



Lárionad na dTeangacha Feidhmeacha

Centre for Applied Language Studies



May 2018

CAL S ANNUAL REPORT 2017



UNIVERSITY of LIMERICK
OLLSCOIL LUINNIGH

CALS Annual Report 2017

CENTRE FOR APPLIED LANGUAGE STUDIES ANNUAL REPORT 2017

WELCOME FROM THE DIRECTOR

Welcome to the Annual Report for 2017.

CALS was founded by Professor Emerita Angela Chambers in 1997, and so this year marks the 21st anniversary of the Centre!

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 publication are testimony to the vital role that CALS plays within the School of Modern Languages and Applied Linguistics, as well as the Faculty, the University and beyond.



We hope that you enjoy reading about the wealth of activities and achievements which this report highlights. All the indications are that CALS initiatives are continuing to expand apace – if you're 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 (ulsites.ul.ie/cals/) and that you can also follow us on twitter.

David Atkinson, Director.



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CALS POSTGRADUATE EVENTS



CALS Postgraduate Project Sessions and Reading Groups were organised by PG CALS members Muireann Prendergast and Joanna Baumgart.

In November 2017, CALS PGs Christopher Fitzgerald and Steven Byrne spoke on the theme of identity.

The theme of the second session (November 2017) was minority languages. Maggie Bonsey was the CALS PG speaker, and Dr. James Costa was a guest speaker.


Dr. Costa is a lecturer in the Department of Linguistics at University of Paris 3. He is a specialist in minority language sociolinguistics and in anthropological linguistics. While he has worked with many languages including Occitan and Catalan, his recent work concentrates on Scots.

For the CALS PGs, James spoke about language revitalisation in relation to Provence.



COSÁN 2017

For the fourth consecutive year, Aonad na Gaeilge (UL) and UL Sport Adventure Centre, Killaloe (ULAC) joined forces to host COSÁN, a bilingual activity camp for children starting secondary school. The camp which took place from 10-14th July 2017 was fully booked with 16 participants. Emily-Anne Rennison and Erinn Hennessey were Irish language tutors for Aonad na Gaeilge. The initiative nurtures links with families of primary school children in the region ready to make the transition to Irish-medium secondary schools. The links between UL Sport and Aonad na Gaeilge have been strengthened and the collaboration has led to the normalising of the use of Irish in leisure and sporting activities.

 UNIVERSITY of LIMERICK
OLLSCOIL LUIMNIGH

AONAD NA GAEILGE, UL
in association with
UL SPORT ADVENTURE CENTRE
present

COSÁN


*A bilingual, multi-activity week for boys
and girls starting secondary school in
September 2017*


10-14 July/Iúil, 2017


- Action-packed 'mini-Gaeltacht' experience
- Adventures on water & land
- Task-based language-learning Focus on team-building activities
- Spraoi! Spraoi! Spraoi!

Suíomh/Venue: UL Sport Adventure Centre, Killaloe, Co. Clare
Dáta/Date: 10-14 July 2017. 10.00-16.00 each day.
Costas/Cost: €160 (€145 for second child in family)

~ Limited to 16 places ~
Tuilleadh Eolais/Further Info:
061-234754 / jillian.nimhaille@ul.ie

 IRELAND'S SPORTS CAMPUS

 Aonad na Gaeilge
Agnáil le pobal na Gaige

 HEA
An tÚdarás um Ard-Oideachas
Higher Education Authority

DIGITAL LITERACY FOR THE TEACHING AND LEARNING OF LANGUAGES (E-LANG)

The School of Modern Languages and Applied Linguistics and CALS are partners in an initiative run by European Centre for Modern Languages of the Council of Europe (ECML). This project called “Digital literacy for the teaching and learning of languages” (e-lang) started in January 2016 and will run until December 2018. The project workshop organised by the e-lang team was held from the 10th to the 11th of October 2017 at the ECML headquarters in Graz. This workshop on digital literacy for the teaching and learning of languages sparked a large interest as it drew 40 participants from 34 countries (member states of the ECML and Canada).



The two-day workshop involved group work and discussion sessions in a very productive atmosphere, which contributed to the successful completion of the workshop goals which were to:

- a) give participants the opportunity to discover real-world tasks and the pedagogical approach guiding the e-lang project and to explore the training modules developed by the e-lang project team;
- b) engage participants to actively contribute to the project by creating real-world tasks and suggesting resources for language activities.

The project team was delighted to work with an exceptionally committed and hard-working group of participants. In addition to their online participations to pre- and post-workshop activities, they provided high-quality contributions during the workshop. These inputs will be integrated into the project.



Furthermore, the e-lang team was glad to see that the project pedagogical framework, the training modules and the workshop itself were very well received among the workshop participants. The post-workshop activities are underway and a positive impact can be expected in each of the countries represented at the workshop.

The e-lang team is composed of Christian Ollivier, University of La Réunion, France, Catherine Jeanneau, University of Limerick, Ireland, Ulrike Hoffman, Fachhochschule Salzburg, Austria, and Katerina Zourou, Web2Learn, Greece. Marisa Cavalli acts as

external advisor. To find out more about the project, visit its website: [elang project](#) or follow us on twitter ([#ecml_elang](#)).



FRENCH TEACHERS' ASSOCIATION OF IRELAND ANNUAL CONFERENCE PLENARY

On the 7th of October 2017, Catherine Jeanneau delivered a plenary session at the French Teachers' Association of Ireland annual conference at the University College Cork.

This presentation, aimed at secondary school teachers of French, focused on the use of digital tools and media in the language classroom. It presented a range of useful techniques to enhance the teaching and learning of French and to promote digital literacy. It was largely inspired by the content of the ECML project: "e-lang: Digital Literacy for the teaching and Learning of Languages"

The one-day conference was attended by 180 teachers of French from all over Ireland. It was opened by the Swiss Ambassador to Ireland, Mme. Marie-Claude Meylan, and included speakers from national and international agencies promoting the use of media in the French classroom.

 **SCHOOL OF MODERN LANGUAGES & APPLIED LINGUISTICS**

 **UNIVERSITY of LIMERICK**
OLLSCOIL LUIMNIGH

 **GLANG**

Le numérique au service de l'exploitation des médias dans la salle de classe

Catherine Jeanneau
School of Modern Languages and Applied Linguistics, University of Limerick

 **fta**
L'Association des Professeurs de français en Irlande

FTA National Conference 2017
October 7, 2017

GAELTACHT WEEKEND FOR FAMILIES 2017

Following a pilot initiative in 2016, Aonad na Gaeilge teamed up with Oidhreacht Chorca Dhuibhne, Baile an Fheirtéaraigh and Gaelscoil Aonach Urmhumhan, Nenagh to design a weekend programme of activities for families in the West Kerry Gaeltacht. Interest was high with seventeen families, from three different Gaelscoileanna and from the university community, taking part in April 2017. Children enjoyed a broad programme of activities through Irish including: drama workshops; a hurling master class; a trip to Mara Beo, the Dingle aquarium; and a session at the local climbing wall; while parents had the opportunity to attend language workshops and cultural events.



Deireadh Seachtaine do Theaghlaigh 21-23 Aibreán 2017

Building on UL initiatives in the area of Irish language support for parents in recent years, the *Cúinne na dTuismitheoirí* (Parents' Corner) on the Aonad na Gaeilge blog was developed to help parents prepare for the immersion experience. A series of articles was published in the eight-week period preceding the Gaeltacht trip. The bilingual articles focused primarily on using more Irish in the home context. See <https://lionra.wordpress.com/category/cuinne-na-dtuismitheoiri/>



An action-packed weekend in the West Kerry Gaeltacht for teaghlaigh le Gaeilge. Optional language workshops for parents, galf ag Galf Chumann Cheann Sibéal, fun activities for children and lots of fresh air!
Is comhbhogra idir Aonad na Gaeilge, Ollscoil Luimnigh, Gaelscoileanna áinúla & Oidhreacht Chorca Dhuibhne é seo.
Tuilleadh Eolais ó Jillian Ni Mháille, Aonad na Gaeilge, UL
jillian.nimhaile@ul.ie 061-234754
Spriodhata/Closing date for bookings & €40 deposit
Dé Ceadaoin 8 MÁRTA – Wed 8 March 2017

Collaboration regarding the design of this programme is a good example of how University, local primary schools, Gaeltacht course providers and members of UL campus might come together to tailor design a high-impact Gaeltacht experience. It has been decided by partners that this programme will be run on a bi-annual basis.

