Lárionad na dTeangacha Feidhmeacha

Centre for Applied Language Studies

CALS

May 2016

CALS ANNUAL REPORT 2015

CALS Annual Report 2015

CENTRE FOR APPLIED LANGUAGES ANNUAL REPORT 2015

WELCOME FROM THE DIRECTOR

I am delighted to welcome you to your our first annual report. Since CALS was founded here at the University of Limerick by Professor Angela Chambers, the Centre has published an annual newsletter to update members and those outside CALS about the Centre's activities. Starting with 2015, we have decided to move to an annual report format due to the sheer volume of information and the range of activities that are going on.

Research in the Centre is organised around three core themes: *New Language Learning Environments; Discourse, Society and Identity;* and *Plurilingualism and Language Policy*, and this Report starts with a summary of the main activities that took place within these clusters during 2015.

We have 23 full-time postgraduate research students, most of whom are collecting data in international contexts (for example in Brazil, Egypt, Indonesia, and Saudi Arabia), and so we asked two of them to write about their fieldwork experiences in Argentina and Libya. CALS is international in everything it does, and a selection of the inward and outward mobilities are also reported here, as well as outreach and impact activities and some of the honours and awards that CALS members received during 2015.

The Report also lists all of our activities and publications, as well as giving information about the Centre and details of memberships. We have recently appointed an international advisory board to help guide the Centre strategically into the future and we are very grateful to the members for their willingness to help us and we are looking forward to working with them.

We hope you enjoy reading about the busy, productive year we have had in CALS.

HELEN KELLY-HOLMES

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THEME 1: NEW ENVIRONMENTS FOR LANGUAGE LEARNING

Graduation Ceremonies

The UL graduation ceremonies in January kicked off another highly productive year for the Cluster, which focusses on all aspects of innovation in relation to language learning. Three PhD students graduated in January Yuying Liu, Silvia Benini and Abdulhakim Belaid (pictured left to right in the picture with Liam Murray, Helen Kelly-Holmes and Fiona Farr). Read about their theses on p. 21-22).
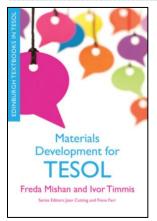
MATSA Annual Conference

CALS hosted the MATSDA (Language Learning Materials Development Association) annual conference which was held in conjunction with the UL Structured PhD in TESOL Summer School on 21st-22nd June 2015. The theme for the conference was *Creating Motivation with L2 Materials.* All the Structured PhD TESOL students (year 1 and year 2) attended and presented posters, as did a number of other CALS PhD students. A total of 64
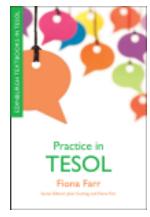

delegates attended, including 41 international visitors from countries including China, Vietnam, New Zealand, the USA, Colombia, Brazil, the Philippines, Russia, the Netherlands and the UK. The conference was supported by Fáilte Ireland and the Faculty of AHSS Research Board.

Publications

2015 also saw two books published in the Edinburgh University Press series *Edinburgh Textbooks in TESOL* (edited by Joan Cutting and Fiona Farr). Freda Mishan's volume, co-authored with Ivor Timmis (Leeds Beckett), *Materials Development for TESOL,* offers a practical introduction to the fundamental principles of materials development in TESOL, while also encouraging critical reflection by demonstrating how choices need to be informed by an awareness of culture, context and purpose.

Practice in TESOL, by Fiona Farr, offers a practical resource for TESOL student teachers and practising teachers, which

draws on Fiona's own research and experience as a teacher and teacher-educator. The book takes a broad perspective to include detailed discussions about teaching practice and feedback, reflective practice, and professional development.
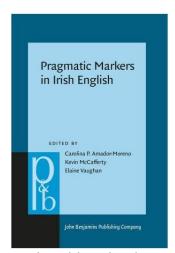
THEME 2: DISCOURSE, SOCIETY & IDENTITY

3rd New Perspectives on Irish English conference

CALS hosted the 3rd New Perspectives on Irish English conference in June, which was co-organised by Elaine Vaughan (UL) and Brian Clancy (MIC) in conjunction with Karen Corrigan (Newcastle University, UK). The event brought together a mixture of incredibly prolific authors and early-stage scholars, all doing innovative research. The programme consisted of a broad range of themes from a number of different disciplinary perspectives, some more theoretical and some more applied, some on discrete aspects of language, and some on broader questions of use and representation. 21 papers were presented over the two days, all with a focus on Irish English as a distinct variety and with a character influenced by its ecological and historical evolution and, of course, and most importantly, by its users.

Publications

2015 also saw the publication of a new volume on Irish-English. *Pragmatic Markers in Irish English* is co-edited by CALS member Elaine Vaughan together with CALS associate member Carolina Amador-Moreno (University of Extramadura, Spain) and Kevin McCafferty (University of Bergin, Norway) offers 18 studies from the perspective of variational pragmatics by established and younger scholars with an interest in the English of Ireland. Taking a broad definition of pragmatics, the data sets used cover most of the existing and developing corpora of Irish English as well as historical legal depositions, films, advertising and recent fiction, interviews, recorded conversations and blogs. The authors address general issues such as what corpora of Irish English might add to the description of pragmatic markers in general, the interaction of Irish and Irish English, historical and contemporary uses of specific pragmatic markers, and the pragmatic practices of recent immigrants to Ireland.

Media language is a key focus in the Discourse, Society and Identity Cluster, and Helen Kelly-Holmes's four volume collection *Language and the Media* published in the Routledge Critical Concepts in Linguistics series offers an authoritative synthesis of the field in 65 chapters. The collection is organized around three themes: language as a means of managing the media audience, language as a topic in the media; and language as a mode in media communication.

THEME 3: PLURILINGUALISM AND LANGUAGE POLICY

Publication

Máiréad Moriarty's new book *Globalizing Language Policy and Planning: An Irish Language Perspective* appeared in Palgrave's *Language and Globalization* series. The book examines the changing relationship between minority languages and language policy and planning in the context of globalization, through an examination of the situation of the Irish language. It demonstrates how localized practices are involved in the refashioning of the value of the Irish language. Máiréad is pictured opposite at the launch of her book with Angela Chambers, Helen Kelly-Holmes and the Dean of the Faculty, Tom Lodge.

