘Amic o enemic? Immigration and the Catalan Struggle for Independence’. *Ethnopolitics*, 19(3): 252-269.
 - Byrne, S. (2019) ‘Language Attitudes, Linguistic Authority and Independence in 21st Century Catalonia’. *Journal of Multilingual and Multicultural Development*, 41(8): 702-717.
 - Byrne, S. (2020) ‘Language Attitudes in Catalonia: A Contemporary Perspective Seen from Pro-Independence Socio-Political Organizations’. *International Journal for Iberian Studies*, 33(1): 81-96.
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- Costelloe, L., Nerantzi, C., O'Brien, E., Reale, J. and O'Sullivan, Í. (2020) 'Development of a Shared Vision for Flexible Inter-Institutional Professional Development using the OOFAT Model'. *International Journal of Management and Applied Research*, 7(3): 240-256.
- Fitzgerald, C. (2020) 'Penetrating Historical Discourse's Truth Matrix: A Corpus Analysis of Oral History Testimonies'. *Journal of Corpora and Discourse Studies*, 3: 75-95.
- Giralt, M., Flores, A., and Laribal, A. (2019) 'El uso de herramientas digitales como videos y blogs para fomentar el aprendizaje de la lengua oral en ELE: un estudio de las percepciones de estudiantes principiantes'. *Revista Horizontes de Lingüística Aplicada*, 18(1): 159-174.
- Giralt, M., Murray, L., and Benini, S. (2019) 'Applying Digital Learning to Facilitate Student Transitions within Higher Education Mobility Programmes: Implementing the 'Digilanguages.ie' portal'. *AISHE-J: The All-Ireland Journal of Teaching and Learning in Higher Education*, 11(3): 1-18.
- Giralt, M., Murray, L., and Benini, S. (2020) 'Extending Digital Literacies: Proposing an Agentive Literacy to Tackle the Problems of Distractive Technologies in Language Learning'. *ReCALL*: 1-22.
- Girgensohn, K., Eriksson, A-M., O'Sullivan, Í. and Henry, G. (2020) 'A Cross-National View on the Organisational Perspective of Writing Centre Work: The Writing Centre Exchange Project (WCEP)'. *Journal of Academic Writing*, 10(1): 1-13.
- Guarch-Rubio, M., Byrne, S. and Manzanero-Puebla, A. (2021) 'Violence against Migrants and Refugees Attempting to Reach the European Union through the Western Balkans'. *Torture: Journal on Rehabilitation of Torture Victims and Prevention of Torture*, 30(3): 67-83.
- Holfter, G., and Rieder, M. (2020) 'Supporting Erasmus Students Through Integrating Reflective Practices in the Curriculum: The CONNECT Project'. *Study Abroad Research in Second Language Acquisition and International Education*, 5(1): 69-88.
- Hult, F.M., and Kelly-Holmes, H. (2019) 'Spectacular Language and Creative Marketing in a Singapore Tailor Shop'. *International Journal Of Multilingualism*, 1: 79-93.
- Jeanneau, C. and O'Riordan, S. (2020) 'The Impact of a Peer-Facilitated Discussion Initiative on International Students' Learning Experience in the Context of Internationalisation at Home'. *Language Learning in Higher Education*, 10(1): 1-24.
- Kelly-Holmes, H. (2019) 'Irish English in Intra- and Intercultural Advertising'. *World Englishes*, 38(3): 352-365.
- Kelly-Holmes, H. (2019) 'Multilingualism and Technology: A Review of Developments in Digital Communication from Monolingualism to Idiolingualism'. *Annual Review of Applied Linguistics*, 39: 24-39.
- Killian, S., Lannon, J., Murray, L., Avram, G., Giralt, M., and O'Riordan, S. (2019) 'Social Media for Social Good: Student Engagement for the SDGs'. *The International Journal of Management Education* 17(3).
- Murray, L., and Giralt, M. (2019) 'Challenges of Monolingual Intercultural Communication in the Context of the Languages Connect Strategy'. *Teanga*, 26: 26-51.
- Ní Loingsigh, D., and Mozzon-McPherson, M. (2020) 'Advising in Language Learning in a New Speaker Context: Facilitating Linguistic Shifts'. *System*, 95.
- Ollivier, C., Jeanneau, C., Hamel, M.J. and Caws, C. (2021) 'When Language Education Meets Digital Citizenship / Citoyenneté numérique et didactique des langues, quels points de contacts?' *Lidil, Revue de linguistique et de didactique des langues*, 6: 1-16.