HELEN-KELLY HOLMES DISTINGUISHED VISITING PROFESSOR OF LANGUAGE POLICY, CHINA

Professor Helen Kelly-Holmes, Chair in Applied Languages and Executive Dean of the Faculty, recently visited China as the 2017 China State Language Commission Distinguished Visiting Professor of Language Policy. Helen was hosted by Shanghai International Studies University (SISU) and undertook a variety of activities during her stay, including a talk for scholars at the Shanghai Academy of Educational Sciences, two lectures for post-graduates and faculty at SISU, a journal article writing workshop for postgraduates and emerging scholars, and a public lecture at Beijing University of Language and Culture. Helen also gave one of the plenary talks at the Second Shanghai Emerging Scholars in Applied Linguistics Forum.



In her role as Co-Editor in Chief of Language Policy, the leading international journal in the field, Helen has been aiming to support the development of language policy scholarship in China and as part of her visit she also gave a talk at China's, and one of the world's largest book publishers, the Commercial Press.

Helen has also been invited to join the editorial board of the press' newly developed Chinese Journal of Language Policy and Language Planning, which has an international editorial board led by renowned Chinese language policy and planning scholar Professor Yuming Li.



IRMSS SUMMER SCHOOL

The **Sixth International Research Methods Summer School (IRMSS)** – Applied Linguistics strand, at Mary Immaculate College (MIC), Limerick, Ireland, took place on 19th - 21st, May, 2017. The AL strand of the summer school was a collaboration between the Structured PhD in Applied Linguistics and IVACS research centre at Mary Immaculate College and the Structured PhD in TESOL and CALS research centre at the University of Limerick.

With 16 entries from PhD students in education and applied linguistics from MIC, Mercy Gwynedd University in the USA, and UL, the event provided a lively ending to the very successful summer school. The plenary speakers were Prof. Ute Römer, Georgia State University and Dr. Tom Morton, Birkbeck, University of London.

Centre for Applied Language Studies (CALS) postgraduate students claimed first, second and third places in the three-minute thesis competition at the Summer School. Waad Aljohani was awarded third place for using a logical and easily understandable clockwise graphic to lead the audience through her work on how and why corpora can be used for language learning in Saudi Arabia; second place went to Chris Fitzgerald who talked about using oral histories for investigating language change using only Rembrandt's 'Syndics of the Drapers Guild'; and Úna Clancy claimed first place by telling the deceptively simple story of baby Cian as a way to explain her interdisciplinary work on neonatal language acquisition.



The AL Strand Organising Committee included Yasir Almuways, Maggie Bonsey, Niall Curry, Christopher Fitzgerald, Prof. Helen Kelly-Holmes, Dr. Freda Mishan, Dr. Anne O’Keeffe, Dr. Joan O’Sullivan, Giovanni Carlos Santos, and Ana María Terrazas.

PEER LISTENERS



UL PEER LISTENERS

The UL Peer Listener scheme was developed in recognition of the essential role students play in supporting and encouraging one another throughout their time at university. Peer Listeners are available for all UL students and are prepared to provide emotional support in a great range of issues. Based on figures received from UL Counselling, the number of students presenting at the service rose from 838 to 1135 between 2012 and 2016. The most commonly reported issues were anxiety and low mood but others also included loss, addiction or self-harm. The UL Peer Listener scheme aims to help students facing those and

any other concerns as Peer Listeners are prepared to provide emotional support in problems big or small.

The UL Peer Listeners scheme is based on successful initiatives of this kind in Trinity College Dublin, Oxford University and London School of Economics as well as Samaritans training. As a result, UL Peer Listeners are the only initiative of its kind involving Samaritans in either the UK or Ireland.



Recruitment and training was led by CALS member Joanna Baumgart (MLAL and Samaritans) and John Downey (Director of Limerick and Tipperary Samaritans) with 20 students graduating to become Peer Listeners in October 2017. Joanna has taken the lead in delivering OGT (Ongoing Training) to ensure that Peer Listeners themselves are well supported and that the standard of support they provide to their fellow students continues to be exemplary. Joanna also manages the day-to-day running of the scheme.

Since the establishment of the service, Peer Listeners supported a number of UL students coming from a full range of academic and personal backgrounds. Moreover, the HSE has included the scheme in their campaign “Connecting for Life Mid-West” aimed to reduce suicide rates in the region. It has also led Limerick Samaritans to further work on replicating this successful partnership with LIT, LSAD

and Direct Provision and Homeless Support. It is hoped that the UL Peer Listeners Scheme will not only become an integral part of the support network in UL but also will act as a model for future partnerships between Samaritans Ireland and other third level institutions. To contact UL Peer Listeners please email peer.listeners@ul.ie or use their Facebook page @ULPLN



SOCIAL MEDIA FOR SOCIAL GOOD

CALS members, Dr. Liam Murray (Associate Director), Stéphanie O’Riordan and Dr. Marta Giralt, have been sharing their research-based expertise on social media studies, applied language studies and intercultural communication as part of a teaching team for the module BR4041 *Social Media for Social Good*, which has been running since academic year 2015-2016.



Bringing together lecturers from three UL faculties namely KBS (John Lannon and Sheila Killian), CSIS (Gabriela Avram and Alan T. Ryan) and AHSS (MLAL, Liam Murray, Stéphanie O’Riordan and Marta Giralt), this broadening module gives undergraduate students (mostly Business students) the opportunity to work in groups to help community/non-profit organisations identify and address some of their social media techniques. Each group works with one organisation that is seeking assistance in the use of social media to tell the story of how they contribute to social good, to achieve a specific objective, or to engage a wider audience for their work. One of these organisations, *Samaritans – UL Peer Listening Service*, is coordinated by CALS member Joanna Baumgart. The list of organisations currently involved in the programme is as follows:



ORGANISATION/PROJECT	ISSUE
Adapt Domestic Abuse Services	<i>Women’s Shelter in Limerick</i>
Rape Crisis Mid-West	<i>Provides information, professional support and a counselling service for survivors of sexual abuse and violence</i>
Cliona’s Foundation	<i>Assisting families of children with grave illness</i>
Southill Area Centre	<i>Community facility for the Southill Community</i>
Limerick Gateway to Education	<i>Addressing barriers to education</i>
Limerick Learning Hub	<i>Provides a safe, welcoming and inspiring learning environment for young people</i>
St Munchin’s Community Centre	<i>Promotes and develops community involvement within the St Munchin’s parish</i>
Lough Gur Development	<i>Promotes, preserves and protects the history, archaeology, folklore and environment of the surrounding area</i>
Doras Luimni	<i>Supports asylum seekers, refugees and other migrants</i>
Samaritans – UL Peer Listening Service	<i>Students who provide a listening ear and emotional support to their peers in a confidential manner</i>
Pay it Forward Limerick	<i>A group of volunteers who want to spread kindness throughout the community</i>

The module addresses goals one and four of the University’s Strategic Plan, *Pioneering and Connected by enhancing the student experience and increasing useful engagement with the community.*



**Special Issue of World Englishes: Irish English
Volume 36 Issue 2 June 2017 pp.154-299**

World Englishes Impact factor: 0.76; ISI Journal
Citation Reports @ Ranking: 2016:79/182
(Linguistics)

Online ISSN:1467-971X

CALS member Dr. Elaine Vaughan co-edited a special issue of the journal *World Englishes* on Irish English with Prof. Raymond Hickey (University of Duisberg-Essen, Germany). There is a strong CALS presence in the original research articles which make up the special issue, with three of the nine by CALS members:

Joan O'Sullivan (MIC) and **Helen Kelly-Holmes** (*Vernacularisation and authenticity in Irish radio advertising*; doi: <https://doi.org/10.1111/weng.12258>)

Carolina Amador-Moreno and **Ana María Terrazas-Calero** (*Encapsulating Irish English in literature*; doi: <https://doi.org/10.1111/weng.12257>);

Elaine Vaughan, Michael J. McCarthy and **Brian Clancy** (*Vague category markers as turn-final items in Irish English*; doi: <https://doi.org/10.1111/weng.12254>)

Waad Aljohani (2017) Corpus Linguistics in Language Teacher Education: Current Status and Future Prospects in Saudi Arabia.