Symposium keynote

In May 2015, Helen Kelly-Holmes delivered one of the keynotes at the 10th International Symposium on Bilingualism, hosted by Rutgers University in New Jersey. In her keynote, Helen looked at how established ideologies and policies around bilingualism in relation to teaching and learning Irish clash with individual practices and discussions in online environments. The International Symposium on Bilingualism takes place biennially and is the premier international conference for all aspects of research in bi- and multilingualism. The 11th Symposium will take place at University of Limerick in June 2017, with Tadhg Ó hIfearnáin (chair) and Máiréad Moriarty organising (isb11.com). Both Tadhg and Máiréad are members of the COST Action New Speakers Network. In July Tadhg gave a keynote at the Celtic Sociolinguistics Symposium in UCD, co-organised with the New Speakers Network, on the topic of sociolinguistic vitality of minority languages after language shift and without intergenerational transmission.

Lero collaboration

CALS also collaborated with Lero, the Irish Software Research Centre, on the commercialization of an application designed to enhance intercultural communication in encounters between speakers of English as a lingua franca. The project received a €133,000 research grant from the Enterprise Ireland Commercialization Fund. Pictured on the right are the project leaders from Lero Sarah Beecham and John Noll with Helen Kelly-Holmes. Finally, the Cluster hosted two visiting fellows, Sandra Ballweg from the University of Bielefeld and Maimu Berezkhina, a PhD candidate from the Multiling Centre based at the University of Oslo. You can read more about their stay in CALS below.

POSTGRADUATES IN THE FIELD

CALS postgraduate students are involved in fieldwork all over the world. Here, two current students, Muireann Prendergast and Ahmed Elkbuli, write about their fieldwork experiences in 2015.

Muireann Prendergast

Muireann Prendergast holds a BA in English Literature and Philosophy from Trinity College Dublin and an MA in International Communications and Human Rights from City University in London. She spent seven years working as a journalist in Argentina before joining the Discourse, Society and Identity Cluster in CALS. Her PhD research involves a discourse analysis of the role of print media in both sustaining and challenging Argentina's last dictatorship. She was awarded an Irish Research Council Fellowship in 2015. Muireann would like to acknowledge the Faculty Postgraduate Research Committee and the IRC for funding her travel and fieldwork:

"I travelled to Argentina to carry out research in the media archive of Argentina's National Library in Buenos Aires (pictured below) during the month of August 2015. The aim of the research was to build a corpus of newspaper articles from the period 1982 to 1983 to analyse the role of the print media in sustaining and challenging Argentina's last dictatorship. With a catalogue of over 50,000 newspaper and magazine publications dating from the early 19th century, the National Library is one of Latin America's most important resources for media research. Located in the Recoleta district of Buenos Aires, the current building was constructed on the grounds of the former residence of President Juan Domingo Peron and his wife Evita.

The library's list of former directors includes Argentina's most famous writer Jorge Luis Borges from 1955 to 1973. As the newspaper archive is not digitized, the newspaper texts are only available in hard copy or on microfiche and many are already in a fragile condition. This meant that the compilation of the corpus involved many hours of laborious work photographing and scanning from originals.

I came back from Argentina with a corpus of 150,000 words made up of about 663 articles from five newspapers. I'm now in the process of analyzing these quantitatively using WordSmith Tools and qualitatively using Critical Discourse Analysis. One interesting aspect of the media coverage that I came across while working in the Library was the role of political cartoons and I've now incorporated these into my PhD."

Ahmed Elkbuli

Ahmed Elkbuli holds a BA in English from Al-zawia University, Libya, and an MA in TESOL from the University of Sunderland, UK. He worked as a lecturer at different universities and institutions in Libya before commencing his PhD studies. Ahmed is studying teacher, student and institutional attitudes and policies around native and non-native speaker English Language teachers in Libya. His research is located in the Plurilingualism and Language Policy cluster and he is funded by the Libyan Ministry of Education. His travel and fieldwork were funded by the Faculty Postgraduate Research Committee.

"On the 11th of May 2015 I started my journey back home for data collection after I was granted the ethical approval for my study (2015_04_05_AHSS). The institutions where I needed to collect my research data were located in and around Tripoli, the capital of Libya, in three language centres attached to three oil institutions. Two of them were located in Tripoli and one of them about 22 km away in Al-Zawia.

On arriving, I discovered that the Al-Zawia oil institution was closed at that time because the city was now located in a conflict zone, however I managed to get access to the other two institutions. I had to go to both centres at least three times a week to meet students and teachers in particular and to distribute and collect the questionnaires. After the process of collecting the questionnaires finished, I started conducting the interviews with the available sample. I was living at this time in Sabratha, which is 60 kilometres away from Tripoli. Commuting from Sabratha to Tripoli was a huge challenge because of the war. The highway between Sabratha and Tripoli was closed and many sections actually destroyed (shown in the picture below) because of the conflict zone between two cities.

To reach my destination I needed to take long, arduous detours every day and a journey of one hour often took a full day. In some ways it was like an adventure to me but a life-threatening one. There were many obstacles during the data collection process. Along with the existence of a conflict zone between Tripoli and Sabratha and the frequent road closures, there were regular power outages and limited internet connections. Also, because of the conflict, both teachers and students were frequently absent from the educational institutions where I was carrying out my fieldwork. Because of all this, I had to stay for two additional months in Libya in order to get all of the data I needed. I and my supervisor were relieved when I arrived safely back in Ireland on 27th October."

INTERNATIONAL MOBILITY

In 2015, CALS welcomed two visiting Research Scholars. Dr. Sandra Ballweg (University of Bielefeld, Germany) and Maimu Berezkhina from the MultiLing Centre for Excellence in Research on Multilingualism across the Lifespan, University of Oslo, Norway), as well as hosting postgraduate students on an internationalization programme from the University of Gothenburg in Sweden.