- O’Riordan, F., O’Sullivan, Í., Fitzpatrick, M., Keane, M., McAvinia, C. and Risquez, A. (2020) ‘Structured Professional Development for Academic Developers: A Collaborative Approach’. *Innovations in Teaching and Learning International*.
- Silke, H., Siapera, E., and Rieder, M. (2020) ‘Participation and Media| Hybrid Media and Movements: The Irish Water Movement, Press Coverage, and Social Media’. *International Journal of Communication*, 14 : 3330–3354.

Chapters

- Beaven, A. and Conacher, J.E. (2021) ‘Conceptualising Plurilingual Identities in Study Abroad Settings’. In Mitchell, R.F. and Tyne, H. (eds), *Language, Mobility and Study Abroad in the Contemporary European Context*. New York & London: Routledge, pp. 34-44.
- Cleary, L. (2019) ‘At the Centre of Changing Contexts: A Writing for Life Centre’. In: Essid, J. and McTague, B. (eds), *Writing Centres at the Centre of Change*. New York: Routledge.
- Curry, N. and Riordan E. (2021) ‘Intelligent CALL Systems for Writing Development: Investigating the Use of Write & Improve for Developing Written Language and Writing Skills’. In: Kelch, K., Byun, P., Safavi, S. and Cervantes, S. (eds), *CALL Theory Applications for Online TESOL Education*. Hershey PA: IGI Global, pp. 252-273.
- Farr, F. and O’Keeffe, A. (2019) ‘Using Corpus Approaches in English Language Teacher Education. In: Walsh, S. and Mann, S. (eds), *Routledge Handbook of English Language Teacher Education*. London: Routledge, pp. 268-282.
- Giralt, M. (2020) ‘Communication Across Cultures: When the Virtual Meets The Classroom’. In: Bacino, L., Beaven, A., Helm, F., McKinnon, S., and Millner, S. (eds), *Designing and Implementing Virtual Exchange in Europe – A Collection of Case Studies*. Research-Publishing.net, pp. 191-203.
- Giralt, M. (2020) ‘Enfoque oral en escuelas de idiomas’. In: Giralt, M. and Cantero, F.J. (eds), *Pronunciación y Enfoque Oral en lenguas extranjeras*. Barcelona: Octaedro.
- Kelly-Holmes, H. (2019) ‘The Linguistic Business of Marketing’. In: Thurlow, C. (ed.), *The Business of Words: Wordsmiths, Linguists, and Other Language Workers*. London: Routledge, pp. 36-50.
- Rieder, M., Silke, H., and Theine, H. (2020). ‘Media Coverage of Economic Inequality: The Empirical Study—An Initial Overview’. In: Grisold, A and Preston, P. (eds), *Economic Inequality and News Media: Discourse, Power, and Redistribution*. Oxford: Oxford University Press, pp. 106-123.
- Theine, H. and Rieder, M. (2019). ‘The Billionaires Boot Boys Start Screaming – A Critical Analysis of Economic Policy Discourses in Reaction to Pikettys Capital in the Twenty-First Century’. In: Montesano Montessori, N. Farrelly, M. and Mulderrig, J. (eds), *Critical Policy Discourse Analysis*. Cheltenham: Edward Elgar, pp. 169-192.
- Vinagre, M., Wigham, C., and Giralt, M. (2020) ‘EVE-SFI: Developing L2 Spoken Interaction’. In: Bacino, L., Beaven, A., Helm, F., McKinnon, S., and Millner, S. (eds), *Designing and Implementing Virtual Exchange in Europe – A Collection of Case Studies*. Research-Publishing.net, pp. 105-115.

Book Reviews

- Fitzgerald C. (2020) Book review: Roberta Piazza (ed.), *Discourses of Identity in Liminal Places and Spaces*. *Discourse and Society*, 31(4): 446-448.