Supervisor: Dr. Fiona Farr and Professor Angela Chambers; **External Examiner:** Professor Fanny Meunier, Université Catholique de Louvain, Belgium. **Internal Examiner:** Dr. Freda Mishan.
Funding: Saudi Arabian Ministry of Higher Education Scholarship **Cluster:** New Language Learning Environments

Abstract: Despite the current interest in corpus linguistics in the field of English language learning and teaching, the direct application of corpora in Language Teacher Education (LTE) programmes is still limited. This research aims to facilitate the integration of corpus linguistics into LTE programmes in Saudi Arabia (SA). Therefore, this study attempts to identify: (1) the ways that current research into the use of corpus data can aid language teaching and learning; (2) the current status of corpus linguistics in LTE programmes in SA; (3) English as a Foreign Language (EFL) teacher educators' (TEs'), practising teachers' (PTs') and student teachers' (STs') perceptions of and attitudes towards: the integration of corpus linguistics into LTE in SA; the advantages and disadvantages of using corpora; and the potential factors that encourage or inhibit the use of corpora; and (4) the possible variables that may contribute to TEs', PTs' and STs' knowledge and use of corpora.

The sources of the research data comprised a document review and questionnaires and interviews conducted in a number of universities and schools in SA, which were analysed using a mixed methods research approach. The results indicate that there is no systematic integration of corpus linguistics into LTE programmes in SA. The participants generally had a positive attitude towards the proposition of the integration of corpora into LTE programmes. However, their responses highlight the importance of training teachers and providing them with the facilities needed to use corpus resources successfully. Such results can provide the basis for the integration of corpus linguistics into the curriculum of LTE programmes and recommendations for best practice. They may also suggest a need to provide teachers with the knowledge and skills necessary to use corpora in their language classrooms. The research ultimately makes a contribution to the development of corpus integration in LTE programmes in SA in the future.



Abdulaziz Abdullah Alsayegh (2017) Teaching English Vocabulary via Digital Games to 3rd Level male students in Saudi Arabia: Issues and Attitudes.

Supervisor: Dr. Liam Murray; **External Examiner:** Professor Pia Sundqvist, Karlstad University, Sweden. **Internal Examiner:** Dr. Fiona Farr.

Funding: Government of Saudi Arabia **Cluster:** New Language Learning Environments

Abstract: The integration of technology into educational contexts typically presents its own challenges. The integration of technology into conservative and culturally-sensitive educational contexts presents its own specific and additional challenges. This is certainly the case in Saudi Arabia. Today, most English as a Foreign Language (EFL) learners are highly responsive to digital games and games in general have been part of their lives since they were children beginning with building blocks and playing hide and go seek until they mature and start to play a lot of digital games. Since this is the age of technology and our students are now in the digital era, EFL learners have become more emerged in playing digital games. Inevitably, this phenomenon cannot be ignored and the research area of Digital Game-Based Language Learning (DGBLL) in classrooms has emerged. In this exploratory study this research will investigate the issues that face the students in the college of Languages and Translation in a Saudi Arabian University and their attitudes towards implementing DGBLL in their classrooms. In order to gather relevant data, a mixed-method approach was used: involving pre- and post-tests of learners' vocabulary acquisition and the introduction and use of digital games that were carefully selected by the researcher; as well as surveys and group interviews. This research has revealed a number of issues which include: cultural sensitivities; personal motivations and attitudes, and the appropriate choice of games. This thesis concludes with recommendations and solutions concerning the implementation of a DGBLL method in a culturally-sensitive educational context.



Awad Alshehri (2017) The impact of portable digital applications on the improvement of the pronunciation of learners of English as a Foreign Language.

Supervisors: Dr. Liam Murray and Dr. Máiréad Moriarty; **External Examiner:** Professor Steve Walsh, University of Newcastle-Upon-Tyne, UK; **Internal Examiner:** Dr. David Atkinson.

Funding: Government of Saudi Arabia **Cluster:** New Language Learning Environments

Abstract: One of the main difficulties English as a Second Language learners have is with pronunciation. To achieve a threshold level of pronunciation requires the language learners to work hard on their pronunciation skills and availing of the latest advancements in technology may provide a route for such development. These technologies can enhance pronunciation, beginning with the smallest distinctive sounds and ending with the more complicated phonological processes such as assimilation, linking, elision, and insertion. The importance of this study lies in the practical experimentation of some pronunciation digital applications available on smartphones, and aims to test the effects of these applications on first-year language students during their first semester as English majors. The study attempts to answer a number of questions regarding the extent to which language apps were familiar to the participants, what attitudes they held towards these apps, and how much they knew about sound symbols. The study also attempted to find out which pronunciation problems the participants experienced and how these problems could be minimised through the implementation of new technologies, with a focus on pronunciation apps working on smartphones. The researcher implemented a number of instruments, which included questionnaires, tests, pronunciation tasks, and group meetings. During the experiment, the participants in the control

groups were assigned pronunciation tasks in a more traditional style, while the group were assigned the same tasks but were required to consult four pronunciation apps suggested by the researcher. The study continued for seven weeks, and the second questionnaire and post-test were subsequently conducted to gauge and assess what, if any, changes had taken place. The results of the study revealed that the experimental group were performed relatively better than the control group and that the pronunciation apps had proved to be effective in learning the sound symbols and in the acquisition of generally accepted pronunciation. However, there were some external, unforeseen or occasional variables which may have contributed to the closeness of the results of both groups. The findings of his study show that pronunciation apps working on smartphones can improve the pronunciation of EFLs if the learners have the motivation to make full use of their features.

External Supervision

Maimu Berezkina (2017). Physical and Virtual Linguistic Landscapes – A Comparison of Two Case Studies in Northern Europe. University of Oslo.

Supervisors: Professor Helen Kelly-Holmes with Professor Unn Røyneland and Professor Aneta Pavlenko

Cluster: Plurilingualism and Language Policy



CALS member Niall Curry, School of Modern Languages and Applied Linguistics, won the Dean's Prize for Best Conference Poster at the 2017 AHSS Postgraduate Conference.



CALS member Sean O'Connell, School of Modern Languages and Applied Linguistics, came second for the Dean's Prize for Best Conference Paper at the 2017 AHSS Postgraduate Conference.

Dr. James Costa, Université Sorbonne Nouvelle – Paris 3



In November, 2017 Dr. James Costa from the Institut de linguistique et phonétique générales et appliquées, Université Sorbonne Nouvelle – Paris 3, gave a lecture entitled: **Are standard languages such a necessity? Common sense and counterexamples from Scots.**



Mia Tiainen, University of Jyväskylä, Finland



Minna is a PhD Student of applied linguistics at the University of Jyväskylä, Finland, and was a visiting researcher at UL in 2017. Her dissertation examines Finnish public discussion on digital surveillance and privacy after the Edward Snowden revelations of 2013. She has also worked as a journalist for several years in different newspapers. Minna presented at our joint Applied Linguistics Summer School at the IRMSS event in MIC and at the CALS Research Day.

Professor Mike McCarthy, Professor Emeritus, University of Nottingham

In November 2017 Prof. Mike McCarthy, Professor Emeritus, University of Nottingham, UK, gave a lecture entitled: **Spoken Grammar. Twenty Years On.** This talk looked at a number of core spoken features of grammar, based on corpus evidence, and why they are important for language teaching.



Professor Steve Walsh, Newcastle University



In April 2017, Prof. Steve Walsh, Head of Applied Linguistics & Communication, School of Education, Communication & Language Sciences, Newcastle University, gave a lecture entitled: **Excellence in teaching: A possible way forward?** In this talk, Professor Walsh argued that good teachers are not 'born' but 'self-made'. He made the case for a regeneration of reflective practice (RP) and argued that if RP is to 'work', there is a need for a more dialogic and collaborative approach. The paper extended the arguments made in Walsh and Mann (2015, 2017), using examples of reflection data, and arguing that reflection needs appropriate tools, a metalanguage and dialogue with another professional to provide new lines of collaborative and dialogic communication. The case was made for tools to be sufficiently flexible that they

can be tailored to specific contexts and facilitate the kind of detailed, up-close, professional understanding that RP was originally designed to foster. Drawing on the featured data-sets, Professor Walsh demonstrated how the use of appropriate tools and accompanying dialogue are more likely to result in changes in professional practice and excellence in teaching.

PUBLICATIONS

Books

- Masuhara, H., Mishan, F. and Tomlinson, B. (eds.) (2017). *Practice and Theory for Materials Development in L2 Learning*. Cambridge Scholars.