Sandra Ballweg

Our first visiting researcher was Sandra Ballweg, who holds a PhD in second language acquisition with her PhD research focusing on the use of writing portfolios in foreign language instruction. She is the author of *Portfolioarbeit im Fremdsprachenunterricht* (2015) and co-author of *Wie lernt man die Fremdsprache Deutsch?* (2013). Her primary areas of research interest include multilingualism, language and identity, foreign language writing, and learner autonomy. Sandra previously worked as a Research Fellow at the Department of Linguistics and Literary Studies, Section for Multilingualism, at Darmstadt University of Technology, Germany.

Sandra was funded by the German Academic Exchange Service (DAAD) for a three month stay at CALS from April to June 2015 as part of the CALS Visiting Researcher Programme. While at CALS, she worked on a project about the negotiation of linguistic identity in multilingual families. The project aims to provide a deeper and broader understanding of imposed, assumed and negotiated multilingual identities of individuals and of the negotiation processes within families in which two or more languages are spoken. She also gave the keynote lecture at the CALS Annual Research Day in June 2015.

Maimu Berezkina

Our second visiting researcher was Maimu Berezkina, a PhD candidate at the Center for Multilingualism in Society across the Lifespan (MultiLing) at the University of Oslo. In her doctoral project Maimu analyzes the inclusion of various linguistic groups into the increasingly digitized state communication environment of two European nation-states: Estonia and Norway.

Her project draws attention to state websites in policy research, which mirror, and thus implicitly or explicitly promote, dominant language ideological frameworks. Furthermore, the project applies an actor-centered approach to analyzing overt and covert language policies. Having herself previously worked as the localization manager for a website in 34 languages of a global marketing company, Maimu now focuses on the actors involved in the creation of state communication policies. These actors work in a complex environment where different factors, norms and ideologies require balancing against each other.

Maimu holds a specialist degree in Norwegian Linguistics and Literature from the State University of St. Petersburg, Russia, and a Master's degree in Scandinavian Linguistics from the University of Oslo. Her previous research projects focused on onomastics and linguistic landscapes. While at CALS, Maimu gave a guest lecture to staff and students and held a workshop on websites and multilingual localization for students on the final year module in New Media, Language and Globalization. Maimu also worked on her PhD with one of her co-supervisors, Helen Kelly-Holmes (pictured here together during the visit).

University of Gothenburg visiting students

In May, CALS hosted four students from the University of Gothenburg in Sweden for a two-week internationalisation programme. The students are training to teach at secondary level in Sweden, and have various pedagogical specialisations, but all share a specialisation in TESOL. The programme, coordinated by Máiréad Moriarty , included attending classes on the MA TESOL programme, and research seminars on Teaching pronunciation (Sean O'Connell) , English language teaching in Ireland (Angela Farrell) The Pragmatics of Irish English (Elaine Vaughan); Corpus Linguistics and Grammar Teaching (Elaine Riordan); and Language Teaching Materials Development (Freda Mishan). Máire Ní Ghráda and Emily Rennison at Aonad na Gaeilge facilitated sessions on the teaching of Gaeilge and a Gaeilge taster class.

As part of the programme, the students visited well-established private language and secondary schools, as well as innovative education initiative, the Learning Hub Limerick, to get a sense of the educational topography of the region. The students also took part in a number of extracurricular activities on campus and described their attendance of the UL Writing Centre's 'How I write series' at which Joseph O'Connor and Donal Ryan gave readings and an account of their writing process as their highlight.

University of Jyväskylä

Helen Kelly-Holmes spent a week at the University of Jyväskylä, where she holds Docent / Adjunct Professorship in Discourse Studies. While there, she held one-to-one consultations with MA and PhD students and held a workshop for PhD students on career development. In addition, she met with senior management in the Faculty to discuss and share and compare experience in relation to international reputation, rankings and metrics.

University of Malta

Elaine Vaughan (TESOL/Linguistics) travelled to the University of Malta in February and March of this year to teach on various programmes at the Faculty of Education (Language & Humanities). The visits were coordinated by Dr Anne-Marie Bezzina and Prof. Antoinette Camilleri Grima.

OUTREACH AND IMPACT

ICT in Support of Language Teaching and Learning Workshop

Marie-Thérèse Batardière and Catherine Jeanneau from the New Environments for Language Learning Cluster hosted a 2-day workshop on The Use of ICT in Support of Language Teaching and Learning (ICT-REV) on the 22–23 May 2015. The workshop was financed through the European Centre for Modern Languages (ECML) and the European Commission cooperation agreement (http://ict-rev.ecml.at/Training-workshops). It involved over 20 national and regional stakeholders (among them colleagues from the Department of Education, the NCCA, the PDST, the Instituto Cervantes, the Alliance française, NUI Maynooth and Galway, Waterford and Tralee ITs).

ICT-REV was facilitated by three members of the ECML's ICT-REV project team (Sarah Heiser, Ursula Stickler and Martina Emke) and hosted by Catherine Jeanneau in the Language Learning Hub. The event stood out for the balance between practitioners and teacher educators/language education leaders and for the manner in which all worked together in a truly collaborative manner to tease out the principles of best practice for the inclusion of technology in the language classroom and also to design new tasks with a variety of available online tools.

Participants as well as facilitators commented on the progress and success of the workshop on Twitter thus giving the workshop social media coverage. By the end of the first workshop day #ictrev was a trending topic in Ireland.

Learning through sharing workshops

CALS also hosted the Learning through sharing: best practices of Computer Mediated Communication in language teaching/learning – ICT Series funded by the Faculty Teaching & Learning Committee: The project consisted of a series of six workshops held in the Academic Year 2014/15. They were led by external experts in the field (Fernando Rosell-Aguilar, Open University, UK; Christian Ollivier, University of La Réunion, France) as well as colleagues from different sections and units – French, Gaeilge and UL Language Centre - who have successfully integrated the use of ICT in their teaching. These workshops were attended by colleagues and postgraduate students from across the Faculty, CALS members, UL staff members and postgraduate students as well as colleagues from other institutions, including the Shannon College of Hotel Management, Post-Primary Languages Initiative, and teachers from local secondary schools).