Keynotes, Invited Talks and Workshops

- Curry, N. and Riordan, E. (2021) 'A corpus-based discourse analysis of emotion in TESOL Twitter accounts during COVID-19'. Invited Webinar, CALS, University of Limerick, Ireland, 19th March.
- Farr, F. (2021) 'The discourse of language teacher education: researching with a corpus'. Invited webinar, Mälardalen University, 21st May.
- Farr, F. (2021) 'Social interaction in language teacher education: What a corpus can tell us'. Invited webinar, University of East Anglia, 17th May.
- Farr, F. (2021) 'More than words: Phraseology in the reflective practice discourses of ELTE'. Invited webinar, Inland Norway University of Applied Sciences, 28th April.
- Farr, F. (2021) "'Who do I think I am?': Representations of identity among student teachers'. Invited webinar, MIC Applied Linguistics Webinar Series, 18th March.
- Giralt, M., Murray, L., Benini, S. (2019) 'Why critical digital literacies and intercultural citizenship are essential in educating digital global citizens within foreign language education'. *Educating the Global Citizen - International Perspectives on Foreign Language Teaching in the Digital Age*. Munich. Germany
- Jeanneau, C. (2020) 'Virtual exchanges and language learning'. Invited Webinar, *Seminar for Master Students in Bilingualism Studies*, University of Ottawa, Canada, October 2020.
- Ní Loingsigh, D. (2021) Guest Lecture on Community-Based Participatory Research to ISPhD students, *ISPhD AHSS Winter School*.

Conference Papers

- Batardière, M.T., Jeanneau, C. and O'Regan, V. (2020) 'Linking to the CEFR Levels: A Mapping and Bridging Exercise'. *AULC 21st Annual Conference: The CEFR, Assessment and Language Learning*, University of Maynooth, 09/01/2020- 10/01/2020.
- Batardière, M.T. (2020) [Organiser]. 'Celebrating 15 years of Language Teacher Education at UL: Looking Back and Looking Forward: Success Stories in Face-to-Face, Blended and Online Language Teaching, Learning and Assessment'. *School of Education, School of Modern Languages and Applied Linguistics and School of English, Irish, and Communication Online Conference*, 24/08/2020. <https://youtu.be/NhUUOd2Gev0>
- Byrne, S. (2021) 'Cultural and Linguistic Diversity in Catalonia: An Overview'. *University of Limerick Psychology Seminar Series*, University of Limerick, 12th April 2021.
- Byrne, S. (2020) 'Language and Primary Identity(ies)'. *Well-being and Identities in Social Context (WISC) Research Group*, University of Limerick, 8th September 2020.
- Byrne, S. (2021) 'Authentic or Anonymous: Language Ideologies of Catalan University Students'. *International Conference on Minority Languages (ICML)*, Bilbao University: Bilbao (Spain), (virtual), 24th – 26th March 2021 [in collaboration with Dr Anna Tudela-Isanta and Aleida Bertran].
- Byrne, S. (2020) 'Immigration and Sub-State Nationalism: The Catalan Case'. *European Consortium for Political Research (ECPR): 14th General Conference*, (virtual), 24th – 28th August 2020.
- Costelloe, L. and O'Sullivan, Í. (2019) 'A New Frontier for Professional Development: Developing Flexible Pathways to Recognition for Those who Teach in Higher Education'. *SEDA Annual Conference*, Leeds, UK, November 2019.
- Farr, F. (2021) 'Collocational Language Use in Post-observation Feedback' *AAAL Houston*, Texas (online), 22nd March.