Refereed Journal Articles

- Amador-Moreno, C.P. and Terrazas-Calero, A.M. (2017). "Encapsulating Irish English in Fiction". *World Englishes*, 36(2): 254-268. doi:[10.1111/weng.12257](https://doi.org/10.1111/weng.12257).
- Farr, F. and Farrell, A. (2017). 'Penser: A Data-Informed Reflective Practice Framework for Novice Teachers'. *The European Journal of Applied Linguistics and TEFL*, 85-104.
- Hickey, R. and Vaughan, E. (2017). 'Introduction to Special Issue on Irish English'. *World Englishes*, 36(2): 154-160 <https://onlinelibrary.wiley.com/doi/abs/10.1111/weng.12260>.
- Kelly-Holmes, H. and Atkinson, D. (2017). 'Perspectives on Language Sustainability in a Performance Era: Discourses, Policies and Practices in a Digital and Social Media Campaign to Revitalise Irish'. *Open Linguistics*, 3(1):236-250.
- O'Sullivan, J., Kelly-Holmes, H. (2017). 'Vernacularisation and Authenticity in Irish radio Advertising'. *World Englishes*, 36(2): 269-282.
- Prendergast, M. (2017). 'Hero, Leader, Traitor: The Print Media Deconstruction of Argentina's Last Dictator, 1982-1983'. *Discourse and Communication*, 11(6): 610-629. DOI: 10.1177/1750481317726929.
- Prendergast, M. (2017). 'Political Cartoons as Carnavalesque: A Multimodal Discourse Analysis of Argentina's Humor Registrado Magazine'. *Social Semiotics* DOI: 10.1080/10350330.2017.1406587.
- Shorten, A. (2017). 'Four Conceptions of Linguistic Disadvantage'. *Journal of Multilingual and Multicultural Development*, 38(7): 607-621.
- Smith-Christmas, C. (2017). "Is it really for talking?":The Implications of Associating a Minority Language with the School. *Language, Culture and Curriculum*, 30(1).
- Vaughan, E., McCarthy, M.J. and Clancy, B. (2017). 'Vague Category Markers as Turn-Final Items in Irish English'. *World Englishes*, 36(2): 208-223. <https://onlinelibrary.wiley.com/doi/abs/10.1111/weng.12254>.
- Wallen, M., Kelly-Holmes, H. (2017). 'Developing Language Awareness for Teachers of Emergent Bilingual Learners using Dialogic Inquiry'. *International Journal of Bilingual Education And Bilingualism*, 20: 314-330.

Chapters

- Badiola, L., Delgado, R., Sande, A., and Stefanich, S. (2017). 'Code-switching Attitudes and their Effects on Acceptability Judgment Tasks' In: J. Rothman and S. Unsworth (eds). *Linguistic Approaches to Bilingualism*. Amsterdam: John Benjamins.
- Benini, S., Giralt, M. and Murray, L. (2017). 'Developing ICC through Digital Materials: The Digilanguages Portal'. In: E. Císlarová and M. Štefl (eds). *Intercultural Communicative Competence A Competitive Advantage for Global Employability*. Czech Technical University in Prague,17: 67-72.

- Conacher, J.E. (2017). 'Women at Work: Reflections on Social Identity and the Private Self in 'Die Polizistin' (2000), 'Willenbrock' (2005) and 'Steigerlied' (2013)' In: J.E. Preece and N. Hodgins (eds). *Andreas Dresen*. Oxford: Peter Lang.
- Coupland, N. and Kelly-Holmes, H. (2017). 'Making and Marketing the Bilingual Periphery: Materialization and Metacultural Transformation' In: J.R. Cavanaugh and S. Shankar (eds). *Language and Materiality: Ethnographic and Theoretical Explorations*. Cambridge UK: Cambridge University Press.
- Farr, F. and Riordan, E. (2017). 'Prospective and Practising Teachers Look Backwards at the Theory-Practice Divide Through Blogs and E-Portfolios' In: Thomas S.C. Farrell (ed). *TESOL Voices: Insider Accounts of Classroom Life—Preservice Teacher Education*. MD, USA: TESOL.
- Jeanneau, C. (2017). 'Redefining Language Centres as Intercultural Hubs for Social and Collaborative Learning' In: F. Kronenberg (ed). *From Language Lab to Language Center and Beyond: The Past, Present, and Future of Language Center Design*. US: International Association for Language Learning Technology.
- Lenihan, A. and Kelly-Holmes, H. (2017). 'Virtual Ethnographic Approaches to Researching Multilingualism Online' In: M. Martin-Jones and D. Martin (eds). *Researching Multilingualism: Critical and Ethnographic Approaches*. London and New York: Routledge.
- Pietikäinen, S., Kelly-Holmes, H. and Rieder, M. (2017). 'Minority Languages and Markets' In: G. Hogan-Brun and B. O'Rourke (eds). *Handbook of Minority Languages and Communities*. Basingstoke, Hampshire: Palgrave Macmillan.
- Smith-Christmas, C. (2017). 'Family Language Policy: New Directions'. In: J. Macalister and S. H. Mirvahedi (eds). *Family Language Policies in a Multilingual World: Opportunities, Challenges, and Consequences*. London: Routledge: 13-29.
- Vaughan, E. and McCarthy, M.J. (2017). 'Research in Corpora in Language Teaching and Learning' In: Eli Hinkel (ed). *Handbook of Research in Second Language Teaching and Learning Volume III*. New York: Routledge.

Book Reviews

- Terrazas-Calero, A.M. (2017). *Traducciones* by M^a Yolanda Fernández-Suárez (tr. And ed.). *Estudios Irlandeses* 12: 210-212. ISSN 1699-311X.
https://ebuah.uah.es/dspace/bitstream/handle/10017/29039/irish_morales_IS_2016.pdf?sequence=3

Keynotes, Invited Talks and Workshops

- Clancy, B. and Vaughan, E. (2017). *Lectures on Corpus Pragmatics and Spoken Irish English*. University of Duisberg-Essen (17th May 2017) and University of Duisberg-Essen, and Dortmund University.
- Jeanneau, C. (2017). 'Plenary session'. *French Teachers' Association of Ireland Annual Conference*, University College Cork, October 2017.
- Kelly-Holmes, H. (2017) 'Multilingualism, 'blue-collar' workplaces and the new global economy'. MultiLing, University of Oslo, October 2017.
- Shorten, A. (2017). 'Language, Justice and Social Disadvantage' at *Mobility and Inclusion in a Multilingual Europe*. Language Policy Design, Analysis and Evaluation, Zagreb, December 2017.
- Smith-Christmas, C. (2017). *Plenary lecture delivered at the Family Language Policy Symposium*, Jyväskylä, Finland, April 2017.

- Smith-Christmas, C. (2017). Paper for Invited Panel 'Multilingualism over the Lifespan'. ISB, Limerick, June 2017.
- Terrazas-Calero, A.M. (2017). 'Stylistics? Language, style and texts'. Series of 3 guest lectures delivered as part of the *Approaches to Language in Context* module for the MA in Applied Linguistics and MA in English Language and Literature at Mary Immaculate College, Limerick, February 2017.
- Terrazas-Calero, A.M. (2017). 'Style and Identity in Contemporary Irish Literature: The representation of Identity in the Ross O'Carroll-Kelly series'. Guest webinar delivered as part of the *Introduction to Sociolinguistics* module on the MA in Applied Linguistics at Mary Immaculate College, Limerick, October 2017.