Digital Resources workshop

In collaboration with the National Forum for the Enhancement of Teaching & Learning in Higher Education series 2015, CALS organized a workshop on digital resources to support the development of oral and aural skills on 20 March 2015. The workshop was hosted by Rocío Baños, University College London, UK and CALS member Marta Giralt and it was attended by 20 linguists including secondary school teachers as well as five online participants.

Language Fair

CALS and the School of Modern Languages & Applied Linguistics were represented at the first ever Language Fair who took place on the 6 June 2015 in Dublin. This event showcased language learning and teaching in Ireland, raising awareness and profiling the diversity and vibrancy of language learning at primary, secondary and third levels. It also served to promote life-long language learning. The School, represented by Catherine Jeanneau, Language Learning Hub coordinator, had a stand displaying all the activities offered to our students and gave a presentation on the I-Tell project (telecollaboration project, see below).

I-Tell Project

THE I-TELL PROJECT @ THE LANGUAGE LEARNING HUB on Intercultural Telecollaborative Learning ran in the first semester of the 2015 at the Language Learning Hub. The aims of the I-Tell project are to develop the participants' intercultural, linguistic and digital skills while preparing for their Erasmus study abroad semester experience.

Údarás na Gaeltachta

Tadhg Ó hIfearnáin continued his extensive work with Údarás na Gaeltachta in 2015, advising them on the development of materials promoting home use of Irish in the Gaeltacht. He has also been involved in ongoing work with Gaeltacht community groups in language planning activities.

Language Learning Pathways for Migrants

Elaine Riordan is an External Evaluator on *Language Learning Pathways for Migrants*, an EU-funded Lifelong Learning Project, as well as acting as a consultant with Castel Education Language School, Tralee, Co. Kerry.

National Council for Curriculum Assessment Sub-committee

Jean Conacher is a member of the National Council for Curriculum Assessment Sub-committee for German (Senior Cycle). She also acts as UL Representative on several stakeholders' fora on national Foreign Languages in Education Strategy, organized by Department of Education and Skills.

SIDF: Threshold Concepts Schools-Based project

Fiona Farr is UL Principal Investigator with SIDF: Threshold Concepts Schools-Based project with transition year pupils in secondary schools.

HONOURS & APPOINTMENTS

The European Language Label Award

Catherine Jeanneau, co-ordinator of the Language Learning Hub, accepted The European Language Label award for the Language Learning Hub's peer-facilitated discussion groups in languages project. The European Language Label is awarded by the European Commission and encourages new initiatives in the field of teaching and learning languages, as well as rewarding new techniques in language teaching. Other members of the project team include Angela Chambers, Marie-Thérèse Batardière, Stephanie O'Riordan, Jean Conacher, Barabara Geraghty, and Nuría Borrull.

Other awards

Other awards and honours for CALS members this year included the following:

- ☐ Freda Mishan was appointed to the editorial board of ELT Journal (October 2014).

- ☐ Tadhg Ó hIfearnáin was made an honorary patron of Y Ganolfan Cynllunio Iaith (Welsh Centre for Language Planning). Tadhg continued to serve on the editorial boards of Journal of Multilingual and Multicultural Development; Language, Culture and Curriculum; Language Policy; and Sociolinguistic Studies.

- ☐ Elaine Riordan was shortlisted for the Excellence in Teaching Award (large groups) from University of Limerick (2015).

- ☐ Fiona Farr continued to serve as Co-Editor of the Edinburgh University Press Textbooks in TESOL series.

- ☐ Helen Kelly-Holmes was appointed Co-Editor in Chief of Language Policy (January 2015). She continued to serve as Co-Editor of Palgrave's Language and Globalization series and on the editorial board of Discourse, Context & Media. In October 2015, she was appointed to the Chair in Applied Language Studies at UL.

- ☐ Muireann Prendergast was awarded a 3 year Government of Ireland Fellowship by the Irish Research Council for her PhD research.

- ☐ Niall Curry and Seán O'Connell were awarded PhD bursaries from the School of Modern Languages and Applied Linguistics and the Faculty of Arts Humanities and Social Sciences respectively.

PUBLICATIONS

Books

1. Farr, F. (2015) *Practice in TESOL*. Edinburgh: Edinburgh University Press.
2. Kelly-Holmes, H. (Ed.) (2015) *Language and the Media (Critical Concepts in Linguistics: Volumes 1-4)* Routledge.
3. Mishan, F and Timmis, I (2015) *Materials Development for TESOL*, Edinburgh University Press.
4. Moriarty, Máiréad (2015) *Globalizing Language Policy and Planning: An Irish Language Perspective.* Palgrave-MacMillan.
5. Vaughan, E., Amador-Moreno C., and McCafferty, K. (Eds.) (2015) *Pragmatic Markers in Irish-English.* Benjamins.

Refereed Journal Articles

1. Batardiere, M (2015) "Promoting critical thinking in online intercultural communication". In *The EUROCALL Review*, (23)
2. Belaid, Abdulhakim M, and Murray, L., (2015) "Using Authentic Materials in the Foreign Language Classrooms: Teacher Attitudes and Perceptions in Libyan Universities", in *International Journal of Learning and Development.*
3. Chambers, A., Atkinson, D. and Farr, F. (2015) "Research in progress, Centre for Applied Language Studies, University of Limerick", in *Language Teaching*, 48: 2, 288-292.
4. Farr, F. and Riordan, E. (2015) "Tracing the reflective practices of student teachers in online modes", *ReCALL* 27(1): 104-123.
5. Moriarty, M. (2015) "Indexing authenticity: the linguistic landscape of an Irish tourist town." *International Journal of the Sociology of Language*, 232: 195–214
6. Ó hIfearnáin, T. (2015) "Back to the future: Standards of language and standardisation in Manx Gaelic", in *Sociolinguistica*, 29: 99-120.
7. Ó hIfearnáin, Tadhg (2015) "Sociolinguistic vitality of Manx after extreme language shift: authenticity without traditional native speakers", in *International Journal of the Sociology of Language*, 231: 45-62.
8. Riordan, E. (2015) "Review: Blended Learning in English Language Teaching: Course Design and Implementation", *ReCALL* 27(1), 124-128.
9. Wallen, M. & Kelly-Holmes, H. (2015) "Developing language awareness for teachers of emergent bilingual learners using dialogic inquiry", *International Journal of Bilingual Education & Bilingualism*, September 2015.