- Farr, F. (2019) 'Language Teacher Identity in a Local and Global World: I and we in the Teacher Education Corpus (TEC)' *IRAAL*, NUI Galway, 30th November.
- Farr, F. and Riordan, E. (2021) 'Learning Experiences During COVID-19: Postgraduate Teacher and Learner Perspectives'. *CALS Research Day*, University of Limerick, 26th May 2021.
- Farrell, A. (2021) 'The Complementarity of Corpus Linguistics and Reflective Practice in L2 Teacher Education'. *Tarbiat Modares University*, Iran.
- Farrell, A. (2020) 'Intercultural Awareness of Irish EFL teachers in the United Arab Emirates context'. *The 25th TESOL Arabia International Conference and Exhibition*.
- Fitzgerald, C. (2021) 'Commitment to Truth: An Investigation into Epistemic Modality in the Corpus of Irish Historical Narratives'. *British Association for Applied Language Studies/Cambridge University Press Seminar 'Corpora in Applied Linguistics'*, Aston University, April 15th 2021.
- Giralt, M., Murray, L., and Benini, S. (2019). 'VE, Warts and All: 'Catastrophes', 'Disasters' and Failing Better'. *EUROCALL Conference, CALL and Complexity*, University Louvain-la-Neuve, Belgium.
- Giralt, M., Murray, L., and Benini, S. (2019). 'How Critical are our Pedagogies? Exploring Agentive Digital Literacies in the E+VE Context with Language Specialists'. *Intercultural Learning in the Digital Age: Building up Telecollaborative Networks and the VI Valencian Workshop on Computer-Assisted Language Learning: Gamification & Communicative Competence*, Universidad Politecnica de Valencia.
- Giralt, M., Murray, L., and Benini, S. (2020). 'Developing Critical Agentive Digital Literacies within Erasmus+VE Cultural Encounters: From Obligation to Realization'. *L2 Digital Literacies Symposium (L2DL): Critical Transnational Dialogue and Virtual Exchange*, Centre for Educational Resources in Culture, Language and Literacy, The University of Arizona.
- Giralt, M. and Vinagre, M. (2019) 'Implementing EVE: Some Preliminary Findings'. *EUROCALL Conference, CALL and Complexity*, University Louvain-la-Neuve, Belgium.
- Guarch, R. and Byrne, S. (2020) 'Trauma y violencia en las fronteras de la Unión Europea en Refugiados y Migrantes'. *XII Congreso (Inter)Nacional Psicología Jurídica y Forense*, Madrid, Spain.
- Jeanneau, C. (2019). 'Language Centres as Hubs for Social, Civic and Collaborative Learning'. *20th Annual AULC Conference*. London, UK.
- Kelly-Holmes, H. (2019) 'Youth and Multilingualism'. *San Sebastian*, Basque Country, Spain.
- Kelly-Holmes, H. (2020) 'Language Policy Forum'. *BAAL (British Association for Applied Linguistics)*, (virtual).
- Kelly-Holmes, H. (2020) 'Minority Languages in the Digital Age: Usage, Maintenance and Teaching'. *Greifswald*, Germany (virtual).
- Kelly-Holmes, H. (2021) 'Participation through Language: Actors, Practices, Ideologies'. Winterthur, Switzerland, (virtual).
- Le Baron-Earle F. (2020) 'LiPS Online: Capitalising on Students' Mixed Competencies in an Intercultural Virtual Exchange'. *MLAL Teaching Day*, UL, June.
- Le Baron-Earle, F. (2020) 'Testimonial about Virtual Exchange'. *UNICAEN Webinar*, Université de Caen, October.
- Le Baron-Earle, F. and Giralt, M. (2020) 'Intercultural Encounters within EVE: Benefits, Challenges and Future Directions'. *UNICollaboration Symposium, IVEC 2020*, Newcastle-upon-Tyne, September.

- Le Baron-Earle, F., Giralt, M., Batardière, M-T., Jeanneau, C. and O'Regan, V. (2020) 'Ready, Mobility, Go! A Pre-mobility VE Project to Prepare European University Students for the Period abroad' *UNICollaboration Symposium*, IVEC 2020, Newcastle-upon-Tyne, September.
 - LeBaron-Earle, F., O'Regan, V., and Batardière, M-T. (2021) 'Introducing a Virtual Mobility Project in the Language Curriculum at Third Level'. *Regional Learning and Teaching Conference. Celebrating Innovation, Opportunities and Inspirations in Learning and Teaching*.
 - Murray, L., Giralt, M., and Benini, S. (2019) 'Is Intercultural Competence Missing some Core Elements of Language Education? Towards a Critical, Digital, and Agentive Literacy within Intercultural Education. *Intercultural Competence: A Concept in Need of rethinking? Conference*, Maynooth University, Ireland.
 - Murray, L., Giralt, M., and Benini, S. (2019) 'Introducing Post Connectivism as an Approach to the Challenges of Digital Convergence and Complexity within CALL'. *EUROCALL Conference, CALL and Complexity*. University Louvain-la-Neuve, Belgium.
 - Ní Loingsigh, D. (2020) 'BLÁTHÚ (Flourishing): Reflections on a Community-Based Participatory Research (CBPR) Initiative and Links between Language Learning and Wellbeing'. *Association of University Language Communities (AULC) Conference*, Maynooth, January 2020.
 - Ní Loingsigh, D. (2021) 'Innovations in Irish Language Support, Social Mobility and Well-being in a Regeneration Community in Limerick'. *Symposium: Languages and Bilingualism in the Era of Geographic, Social and Professional Mobilities, CCERBAL 2021*, Official Languages and Bilingualism Institute (OLBI), University of Ottawa. Recording: <https://youtu.be/gPnwVwwmvRc>
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SECTION 5: EDITORIAL BOARDS

Prof. Fiona Farr: *ReCALL*; *Classroom Discourse*; Co-Editor of book series: *Edinburgh Textbooks in TESOL*; Associate Editor of *The Journal of Second Language Teacher Education*.