Conference Papers

- Batardière, M-T., Giralt, M., Jeanneau, C., Le Baron-Earle, F. and O'Regan, V. (2017). 'Fostering intercultural thinking (FIT) for globalization'. *MLAL Research Day*, University of Limerick, Ireland, December 2017.
- Batardière, M-T. (2017). 'Observing students' linguistic variation in an online intercultural exchange'. *XVIIIth International CALL Conference: CALL in Context*, UC Berkeley, USA, July 2017.
- Batardière, M-T., Giralt, M. and Jeanneau, C. (2017). 'Developing ICC before the period abroad through telecollaborative exchanges'. *International Conference on Intercultural Communicative Competence –A competitive Advantage for Global Employability*. Prague, June 2017.
- Baumgart, J. (2017). 'Using classroom data for collaborative professional development: A case study.' *IRAAL Annual Conference*, University of Limerick, Ireland, November 2017.
- Baumgart, J. and Canham, N. (2017). 'Teachers' voices: Subject teachers as language instructors in secondary school classrooms.' *Language Education Across Borders*, University of Graz, Austria, December 2017.
- Benini, S., Giralt, M. and Murray, L. (2017). 'Developing ICC through Digital Materials: The Digilanguages Portal'. *International Conference on Intercultural Communicative Competence –A competitive Advantage for Global Employability*. Prague, June 2017.
- Benini, S., Giralt, M. and Murray, L. (2017). 'Digilanguages and Transitions to Mobility Programmes'. *30 years of Erasmus in Ireland: Study Abroad in Research and Practice*, University College Cork, Ireland, June 2017.
- Benini, S., Giralt, M. and Murray, L. (2017). 'Is attractive the new distractive? Distractive technologies and student performance: An investigation of language learners experiences, perceptions and awareness'. *EUROCALL 2017*, Southampton, UK, August 2017.
- Benini, S., Giralt, M. and Murray, L. (2017). 'Globalised language learning and localised distraction: Is technology a double-edged sword?'. *IRAAL Conference*, University of Limerick, Ireland, November 2018.
- Cleary, L. (2017). 'Why good academic writers perform poorly in the workplace: Teaching for transfer across contexts of writing (Part 1 of 2)'. *Connecting Writing Centres Across Borders 10th Anniversary Symposium on Writing*, the Regional Writing Centre, University Limerick, Ireland, June 2017 [Online] Available at: <http://www.wlnjournal.org/blog/2017/10/why-good-academic-writers-perform-poorly-in-the-workplace-teaching-for-transfer-across-contexts-of-writing/> [accessed 11/04/2018].
- Cleary, L. (2017). 'Why good academic writers perform poorly in the workplace: Teaching for transfer across contexts of writing (Part 2 of 2)'. *Connecting Writing Centres Across Borders 10th Anniversary Symposium on Writing*, the Regional Writing Centre, University Limerick, Ireland, June 2017 [Online] Available at: <http://www.wlnjournal.org/blog/2017/11/why-good-academic-writers-perform-poorly-in-the-workplace-teaching-for-transfer-across-contexts-of-writing-part-2-of-2/> [accessed 11/04/2018].
- Cleary, L. (2017). 'A corpus analysis of Halliday's Interpersonal Metafunction in first-year, first-semester writing as a way of affirming or negating their characterisation of their own writing as factual'. *El I Congreso Internacional sobre Análisis de Corpus del Discurso Académico*, November 2017.

- Cleary, L. and Lenihan, A. (2017). 'The value of talk.' *Shannon Consortium 10th Anniversary Symposium: Shaping and reshaping the landscape of Teaching and Learning: Perspectives from the Shannon Consortium*, University of Limerick, Ireland, May 2017.
- Giralt, M. and Jeanneau, C. (2017). 'Preparing students' mobility through telecollaboration: Lessons learnt from the I-Tell project (Intercultural Telecollaborative Learning)'. *30 years of Erasmus in Ireland: Study Abroad in Research and Practice*, University College Cork, Ireland, June 2017.
- Giralt, M and Spain, S. (2017). 'DigiLanguages: Building a framework of digital literacies for language teaching and learning. [*Shannon Consortium 10th Anniversary Symposium: Shaping and reshaping the landscape of Teaching and Learning: Perspectives from the Shannon Consortium*, University of Limerick, Ireland, May 2017.
- Holfter, G. and Rieder, M. (2017). "Things I would have liked to know before" – Students' perceptions of specific preparation needs prior and subsequent to Erasmus periods abroad – The Connect 2.0 Project'. *30 years of Erasmus in Ireland: Study Abroad in Research and Practice*, University of Cork, Ireland, June 2017.
- Le Baron-Earle, F. (2017). 'Insight into a telecollaborative project embracing multimodality and overcoming asymmetrical participation'. *CALS Research Day*, University of Limerick, Ireland, May 2017.
- Le Baron-Earle, F. (2017). 'Insight into a telecollaborative project embracing multimodality and overcoming asymmetrical participation'. *International Conference on Intercultural Communicative Competence: A Competitive Advantage for Global Employability*, Prague, Czech Republic, June 2017.
- Liu, Y. (2017). 'An empirical study: EFL teachers' perceptions of Task-Based Language Teaching in Higher Education in China'. *Centre for Applied Language Studies (CALS) Research Day*, University of Limerick, Ireland, May 2017.
- Liu, Y. (2017). 'Investigating EFL teachers' perceptions of Task-Based Language Teaching in Higher Education in China'. *The Sixth International Research Methods Summer School (IRMSS)*, Mary Immaculate College (MIC), Limerick, Ireland, May 2017.
- Moriarty, M. (2017). 'Irish language policy and planning in globalization'. Inaugural Irish Studies Seminar at JNU, New Dehli India, November 2017.
- Moriarty, M. and Vaughan, E. (2017). 'Skyping the sister in Bonsai: Mediatizing stylizations from the local to the diaspora. *Language in the Media*, University of the Western Cape, R. South Africa, October 2017.
- Ní Loingsigh, D. (2017). (Panel Coordinator & Participant) 'Shaping a Language Support Infrastructure for New Speakers: Experimentations and Positions in an Irish Language 'Incubation Space''. *New Speakers in a Multilingual Europe: Policies and Practices (Final Whole Action Conference)*, Coimbra, Portugal, September 2017. (Other participants were Ní Ghearáin, H., Ó Cairealláin, A., & Ó Súilleabháin, S.).
- Ní Loingsigh, D. (2017). (Colloquium Organiser and Presenter) *Language Advising for New Speakerness: Facilitating Linguistic Shifts*'. *International Symposium on Bilingualism ISB11*, Limerick June 2017 (Other panel participants were Mozzon-McPherson, M & Bradley, F.).
- O'Sullivan, Í. and Farrell, A. (2017). 'Shape shifting: Exploring alternative approaches and institutional models towards cohesive teaching, learning, research and writing development. *EATAW 2017 (European Association for the Teaching of Academic Writing)*, Royal Holloway University of London, June 2017.
- O'Sullivan, Í., Coote, S. and Lenihan, A. (2017). 'Writing across the curriculum: Clinical Therapies and the Regional Writing Centre'. *Shannon Consortium 10th Anniversary Symposium*, Limerick, May 2017.
- Quinn, F. and Vaughan, E. (2017). 'Discourses of tragedy: How the language of media reportage on tragic events mirrors and magnifies societal prejudice against minority groups'. *Sociological Association of Ireland*, Ulster University, May 2017.
- Quinn, F. and Vaughan, E. (2017). 'The space between us: How journalistic reporting on tragic events mirrors and magnifies societal prejudice against minorities'. *Critical Media Literacy: Who Needs it? Conference*, DIT, October 2017 (<https://www.facebook.com/events/1444409552268998/>)

- Rieder, M., Caglitutuncigil, T. (2017). Panel: 'Language, Mobility and Social Inequalities in Immigrant, Refugee and Asylum Seeker Contexts'. *3rd International EDiSo Symposium: Inequality and New Social Discourses*, Universitat Pompeu Fabra, Barcelona, Spain, June 2017.
- Rieder, M. (2017). 'Irish Travellers and Irish settled people: The role of pragmatics and prosody in critical intercultural encounters [Poster Presentation]'. *International Symposium of Bilingualism*, University of Limerick, Ireland, June 2017.
- Rieder, M. (2017). 'Pragmatics and prosody of communication in the integration of minorities: Irish Travellers and settled Irish people in urban and rural spaces in Co. Limerick, Ireland'. *International Pragmatics Conference*, Belfast, July 2017.
- Rieder, M. and Hendrik T. (2017). 'Socio-economic inequality and the print media: A critical intertextual analysis of the treatment of economic policy in Piketty's 'Capital in the 21st Century''. *Interpretive Policy Analysis*, Leicester, July 2017.
- Shorten, A. (2017). 'Prioritarianism and language policy'. *International Symposium on Bilingualism*, University of Limerick, Ireland, June 2017.
- Terrazas-Calero, A.M. (2017). "'Corpus regret' and 'corpus satisfaction': The strengths and weaknesses of creating the Corpus of Fictionalized Irish English'. *Inter-Varietal Applied Corpus Studies Association (IVACS) Symposium*, University of Cardiff, May 2017.
- Terrazas-Calero, A.M. (2017). 'DIY corpus building: The challenges and opportunities of creating the COFIRE'. *The 6th International Research Methods Summer School (IRMSS)*, Mary Immaculate College, Limerick, Ireland, May 2017.
- Terrazas-Calero, A.M. (2017). "'That's when I, like, seriously seriously flip?': Fictionalized Irish English and the Pragmatics of like'. *International Pragmatics Conference*, Belfast, July 2017.



CALS members at the CALS Research Day poster session in 2017.

CALS member Deirdre Ní Loingsigh with M. Mozzon-McPherson and F. Bradley at the ISB11 Conference in 2017.