Chapters

1. Batardiere, M (2015) "Examining Cognitive Presence in Students' Asynchronous Online Discussions", in Dixon, E. and Thomas, M., (eds.), CALICO Monograph
2. Cleary, L. and O'Sullivan, Í. (2015) "The political act of developing provision for writing in the Irish Higher Education context", in Lillis, T. Harrington, K., Lea, M. and Mitchell, S. (eds.) Working with Academic Literacies: Research, Theory, Design, Parlor Press/WAC Clearinghouse.
3. Farr, F. and Riordan, E. (2015) "Turn initiators in professional encounters: Teacher education discourse in an Irish university setting", in Amador-Moreno, C. McCafferty, K. and Vaughan, E. (eds.) of Pragmatic Markers in Irish English, Amsterdam: John Benjamins, 177-203.

4. Farrell, A. (2015) "In the Classroom", in Farr, F. *Practice in TESOL*, Edinburgh: Edinburgh University Press.
5. Kelly-Holmes, H. (2015) "'Digital Advertising", in Georgiakopoulou, A. & Spilioti, T. (eds). *The Routledge Handbook of Language and Digital Communication*. Routledge.
6. Kelly-Holmes, H. (2015) "Language and the Media: General Introduction", in: Kelly-Holmes, H. (ed.) *Language and the Media*. Routledge.
7. Kelly-Holmes, H. (2015) "Analyzing Language Policies in New Media", in Hult, F. M. and Johson, D. C. (eds). *Research Methods in Language Policy and Planning*. Wiley-Blackwell.
8. Mishan, F (2015) "Re-conceptualising materials for the blended language learning environment", in M. McCarthy and D. Marsh (Eds.)*The Cambridge Guide to Blended Learning for Language Teaching*, Cambridge University Press.
9. Murray, L. & Alsayegh, A. (2015) "Teachers Introducing Digital Games-Based Language Learning to Third Level Students in Saudi Arabia: issues and attitudes", in Dodigovic, M (ed.) of Attitudes to Technology in ESL/EFL Pedagogy.
10. Ó hIfearnáin, T. (2015) "A proximidade linguística e o desenvolvimento do manês" [Linguistic proximity and the development of Manx] in Baxter, Robert Neal (ed.) Quem fala a minha língua? 2. Santiago de Compostela: Associaçom Galega da Língua – Através, 95-119.
11. Ó hIfearnáin, Tadhg (2015) "La pratique de l'irlandais et la minorité irlandophone", in La Bretagne Linguistique, 19: 81-97.
12. Riordan, E. (2015) "Thinking about your materials", in Farr, F. *Practice in TESOL*, Edinburgh: Edinburgh University Press
13. Riordan, E. and Farr, F. (2015) "Facilitating identity construction through narratives: A corpus-based discourse analysis of student teacher discourse", in Cheung, Y., Said, S., and Park, K. (Eds.), of Advances and Current Trends in Language Teacher Identity Research, London: Routledge, 161-174.
14. Smith-Christmas, C. & T. Ó hIfearnáin (2015) "Gaelic Scotland and Ireland: Issues of Class and Diglossia in an Evolving Social Landscape.", in Dick Smakman & Patrick Heinrich (eds.) of Globalising Sociolinguistics, London and New York: Routledge, 256-269.

Keynotes

1. Farr, F. (2015) 'Using technology to support teachers and students in EAL contexts' at the **ELSTA (English Language Support Teachers' Association) Annual Conference, Dublin,** 21 March, 2015.
2. Kelly-Holmes, H. "Robert and Mammy: Doing Bilingualism in a Performance Era", in **10th International Symposium on Bilingualism, Rutgers University, USA,** 20-24th May, 2015.
3. Kelly-Holmes, H. "Marketing and Sociolinguistics Today and Tomorrow." **Sociolinguistics Today and Tomorrow: Postgraduate Perspectives, University of Hong Kong,** 2-3 October 2015. http://stt2015.com/
4. Kelly-Holmes, H. "Conflicting ideologies around the Irish language in contact in new media spaces." **Language Ideological Debates on Contact Varieties, University of Bern, Switzerland,** 11-12 November 2015.
5. Ó hIfearnáin, T. "Sociolinguistic vitality after language shift and without intergenerational transmission", in **Symposium on the Sociolinguistics of the Celtic Languages, University College Dublin,** 25-26 June, 2015.

Invited talks and workshops

1. Kelly-Holmes, H. "Virtual linguistic ethnography for investigating markets and multilingualism online", University of Hong Kong, October 2015.
2. Kelly-Holmes, H. and Pietikäinen, S. "Mainstreaming the Periphery in Sociolinguistics." Invited Panel, Sociolinguistics of Globalization. University of Hong Kong, 3-6 June 2015.
3. Kelly-Holmes, H. "Researching markets and multilingualism: the visual turn." Workshop on Multilingualism and Sociolinguistics, University of Luxembourg, Luxembourg, March 2015
4. Kelly-Holmes, H. "Visual multilingualism, commodification and small languages in the linguistic landscape." Linguistic Landscapes – Quo Vadis? Multilingualism in Society Across the Lifespan – MultiLing (Centre of Excellence), University of Oslo, Norway, January 2015.
5. Kelly-Holmes, H. "Changing conditions for commodification of small/peripheral languages." Copenhagen Round Table 2015 Critical Sociolinguistic Perspectives on Multilingualism and Change, University of Copenhagen, 12–13 January 2015.
6. Mishan, F. "Language Teaching Materials: Getting to grips with the tools of our trade" University College Dublin, 27th March 2015.
7. Mishan, F. "Materials Development Workshop: Authentic texts, authentic tasks." Two-day workshop, University of Chichester.