Dr Marta Giralt: *Phonica*; *Language Teaching Research Quarterly Journal*.

Prof. Helen Kelly-Homes: *Language Policy* (Member and Emeritus Editor in Chief); *World Englishes*; *Discourse, Context, Media*; *Chinese Journal of Language Policy and Planning*.



SECTION 6: NETWORKS AND MEDIA

Lawrence Cleary is the Director of the Regional Writing Centre, University of Limerick and is a Member of the International Writing Association (IWCA), The European Association for the Teaching of Academic Writing (EATAW), Association for Writing Across the Curriculum (AWAC) and on the board of the European Writing Centre Association (EWCA).



Dr Deirdre Ní Loingsigh is a member of The Language Management Interdisciplinary Research Group (GRIGL), University of Ottawa, Canada.



Dr Deirdre Ní Loingsigh is also a member of the European Centre for Modern Languages (ECML) Language for Work Team. She participated in a training programme for national organisers of Language for Work training and consultancy events across Europe (21st and 22nd April, 2020).

Catherine Jeanneau is involved in the following outreach activities:

- Language Academy for primary school initiative. In collaboration with the Access Office. Language provision for a DEIS school pilot programme
- Organisation of a series of 5 language taster sessions (Japanese, Chinese, French, German, and Spanish) as part of the Limerick Lifelong Learning Festival 2021.

Dr Deirdre Ní Loingsigh was interviewed on Basque television on how the Basque Euskaraldia initiative is being adapted to the Irish language context and piloted at Aonad na Gaeilge, UL, Recording (approx. 4.30mins):

<https://www.eitb.tv/eu/bideoa/euskararen-nazioarteko-eguna/4104874163001/183191/euskararen-nazioarteko-eguna-2020-batuketatik-biderketara/>

International Basque Language Day, 3rd December, 2020.

SECTION 7: CURRENT PHD STUDENTS

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

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

CALS MANAGEMENT COMMITTEE

- Prof. Fiona Farr, Director
- Dr Liam Murray, (French)
- Chris Fitzgerald, Postgraduate Representative
- Dr David Atkinson (Spanish)
- Dr Jean Conacher (German)
- Dr Deirdre Ní Loingsigh (Gaeilge)
- Barbara Geraghty (Japanese)
- Dr Angela Farrell (Linguistics & TESOL)
- Dr Elaine Riordan (Associate Director)
- Dr Cinta Ramblado (Head of School)
- Dr Maria Rieder (Applied Linguistics)

CURRENT MEMBERS

- Dr David Atkinson, School of Modern Languages and Applied Linguistics (Spanish)
- Dr Marie- Thérèse Batardière, School of Modern Languages and Applied Linguistics (French)
- Sarah Beecham, LERO
- Brendan Bolger, IT Support
- Nuria Borrull, School of Modern Languages and Applied Linguistics (Spanish)
- Dr Steven Byrne, Psychology
- Professor Emerita Angela Chambers, School of Modern Languages and Applied Linguistics (French)
- Dr Jean Conacher, School of Modern Languages and Applied Linguistics (German)
- Prof. Fiona Farr, School of Modern Languages and Applied Linguistics (Linguistics/TESOL)
- Dr Angela Farrell, School of Modern Languages and Applied Linguistics (Linguistics/TESOL)
- Barbara Geraghty, School of Modern Languages and Applied Linguistics (Japanese)
- Dr Marta Giralt, School of Modern Languages and Applied Linguistics (Linguistics/TESOL/Spanish)
- Catherine Jeanneau, School of Modern Languages and Applied Linguistics (Language Learning Hub)
- Dr Bróna Murphy, School of Modern Languages and Applied Linguistics (TESOL/Applied Linguistics)
- Dr Liam Murray, School of Modern Languages and Applied Linguistics (French)
- Máire Ní Ghráda, School of English, Irish, and Communication (Gaeilge)
- Dr Deirdre Ní Loinsigh, School of English, Irish, and Communication (Aonad na Gaeilge)
- Dr Declan O'Donnell, UL Language Centre
- Dr Mícheál Ó hAodha, Departments of History and Comparative Literature
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