Conference and Workshop Organisation



The annual **Irish Association for Applied Linguistics (IRAAL) conference** was held at UL on Saturday 18th November 2017. Hosting the conference was particularly gratifying for MLAL and CALS as there is a longstanding, fruitful relationship between IRAAL and ourselves spanning more than two decades, two CALS colleagues are former Presidents of the Association, and colleagues at UL regularly contribute to the IRAAL journal *Teanga*. The theme of the conference was "Applied Linguistics in the era of globalisation: Opportunities, challenges, practices". The event attracted over 80 delegates and featured 40 presentations from delegates based on three continents and in more than ten countries.

The plenary talk given by Shannon Sauro, Associate Professor in English Language Education at Malmö University, Sweden, explored current and future directions in technology-mediated language teaching and learning.



The one-day event was extremely well-received, and all attendees praised the quality of the presentations. The IRAAL National Executive Committee commended the smooth and professionally delivered day, with an engaging programme from beginning to end, and a real buzz from among all presenters and participants.



The conference was organised by Dr. Marie-Thérèse Batardière with the help of a team of MLAL and CALS colleagues: Professor Emerita Angela Chambers, Dr. Aoife Lenihan, Dr. Florence Le Baron-Earle, and Niall Curry and with the assistance of Catherine Jeanneau, Language Learning Hub.

For further information: [#IRAAL2017](https://sites.google.com/ul.ie/iraal2017)



ISBB

The University of Limerick hosted the 11th **International Symposium on Bilingualism (ISB11)** on 11-15th June 2017. ISB is the primary forum for scholarly exchange on all aspects of research on bilingualism and multilingualism, from

the linguistic end of the field, including neuroscience and clinical therapies, through sociolinguistic approaches, politics and public policy to second and additional language acquisition. The conference convenes in alternate years and has been held across Europe, Asia and North America. This was the first time that it has come to Ireland.

The theme for ISB11 was ‘Bilingualism, Multilingualism and the New Speaker’, although all aspects of bilingual and multilingual research were present among the 900 delegates from 64 countries. The ‘new speaker’ is an emerging research paradigm that considers all aspects of the linguistic and sociolinguistic competences and practices of bilingual and multilingual speakers, particularly those who consistently use a language or languages in their personal or professional lives that was not the first language they spoke at home.

The scale of the conference was reflected in the work of 162 reviewers in the International Scientific Committee, who each reviewed between ten and twenty submissions. The work of 1,457 authors was presented at the conference where at least one of the original authors of each contribution presented the work in person. There were six plenary keynotes, delivered by:

- Ana Deumert (University of Cape Town)
- Alexandre Duchêne (University of Fribourg)
- Elizabeth Lanza (University of Oslo)
- Tina Hickey (University College Dublin)
- Lisa Lim (University of Hong Kong)
- Jean-Marc Dewaele (Birbeck University of London)

There were seven invited colloquia panels, including eminent scholars from around the world who addressed key, cutting-edge aspects of multilingualism’s research agenda. There were also 36 themed colloquia, 360 individual papers and 127 posters presented over the four days. About 20% of those attending were research students or very early stage scholars and the conference was able to award 41 bursaries for registration, accommodation and/or travel, designed to encourage participation from established and emerging scholars in countries with underdeveloped economies.

The conference was hugely successful on both intellectual and social levels and UL language research was showcased in all the available fora, underlining the international steering committee’s



decision to award the conference to UL because of the excellence of its standing in the field and its ability to efficiently organise such a large gathering. The conference benefitted from the way that the UL community contributed in many ways beyond presenting their research; students, administrative staff and the most junior to most senior academics chaired sessions, worked at the registration desks, helped steer participants through the campus and were attentive in every way to the hundreds of international visitors at all stages in their own careers.



The Regional Writing Centre (RWC) in UL hosted a one-day symposium to celebrate its 10th year of operation. The title of the symposium was: *Why good academic writers perform poorly in the workplace: Teaching for transfer across contexts of writing.*

Keynote speakers included: Tony Donohoe, Head of Education and Social Policy, Ibec, Barry McLoughlin, Senior Training Consultant, The Communication Clinic, Anthony Paré, Professor and Head of Language and Literacy Education Department, University of British Columbia, Susan Norton, PhD, DIT School of Languages, Law & Social Sciences, Edel Clancy, Director of Communications & Corporate Affairs Musgrave Group and Kathleen Blake Yancey, Kellogg W. Hunt



Professor of English, Florida State University. <https://ulsites.ul.ie/rwc/regional-writing-centres-10th-anniversary-symposium-writing>



Editorial Boards

Dr. David Atkinson: *Catalan Journal of Communication & Cultural Studies (CJCS)*, Intellect; *Odisea: Revista de Estudios Ingleses*, Universidad de Almería, Spain.

Dr. Jean Conacher: *Irish Journal for Culture, Arts Literature and Language*

Dr. Fiona Farr: *ReCALL*; *Classroom Discourse*; co-editor of series: *Edinburgh Textbooks in TESOL*

Barbara Geraghty: *Irish Journal for Culture, Arts Literature and Language*

Dr. Marta Giralt: *Phonica*

Prof. Helen Kelly-Homes: *World Englishes*; *Discourse, Context, Media*; *Chinese Journal of Language Policy and Language Planning*; co-editor in chief of *Language Policy*; co-editor of series: *Language and Globalisation*, Palgrave.

Dr. Freda Mishan: *The European Journal of Applied Linguistics and TEFL*; editor of *FOLIO* journal

Dr. Elaine Vaughan: *Yearbook of Corpus Linguistics and Pragmatics* (Springer)



FUNDING AND FELLOWSHIPS

Dr. Veronica O'Regan, Dr. Marta Giralt and Dr. Florence Le Baron Earle were awarded €4914 from IACF (International Activity Challenge Fund, Strand 3 International Development), in order to develop expertise in Audio Visual Translation across three languages (German, Spanish, French) at University College London.



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Dr. Cassie Smith-Christmas, was awarded a Fellowship with the Smithsonian Center to carry out ethnographic research in Corca Dhuibhne (Awarded 2017; commenced 2018) as part of the SMiLE (Sustaining Minoritized Languages in Europe) Project <https://folklife.si.edu/smile/irish>



The Regional Writing Centre, UL, in collaboration with Maynooth University Writing Centre, was awarded €8,000 by the National Forum for the Enhancement of Teaching and Learning for the design and development of a National Forum Professional Development Digital Badge on *Academic Writing in Higher Education: integrating writing into teaching*.

The Regional Writing Centre, UL and Maynooth University, in conjunction with INEW, was awarded €5,000 for the development of a digital resource to help academics integrate writing-to-learn activities into their disciplines, including providing practical examples to support them in their respective disciplines. *Project leads: Dr. Íde O'Sullivan and Dr. Aoife Lenihan.*

The Regional Writing Centre was awarded funding by the National Forum for the Enhancement of Teaching and Learning to host the following workshop as part of the National Seminar Series: 'Assessment for learning – connecting the professional experience of peer review with in-class peer review towards writing transfer', Kathleen Blake Yancey, Kellogg W. Hunt Professor and Distinguished Research Professor at Florida State University, hosted by UL, 31st May 2017.

NETWORKS AND PROJECTS

Dr. Jean Conacher participated as a national representative for Ireland in the 3rd Management Committee Meeting of the **Study Abroad Research in European Perspective (SAREP)** project at the Faculty of Economics, University of Split, Croatia on 21st September 2017. SAREP is a COST-funded transnational project involving 100+ researchers across Europe running from 1st May 2016 – 30th April 2020. It adopts “an interdisciplinary prism [to explore] the multifaceted nature of study and residence abroad in relation to the opportunities, experiences and outcomes for second language learning as well as the individual’s social, personal, intercultural and educational development”. Jean is particularly involved in two working groups, exploring “individual difference” and “integration and social networks” respectively. The Management Committee meeting in Split was followed by a two-day conference entitled “Promoting success in study abroad: responding to individual differences”. For more on SAREP, see <http://sarepcost.eu/>

Dr. Deirdre Ní Loingsigh is a member of the European Centre for Modern Languages (ECML) Language for Work Network. Deirdre was invited to attend a Language for Work - Tools for Professional Development two-day meeting at the ECML, Council of Europe in Graz, Austria on 1st -2nd June 2017. This is a European learning network for professionals supporting work-related second language development.