Current External Projects and Participations

1. COST Network on New Speakers in a Multilingual Europe (PI: Prof. Bernadette O'Rourke, Herriot-Watt University, Scotland; Funding: European Union). www.nspk.org.uk
   CALS Participants: Tadhg Ó hIfearnáin and Máiréad Moriarty are members of the network. Tadhg Ó hIfearnáin is also a member of the management committee.

2. Peripheral Multilingualism (PI: Prof. Sari Pietikäinen, Jyväskylä University, Finland; Funding: Finnish Academy 2012-2015). www.peripheralmultilingualism.fi
   CALS Participation: Helen Kelly-Holmes (Vice PI); Máiréad Moriarty and David Atkinson (Associates).

3. ESRC Centre for Corpus Approaches to Social Science (PI: Prof. Tony McEnery, University of Lancaster, UK; Funding: Economic and Social Research Council, UK). http://cass.lancs.ac.uk/
   CALS Participation: Fiona Farr is a member of the international Challenge Panel.

4. Dialect in the Periphery (PI: Prof. Pia Quist, Copenhagen University, Denmark; Funding: Velux Foundations 2015-2018). http://nfi.ku.dk/dpef/english/
   CALS Participation: Helen Kelly-Holmes is a member of the international advisory board for the project.

National/Internal Funding

- National Forum (Digital) 'Engaging with Languages' (€30,000 seed funding) Principal Investigator: Fiona Farr
- National Forum (Digital) 'First Year Transitionary MOOC' (€91,500) Project Partner: Fiona Farr.
- National Forum (Research): 'Educational Resources and Open Access' (€25,000) Project Partner: Fiona Farr.

- National Forum (Research): 'Learner Supports and ICT Retention' (€25,000) Project Partner: Dr. Fiona Farr.
- National Forum (Research): 'First Year Transitions' (€25,000) Project Partner: Fiona Farr.
- Fáilte Ireland: Sponsorship of MATSDA / UL PhD TESOL Summer School Conference 2015, Creating Motivation with L2 Materials, June 20th - 21st 2015 awarded to Freda Mishan.
- National Forum for the Enhancement of Teaching and Learning: Íde O'Sullivan was awarded €18,900 for the Regional Writing Centre, which funded the INEW Winter Writing and Spring Writing Series, with a number of visiting scholars from the US. The money also funded a collaborative meeting with international partners which led to a proposed COST Action bid for funding, as well as the preparation of INEW/AISHE booklets.

Visiting Researchers

1. Dr. Sandra Ballweg, University of Bielefeld, Germany (May-June 2015) – Plurilingualism and Language Policy.

2. Maimu Berezkhina, MultiLing Centre for Excellence in Research on Multilingualism across the Lifespan, University of Oslo, Norway (October 2015) – Plurilingualism and Language Policy Cluster.

Conference and workshop organization

- New Perspectives on Irish English conference, with, University of Limerick, 18 – 19 June, 2015. (organised by Elaine Vaughan with Brian Clancy, Mary Immaculate College)

- MATSDA (Language Learning Materials Development Association) / UL PhD TESOL Summer School Conference 2015, Creating Motivation with L2 Materials, University of Limerick, 20-21 June 2015 (organized by Freda Mishan).

- All-Ireland Conference of Undergraduate Research, University of Limerick, 19 April 2015 (organized by Fiona Farr)

- Introduction to Digital Literacies Workshop, University of Limerick, organized by Elaine Riordan.

Papers delivered at conferences

1. Atkinson, D. and Ramblado, C. (2015) ''Españoles' and the Partido Popular: the evolution of conservative political discourse in the Spanish State', in ACIS Annual Conference, Universidad Autónoma de Madrid, 2th-4th September 2015.
2. Batardiere, M. (2015) "Redefining the teacher's role in an online task-based language learning", in XVII International CALL Research Conference, Universitat Rovira i Virgili, Tarragona (Catalonia – Spain), 6-8 July 2015
3. Batardiere, M. (2015) "The use of ICT in support of language teaching and learning" with MLAL, (ICT-REV), University of Limerick, 22-23 May.
4. Baumgart, J. 'Let's talk about discourse: opening up learning spaces in the classroom', Philologisch-Kulturwissenschaftliches Kolloquium 2015/2016, Universität Innsbruck, 10 December 2015.
5. Baumgart, J. 'Integrating content and language in a multicultural classroom: from reflection to action', 'The Language of Language Learning' 11th Annual Conference of the BAAL Language Learning and Teaching SIG, University of Edinburgh, 02 – 03 July 2015.

6. Baumgart, J. 'Mainstream teachers as language instructors – professional development of teachers in multilingual classrooms', 5th International Conference on Foreign Language Teaching and Applied Linguistics, International Burch University, Sarajevo, Bosnia and Hercegovina, 07 – 09 May 2015.

7. Belaid, A. (2015) "Authentic Materials in an Evolving Libyan Curriculum", in MATSDA Conference, University of Limerick, 20-21 June.

8. Belaid, A. (2015) "Localising the PARSNIP Model and Authentic Materials for Libyan Third Level EFL Contexts" [poster], presented at MATSDA Conference, University of Limerick, 20-21 June.

9. Benini, S., Le Baron-Earle, F., Riordan, E. and Murray, L. (2015?) 'Social Media in Personal and Professional Domains: Perceptions from Third Level Language Learners' in EuroCALL Conference, University of Padova, August 26th-29th.

10. Cleary, L. (2014) Using "How I Write, Ireland" for developing writing, Maynooth Summer Institute, Maynooth University, Ireland.

11. Cleary, L. and Lenihan, A. (2015) "How I Write, Ireland: Sharing the Experiences, Processes and Strategies of Prolific Writers", European Writing Centre Association Conference, University of Viadrina, Frankfurt (Oder), Germany.

12. Denny, E., O'Keeffe, A., Brosnan, G., Farr, F., Fitzgerald, M., Dowling, F (2015) 'Transition from Second Level and Further Education to Third Level: insights from a qualitative study', in Inaugural European Conference on the Scholarship of Teaching and Learning (EUROSOLT): Bridging Boundaries through the Scholarship of Teaching & Learning, University College Cork, 8-9 June, 2015.