<http://languageforwork.ecml.at/Home/tabid/3151/language/en-GB/Default.aspx>

Deirdre’s report is available at the following link: [ECML Participant's Report \(IRELAND\)](#). A copy of this was sent to the Office of Language Commissioner and to the Department of Culture, Heritage and the Gaeltacht.

Dr. Deirdre Ní Loingsigh is PI of a new Aonad na Gaeilge project entitled “Public Engagement, Networking and Language Support for New Speakers of Irish in Communities outside of An Ghaeltacht” . This was approved by the FAHSS Research Ethics Committee in April 2017 (REF: 2017-04-01-AHSS). The purpose of the research is (1) to investigate the language support requirements of new speakers and adult learners of Irish in a community context outside of An Ghaeltacht; (2) to explore agendas, strategies and tools for a more vibrant public engagement and networking in relation to Irish language support and language planning; (3) to investigate the organisational structures and leadership required at local level in order to create a sustainable language support framework and boost language vitality; and (4) to reflect on the relationship between language advising initiatives and local language planning and policy.

In the first research cycle of this Participatory Action Research (PAR) project (May-December 2017) a strategic approach to language planning in tandem with health promotion was explored. Stakeholders in the Irish language and in health promotion in the community were involved in setting the research agenda, and in the design, implementation and review of initiatives. Data collection

took place at consultation meetings and information sessions and researcher observations have also been logged.

The project was officially launched with a Think Tank event in May 2017. Seventeen invited participants attended “Trigger Talks” by Professor Billy O’ Connor, Graduate Entry Medical School (GEMS); Dr. Tadhg MacIntyre, Physical Education & Sport Science (PESS) and Ainle Ó Cairealláin, ACLAÍ, Cork. They also participated in a recorded Meitheal Mhacnaimh /Think Tank event. It was agreed that the scope of a new strategic approach to language planning and support in tandem with health promotion would be explored. The emphasis, in supporting language learning and a new kind of networking among the Irish language community in Limerick, has been on resilience, flourishing and positive lifestyle in health and wellness terms. Three broad groups were targeted: parents of young children; retirees and university students.

The second event held in 2017 was a workshop hosted by Bernie Quillinan, UL Engage who spoke to the project group about good models of community engagement. A focus on the language support needs of parents was agreed at this meeting and it was decided that the research group should look at the potential of language mentoring, with retiree and UL student involvement, in particular. The five ways to wellbeing of Mental Health Ireland were agreed as a useful framework for the research project.





COFFERS

Combating Fiscal Fraud and Empowering Regulators



The project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 727145.

Dr. Veronica O'Regan is a participant (in collaboration with Professor Sheila Killian, Kemmy Business School, UL) in the COFFERS EU Horizon 2020 Project: Perceptions of tax planning in Irish and German media.

Dr. Veronica O'Regan is also involved in a project called 'Comparison of Language Policy at Third Level Institutions in Ireland and Switzerland', in collaboration with Professor Patrick Studer, School of Applied Linguistics, University of Applied Sciences Zurich.

Dr. Maria Rieder is participating in the Mobility and Language Network. Growing out of the EDISO conference panel, this is a group of researchers from all over Europe involved in refugee camps, reception centres, NGOs, language and social integration centres etc. or otherwise working on issues concerning forced and voluntary migration. The group seeks to inform about and discuss research, experiences, observations, events and social action in relation to migration. They are currently preparing a special issue on language, mobility and social inequality (edited by Dr. Tulay Caglituncigil and Dr. Maria Rieder) <https://mobilityandlanguage.wordpress.com/>.

Dr. Maria Rieder is also involved in the Past Debt and Refugees: The Haunting of Europe (with Dr. Eugenia Siapera, DCU) project. This project is looking at ghosts of, or debts of the past which are created/evoked in different regions in Europe and mobilised in public sphere discussions of the refugee issue. A new European North-South divide has been observed in which different layers of the past are invoked to explain the division and justify actions around the refugee issue. This project investigates images published in justification/legimitation of proposed actions and policies in different national contexts. This is a funded sub-project under the HERA joint research programme 'Uses of the Past'.

Dr. Maria Rieder was involved in 'The Mediation of Economic Inequality. Media Coverage of Piketty's Book 'Capital in the 21st Century' project. This involved research collaboration between the Vienna University of Economics and Business (Prof. Andrea Grisold, Hendrik Theine), Dublin City University (Prof. Paschal Preston), and the University of Limerick (Dr. Henry Silke, Dr. Maria Rieder). This project explores how the content of Thomas Piketty's (2014) best-selling book 'Capital in the 21st century' is represented in the media in four national contexts (Ireland, UK, Germany, Austria). Using Critical Discourse Analytical methods,



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the researchers are interested in relationships between framings of the book and national political economies of the media, and specifically in how representations of economic inequality and economic policies systematically shape of public opinion.



COST Action CA15221: Advancing effective institutional models towards cohesive teaching, learning, research and writing development

Together with colleagues in the Irish Network for the Enhancement of Writing (INEW), the INEW co-chairs, Dr. Alison Farrell and Dr. Íde O'Sullivan, organised

an international research meeting involving seven international collaborators resulting in a successful COST Action bid, securing COST funding for four years. Íde has been nominated to the Management Committee and Core Working Group of this COST Action, which will involve global collaboration with leading experts in the field.



Cost Action CA16105: European Network for Combining Language Learning with Crowdsourcing Techniques.

Two members of CALS, Dr. Liam Murray (Associate Director) and Dr. Marta Giralt, attended the 2nd annual meeting of the Cost project EnetCollect at Alexandru Ioan Cuza University of Iasi, Romania. Both members were representing Ireland in the EnetCollect project which has been funded for 4 years as a COST Action. It was started in March 2017 and will run in the form of a COST Action until March 2021.



EnetCollect <http://enetcollect.eurac.edu/about-enetcollect/objectives/> is a large international network aiming at performing the groundwork to set into motion a Research and Innovation trend combining the well-established domain of Language Learning with recent and successful crowdsourcing approaches. By doing so, EnetCollect aims at unlocking a crowdsourcing potential available for all languages and at triggering an innovation breakthrough for the production of language learning material, such as lesson or exercise content, and language-related datasets, such as language resources.



Writing-talk, a blog about the experience of writing for academic assessment was launched. Anyone who writes for assessment in an academic context is invited to share both successful and unsuccessful strategies with others. The UL RWC's position is that people become better writers when they engage in conversations about writing because they learn how to talk about writing and to discover what is important, what works and what doesn't work (<https://writingtalkul.wordpress.com>).



CURRENT PHD STUDENTS

Cluster	Name	Topic	Supervisor(s)	Funding
New Environments for Language Learning	Mansour Alamaar (School of MLAL)	A Case Study to Compare Work Group vs. Individual Work in Improving Essay Writing.	Dr. Freda Mishan	Saudi Arabian Ministry of Higher Education Scholarship
New Environments for Language Learning	Mohammad Alhammad (School of MLAL)	Understanding motivation and success factors among Saudi students learning English in Ireland.	Prof. Helen Kelly-Holmes	Saudi Arabian Ministry of Higher Education Scholarship
New Environments for Language Learning	Sara Aljohani (School of MLAL)	Using a Multimodal Corpus of TED Talks in EFL Classrooms in Saudi Arabia; an Action Research on Learner Attitude.	Dr. Liam Murray, Dr. Elaine Riordan and Dr. Ide O'Sullivan	The Saudi Cultural Bureau
New Environments for Language Learning	Amal Al-Mohanna (School of MLAL)	The Implementation of Silence Story in Teaching Syntax.	Dr. Liam Murray	
New Environments for Language Learning	Mohammad Alolayan (School of MLAL)	The Effectiveness of Watching Subtitled Films on Second Language Vocabulary Acquisition: A Case Study on second year EFL students at Onaizah Community College, Qassim University, Saudi Arabia.	Dr. Liam Murray and Dr. Elaine Riordan	Kingdom of Saudi Arabia Scholarship
New Environments for Language Learning	Norah Banafi (School of MLAL)	Saudi teachers' and students' attitudes towards academic usage of social media for teaching and learning English in Saudi Higher Education.	Prof. Helen Kelly-Holmes & Dr. Máiréad Moriarty	Saudi Arabian Ministry of Higher Education Scholarship
New Environments for Language Learning	Úna Clancy (School of MLAL)	Using a Systems Approach to Investigate Early Language Acquisition.	Dr. Máiréad Moriarty, Dr. Mikael Fernström & Dr. Peter Murphy	School of Modern Languages and Applied Linguistics Scholarship

Cluster	Name	Topic	Supervisor(s)	Funding
New Environments for Language Learning	Niall Curry (School of MLAL)	A corpus-based contrastive analysis of questions and reader pronouns in academic research articles in English, French and Spanish.	Prof. Angela Chambers & Dr. Máiréad Moriarty	School of Modern Languages and Applied Linguistics Scholarship
New Environments for Language Learning	Hazaa Dhafer Alanazi (School of MLAL)	Motivation to learn English as a second language.	Dr. Liam Murray	Kingdom of Saudi Arabia Scholarship
New Environments for Language Learning	Yanuar Dwi Prastyo (School of MLAL)	Exploring the Uses of Cooperative Learning on Communicative Competence, Interethnic Interaction and Motivation of University Students in Indonesia.	Dr. Freda Mishan and Dr. Elaine Vaughan	Government of Republic of Indonesia Overseas Postgraduate Scholarship
New Environments for Language Learning	Geraldine Exton (Computer Sciences and Information Systems)	What known motivational affordances can be utilised to maintain and improve the level of engagement amongst distributed communities of learners.	Jim Buckley (CSIS) and Dr. Liam Murray (MLAL)	Centre for Next Generation Computing
New Environments for Language Learning	Angela Farrell (School of MLAL)	The Target English/es used by EFL teachers from Ireland: Current Trends and Perspectives.	Prof. Angela Chambers & Dr. Fiona Farr	
New Environments for Language Learning	Sana Hussein (School of MLAL)	Social Media as an autonomous learning Tool of English among Foreign Language Learners in Libya.	Prof. Helen Kelly-Holmes	Libyan Ministry of Education Scholarship
New Environments for Language Learning	Andrew McCarthy (School of MLAL)	L2 Motivation in the Japanese High School Context.	Dr. Liam Murray & Dr. Fiona Farr	Part funded by Oberlin University
New Environments for Language Learning	Martin Mullen (School of MLAL)	Investigating Learner Perceptions of Smartphones as Tools of Language Learning.	Dr. Liam Murray & Dr. Freda Mishan	

Cluster	Name	Topic	Supervisor(s)	Funding
New Environments for Language Learning	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.	Dr. Máiréad Moriarty & Dr. Cinta Ramblado	Faculty of Arts, Humanities & Social Sciences Fee Waiver
New Environments for Language Learning	Gyorgy Nagy (School of MLAL)	Towards Intercultural Competence: Investigation into and Development of the Integration of Irish Culture into ESL Materials in Ireland.	Dr. Freda Mishan & Dr. Marta Giralt	
New Environments for Language Learning	Emily-Anne Rennison (School of English, Irish, and Communication)	Sainriachtanais Ábhar Oidí le Gaeilge.	Dr. Deirdre Ní Loingsigh, Dr. T.J. Ó Ceallaigh, (MIC) and Dr. Liam Murray	An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG)
New Environments for Language Learning	Ana Terrazas-Calero (MIC)	“Jaysus, keep talking like that and you’ll fit right in”: An investigation of Oral Irish English in Contemporary Irish Fiction.	Dr. Anne O’Keeffe, & Dr. Carolina Amador-Moreno	Irish Research Council Government of Ireland Fellowship
New Environments for Language Learning	Yasser Aljuhney (School of MLAL)	Investigating the Impact of E-learning Management System (System Design and User Interface) on teaching methods used by Faculty Members. An Empirical Study On Najran University and University of Limerick.	Dr. Liam Murray	Ministry of Education (Saudi Arabia)
Discourse, Society & Identity	Mazin Al-Hilu (School of MLAL)	Complimenting Behaviour in British English and Iraqi Arabic: A Cross-Cultural Pragmatics Study.	Dr. David Atkinson	Iraqi Ministry of Education Scholarship
Discourse, Society & Identity	Majed Alshaibani (School of MLAL)	A Study of Twitter Uses and Gratifications among College Students in Saudi Arabia.	Prof. Helen Kelly-Holmes	Saudi Arabian Ministry of Higher Education Scholarship

Cluster	Name	Topic	Supervisor(s)	Funding
Discourse, Society and Identity	Ibrahim Althagafi (School of MLAL)	Social Media and the Arab Spring: A study of the revolutions in Egypt 2011 and 2013.	Prof. Helen Kelly-Holmes	Saudi Arabian Ministry of Higher Education Scholarship
Discourse, Society & Identity	Vera Carvallho (School of MLAL)	Self-Analysis Of Experienced TESOL Professionals - Corpus Based Discourse Analysis Of Peer's And Group's Contributions.	Dr. Fiona Farr & Dr. Elaine Riordan	CAPES Brazilian Ministry of Education Scholarship
Discourse, Society & Identity	Lawrence Cleary (School of MLAL)	A Corpus Linguistic Analysis of First-year Engineering Students' Writing.	Prof. Angela Chambers & Dr. Fiona Farr	
Discourse, Society & Identity	Christopher Fitzgerald (School of MLAL)	A Discourse Analysis of Irish-English Oral Histories.	Dr. Mairead Moriarty & Dr. Elaine Vaughan	
Discourse, Society & Identity	Kholoud Hussain (School of MLAL)	Social media, culture and marketing communication in Saudi Arabian small businesses a discourse and ethnographic study of the beauty sector.	Prof. Helen Kelly-Holmes	Ministry of Education (Saudi Arabia)
Discourse, Society & Identity	Katerina Lawless (School of MLAL)	The Construction of Russian Identity in the Discourse of James Bond.	Dr. Máiréad Moriarty	
Discourse, Society & Identity	Muireann Prendergast (School of MLAL)	The Dirty War of Words: Analysing Newspaper Discourse in the Final Year of Argentina's Last Military Dictatorship from 1982-1983.	Prof Helen Kelly-Holmes & Dr. David Atkinson	Irish Research Council Government of Ireland Fellowship
Plurilingualism & Language Policy	Joanna Baumgart (School of MLAL)	Language accommodation and the integration of English language learners in the Irish secondary school context.	Dr. Fiona Farr	Irish Research Council Government of Ireland Fellowship

Cluster	Name	Topic	Supervisor(s)	Funding
Plurilingualism & Language Policy	Maggie Bonsey (School of MLAL)	Twitter as an agent of language policy: a study of Irish language television fandom.	Dr. Máiréad Moriarty	
Plurilingualism & Language Policy	Steven Byrne (School of MLAL)	Language Attitudes in Catalonia.	Dr. David Atkinson & Dr. Máiréad Moriarty	
Plurilingualism & Language Policy	Ahmed Elkbuli (School of MLAL)	Attitudes towards native and non-native TESOL professionals in Libya.	Prof. Helen Kelly-Holmes	Libyan Ministry of Education Scholarship
Plurilingualism and Language Policy	Muhammad Kashif Jalil (School of MLAL)	Development of A Model English Language Teacher Education Programme for School Teachers in Pakistan.	Dr. Freda Mishan, Prof. Paul Conway & Dr. Anne O'Keefe	Higher Education Commission of Pakistan (HEC), Parent University National University of Modern Languages

Associate PhD Students (External)

Cluster	Name	Topic	Supervisor(s)
Discourse, Society & Identity	Minna Tiainen (University of Jyväskylä)	Surveillance discourses in the Finnish news coverage on the Snowden revelations.	Prof. Sari Pietikäinen (Jyväskylä) & Prof. Helen Kelly-Holmes

ABOUT CALS

The Centre for Applied Language Studies (CALS), established in 1997, brings together members of faculty, postgraduate students and researchers from the School of Modern Languages and Applied Linguistics as well as from other disciplines across the University. CALS provides a forum for the exchange of ideas and the development of research projects in applied language studies within the University as well as serving as a focal point for national and international links in this area. Researchers in CALS are organized around three core themes: *New Environments for Language Learning*; *Discourse, Society & Identity*; and *Plurilingualism & Language Policy*. Professor Angela Chambers was the founding Director of CALS (1997-2014).

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UL CALS members Dr. Máiréad Moriarty and Dr. Elaine Vaughan presenting at *Language in the Media Conference* in October 2017.

UL CALS member Prof. Helen Kelly-Holmes presenting at *International Symposium on Bilingualism* in June 2017.



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CALS members enjoying the IRAAL Conference in UL in November 2017: Dr. Veronica O'Regan, Dr. Marta Giral, Dr. Anna Turula (Pedagogical University of Krakow, Poland), Prof. Shannon Sauro (Malmö University, Sweden), Dr. Florence Le-Baron Earle, Catherine Jeanneau and Dr. Marie-Thérèse Batardière.



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