13. Exton, G. (2015) "Duolingo: A case study in Gamification", EuroCALL, University of Padova, 26-29th August 2015.

14. Farr, F. (2015) "English language teacher discourses: what a corpus can and can't tell us", in Acedle Annual Conference, Lyon, France, 15-17 January.

15. Farr, F. (2015) "Using technology to support teachers and students in EAL contexts", in the English Language Support Teachers' Association Annual Conference, Teacher's Club, Dublin, 21 March 2015.

16. Farr, F. (2015) "What is the unit of change within HEIs (faculty/school/department) and what actions can be taken to improve team processes in designing or updating academic programmes?" in National Forum for the Enhancement of Teaching and Learning Leadership Panel 'Strategic and Leadership Perspectives on Digital Capacity in Irish Higher Education: Are we ready for a step change?' RIA, Dublin, 10 March.

17. Farr, F. and Riordan, E. (2014) "Continuous professional development through reflective practice for experienced TESOL professionals: The place of off and on-line activities", in EuroCALL, University of Groningen, 20-23 August.

18. Farr, F. and Riordan, E. (2014) "Heads and tails in professional encounters: Teacher education talk as a window on reflective practices", in New Horizons for Reflective Practice, Aston University, Birmingham, 14 May

19. Farr, F. and Riordan, E. (2015) "Enhancing the quality of teaching and learning through online communication tools: Reflective practice and digital literacy", in EuroSoTL Conference, University College Cork, 8-9 June.

20. Farr, F. Murray, L. "Using technology to support language learners and teachers: current and future trends", EdTech 2015, University of Limerick, 28-29 May.

21. Kelly-Holmes, H. "Introduction – Mainstreaming the Periphery." Sociolinguistics of Globalization Conference, Hong Kong, 3-6 June 2015.

22. Kelly-Holmes, H. "Marketing discourse as a source of data on Irish-English." New Perspectives in Irish-English, University of Limerick, June 2015.

23. Lawless, K. "Construction of Russian Identity in the Discourse of James Bond Films", in AHSS 2015 Postgraduate Conference, University of Limerick, May.

24. Vaughan, Elaine and Moriarty, Máiréad "Gangsters don't eat beetroot: Performative metalanguage in commentaries on the mediatized performance of Irish gang culture." Language in the Media, Hamburg, Germany, September, 2015.

25. Moriarty, Máiréad and Vaughan, Elaine "Constructing and Contesting Authenticity: Investigating the discourse of the Irish television drama Love/Hate." International Pragmatics Association, Antwerp, July 2015.

26. Moriarty, Máiréad "Rap as a resource for translanguaing: An Irish language perspective." International Symposium on Bilingualism, Rutgers University, New Jersey, May 2015

27. Mullen, M. (2015) Digital Ireland EFL conference, Dublin, 31 October 2015.

28. Murray, L. (2015) "Une évaluation pédagogique du potentiel des MOOCs réutilisés/reconçus dans l'apprentissage des langues", in ACEDLE Interagir pour apprendre les langues aujourd'hui. Recherche en didactique des langues, (Annual University Professors' Conference) CIEF, Université Lumière Lyon 2 15 - 17 January.

29. Murray, L. (2015) "Repurposing MOOCs for language learning purposes", in Education online en-masse: Lessons for teaching and learning through MOOCs, University of Reading, 24 April.

30. Murray, L., Patten, J. and Exton, G. "Gamification for education: rants, retorts, rebuttals and refinements", in EdTech Conference, University of Limerick, 28-29 May.

31. Murray, L., Riordan, E. et al (2014) "Developing and implementing collaborative evaluation approaches with MOOCs and SLA", in Massive Open Online Courses in the Arts and Humanities: Opportunities, Challenges and Implications Across UK Higher Education, University of Central Lancashire, Preston, 24 April.

32. Ó hlfearnáin, T. (2015) "The impact of outgroup learners and speakers on a language revival dynamic", in International Symposium on Bilingualism 10, Rutgers University, New Jersey, 20-24 May.

33. O'Halloran, M., Curry, N., Dunne, B., Moynhian, S. and Hardiman, S. (2014) "Empathy in the Peer-tutoring Relationship: Peering Across Disciplines to Deal with Emotion", presented at the European Writing Centre Association conference, University of Viadrina, Frankfurt (Oder), Germany.

34. Ramblado, C. (2015) "Violencia política, corporalidad y resistencia: Juana Doña, Lidia Falcón y Lola Canales", in Bodies in Transit: Violence, Conflict, Healing, University of Huelva, Spain, 8-9 October.

35. Ramblado, C. (2015) "Y bailaré sobre tu tumba: Dancing on Queipo de Llano's Grave or How to Deal with Unfinished Pasts", in Encountering Perpetrators Mass of Killings, Political Violence and Genocide, University of Winchester, UK, 1-3 September.

36. Riordan, E. and Farr, F. (2015) "The role of electronic portfolios and blogs in the enhancement of reflective practice and digital literacy for language teachers", in EdTech Conference, University of Limerick, 28-29 May.

PHD COMPLETIONS

1. **Abdulhakim Belaid (2015)** *The Localisation of the PARSNIP Model and Authentic Materials for Libyan Third Level EFL Contexts.* The chief aims of this thesis are (a) to investigate EFL learner and teacher attitudes, reactions, familiarity and use of authentic materials in a third level context and, (b) to examine the potentials of repurposing and redesigning the PARSNIP model into Libyan third level EFL contexts. A mixed methodology approach was employed incorporating both quantitative and qualitative research instruments in order to accomplish the study aims and objectives. The research data was elicited during a field study in Libya over a two-month period and also through teacher interviews. The analysis of the elicited results revealed that both students and teachers have a strong advocacy and positive attitudes towards such materials in English language acquisition. In addition, the two groups recognise the enormous advantages of authentic materials in enhancing student L2 proficiency over traditional edited materials. However, a mismatch appears between teacher and learner results. An inconsistency was identified in perceptions between what students indicated and what their EFL teachers stated as being the actual use of authentic materials in language classes. Another significant issue in this thesis was the PARSNIP (Politics, Alcohol, Religion, Sex, Narcotics, Isms, Pork) model which was critically evaluated, redesigned and localised for particular third level EFL contexts. This researcher proposes that the PARSNIP model may be recomposited into a two-letter model: the AS (Alcohol, Sex) model. A detailed description of how the PARSNIP model was redesigned and repurposed is presented in the conclusions and recommendations of this thesis. A significant conclusion in the current study was that both students and EFL teachers possess positive attitudes to authentic materials, and that they both recommend that such materials be used within an extended taught curriculum in Libyan Universities to develop, improve, and increase learners' L2 acquisition and motivation

    Supervisor: Dr. Liam Murray; **External Examiner:** Dr Tarek Mahmoud Bishti. **Internal Examiner:** Dr Elaine Riordan.
    Funding: Libyan Ministry of Education **Cluster:** New Language Learning Environments

2. **Silvia Benini (2015)** *An Investigation of ICT use for Italian and Irish Language Acquisition in a Secondary Level School environment: new perspectives on the Digital Natives/Digital Immigrants theory.* This study investigates the use of technology for Irish and Italian language learning in two secondary schools of the Republic of Ireland. The targeted schools are characterized by different technological orientations: School A has a strong commitment to innovation and heavy use of ICT in its pedagogies whereas School B offers a more traditional book-based approach and poor technological equipment. Qualitative and quantitative data on students' and teachers' attitudes towards the use of ICT within the two languages were collected through a mixed-methods approach. Furthermore, an analysis on the Digital Natives/Digital Immigrant claim was provided in relation to the gathered empirical data. The participants were specifically 3rd and 5th year students and their Italian and Irish language teachers. The findings of the study confirm a general positive attitude towards the use of ICT as a pedagogic method, yet there were school level barriers addressed by both students and teachers which affected its integration. As regards the current perceived status of instruction for the two languages, this study provides some evidence of a more negative attitude among Irish students due to the continued presence of deep-rooted stigmas still attached to the language which are absent in the case of Italian. It is proposed that technology could reverse these destructive attitudes towards Irish and indeed be beneficial for the promotion of the two languages. The digital divide does not appear to be as clearly defined as Prensky has argued. While there are differences in how generations engage with technologies, there are also similarities across generations mainly based on how much experience people have

with using these tools. Generational distinctions between natives and immigrants are not reflected in the empirical data and the uncritical use of these terms could have negative implications for a number of issues, chief amongst them, teacher and student interactions. This study aims to reflect and understand the current uses and expectations of ICT for learning in general and language learning in particular offering suggestions pertinent to future developments in school practice and national policies.

Supervisor: Dr. Liam Murray; **External Examiner:** Dr Peppi Taalas, University of Jyväskylä, Finland; **Internal Examiner:** Dr Elaine Riordan.
Funding: Irish Research Council **Cluster:** New Language Learning Environments

3. **Yuying Liu (2015)** *Task-Based Language Teaching (TBLT) in Chinese Higher Education: EFL teachers' Perceptions.* Nunan (2003) suggests that TBLT emerges as a central concept from a study of curriculum guidelines and syllabi in the Asia-Pacific countries including Japan, Vietnam, China, Korea and Malaysia. The National English Curriculum standards (NECS) in mainland China, published in 2001, advocate the use of TBLT (MOE 2001, P.2). But TBLT has not been sufficiently researched to be proven empirically in classroom practice in foreign language learning (Carless, 2004; Zhang, 2005). Research on curriculum innovation and implementation suggests that 'one of the causes of the discrepancy between theory and classroom practice may be teacher attitudes' (Evdokia 1996, p. 187). Given the teacher's central role in how curricular elements are put into practice, there is a need for systematic investigation of teacher perceptions of TBLT. Few studies have investigated in-service teachers' response to this proposed language teaching method in the Chinese college English context. This research contributes to filing this gap in the literature by investigating EFL teachers' perceptions towards TBLT and assesses the current implementation of TBLT in Chinese colleges. The methodology is primarily qualitative and analysis is carried out via questionnaires and interviews. The finding in this study shows that there are opportunities for the implementation of TBLT in the Chinese context, though constraints that impede the implementation of TBLT are illustrated. Recommendations for the future development of TBLT in terms of practice and research in the Chinese context are provided. It is intended that the findings of this research will contribute towards helping teacher educators to provide appropriate support for this development.

Supervisors: Dr. Freda Mishan, Professor Angela Chambers; **External Examiner:** Dr. Ivor Timmis, Leeds-Beckett University, UK; **Internal Examiner:** Dr. Fiona Farr
Funding: China Government Scholarship. **Cluster:** New Language Learning Environments

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	Waad Aljohani (School of MLAL)	Corpora in English Language Teaching in Saudi Arabia: Current Status and Potential Integration.	Dr. Fiona Farr & Prof. Angela Chambers	Saudi Arabian Ministry of Higher Education 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	Una 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
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	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

Cluster	Name	Topic	Supervisor(s)	Funding
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 and (MLAL)	Centre for Next Generation Computing
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	Martin Mullen (School of MLAL)	Investigating Learner Perceptions of Smartphones as Tools of Language Learning.	Dr. Liam Murray & Dr. Freda Mishan	
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
Discourse, Society & Identity	Mazan 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
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 &	Vera Carvallho (School of	Self-Analysis Of Experienced TESOL Professionals - Corpus	Dr. Fiona Farr	CAPES Brazilian Ministry of

Cluster	Name	Topic	Supervisor(s)	Funding
Identity	MLAL)	Based Discourse Analysis Of Peer's And Group's Contributions.		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	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
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

ASSOCIATE PHD STUDENTS (EXTERNAL)

Cluster	Name	Topic	Supervisor(s)
Plurilingualism & Language Policy	Maimu Berezkhina (University of Oslo)	Physical and virtual linguistic landscapes – a comparison of two case studies in Northern Europe	Prof.Unn Røyneland (Oslo), Prof. Aneta Pavlenko (Temple University USA) & Prof. Helen Kelly-Holmes
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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- Pia Lane, Senior Researcher, Multiling Centre of Excellence for Research in Multilingualism across the Lifespan, University of Oslo, Norway.
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