

# AHSS Annual Postgraduate Research Conference

18th & 19th May 2023

#AHSSPGConf



UNIVERSITY OF  
**LIMERICK**  
OLLSCOIL LUIMNIGH

Arts, Humanities  
and Social Sciences

# AHSS POSTGRADUATE CONFERENCE 2023

## CONFERENCE PROGRAMME

<p><b>Thursday 18 May 2023</b> <b>9.00 – 9.30</b></p>	<p>Introduction and Welcome to the AHSS Postgraduate Conference</p> <p>Opening Address: Executive Dean, Dr. Sandra Joyce</p> <p>Dr. Christina Morin, Assistant Dean, Research and Dr. Niamh Lenahan, Research Co-ordinator</p>
<p><b>Panel 1</b>    <b>9.30-10.45am</b></p> <p><u>Parallel Session</u></p> <p><b>FG-042</b></p>	<p><b>9.30-9.45</b> <b>Mosleh Hasan Alluhaibi</b> – The Obligations of Saudi Arabia to Human Rights under International and Domestic Law; An analytical review. <b>Supervisors:</b> Dr. Gerard Coffey/Prof. Paul McCutcheon. <b>Affiliation:</b> University of Limerick</p> <p><b>9.45-10.00</b> <b>Cillian Blake</b>- Are the Legal Standards for the Permissible Use of Force by Gardaí Adequately Clear to Protect Society from Excessive Use?. <b>Supervisor:</b> Prof. Shane Kilcommins. <b>Affiliation:</b> University of Limerick.</p> <p><b>10.00-10.15</b> <b>Hira Fatima</b> – Definitions of Hate Crime. <b>Supervisor:</b> Prof. Jennifer Scheppe. <b>Affiliation:</b> University of Limerick</p> <p><b>10.15-10.30</b> <b>Amélie Gaillat</b> – Evolution of the Use of Informants in France, England and Ireland in the 1880s. <b>Supervisors:</b> Dr. Brian Hughes/Dr. Richard McMahon. <b>Affiliation:</b> Mary Immaculate College, Limerick</p> <p><b>10.30-10.45: Q&amp;A</b></p> <p><b>Chair: Yousra Drissi</b></p>
<p><b>Panel 2</b>    <b>9.30-10.45am</b></p> <p><u>Parallel Session</u></p> <p><b>FB-028</b></p>	<p><b>9.30-9.45</b> <b>Dove Wimbish</b> – An Áit is Faide An-Mhór: An Arts-Based Autoethnography of a Two Spirit Native American’s Fulbright Year in Ireland. <b>Supervisors:</b> Dr. Naoemi Nagy/Dr. Aoife Neary. <b>Affiliation:</b> University of South Florida/University of Limerick</p> <p><b>9.45-10.00</b> <b>Eimear Stewart</b>- Inclusion in the Irish Defence Force: A Feminist Perspective. <b>Supervisors:</b> Dr. Emma Dolan/Dr. Owen Worth. <b>Affiliation:</b> University of Limerick.</p> <p><b>10.00-10.15</b> <b>Sujood Momani</b>- I Would Rather be Eroticized than be Seen as a Threat. <b>Supervisors:</b> Dr. James Carr/Prof. Eoin Devereux. <b>Affiliation:</b> University of Limerick</p> <p><b>10.15-10.30</b> <b>Zohra Seghiri</b> – Investigating the Practices and Perspectives of University ELT Teachers from the Muslim Faith in Algeria. <b>Supervisors:</b> Dr. Nick Wilson/Dr. Angela Farrell. <b>Affiliation:</b> University of Limerick</p> <p><b>10.30-10.45: Q&amp;A</b></p> <p><b>Chair: Sandrine Ndahiro</b></p>
<p><b>10.45 - 11.00</b></p>	<p><b>Coffee Break &amp; Viewing of Posters, Ground Floor, Foundation Building</b></p>

Thursday 18 May 2023	Conference Programme
<p><b>Panel 3</b> 11.00-12.15pm</p> <p><a href="#">Parallel Session</a></p> <p>Room FG-042</p>	<p><b>11.00-11.15</b>  <b>Hadjer Bensadek</b> – The Psychology Behind the Names: Exploring the Notion of the Nameless Victims and the Named Abuser in Anna Burns’s Milkman. <b>Supervisors:</b> Dr. Jack Fennell/Dr. Christina Morin. <b>Affiliation:</b> University of Limerick</p> <p><b>11.15-11.30</b>  <b>Clodagh Guerin</b> – ‘My mother was my home. She was my country’ Refugee Motherhood in <i>The Girl Who Smiled Beads</i> by Clemantine Wamariya. <b>Supervisor:</b> Dr. Yianna Liatsos. <b>Affiliation:</b> University of Limerick</p> <p><b>11.30-11.45</b>  <b>Daniah Khayat</b>– The Family Crisis in Black Crime Fiction. <b>Supervisors:</b> Dr. Yianna Liatsos/Dr. Sinead McDermott. <b>Affiliation:</b> University of Limerick.</p> <p><b>11.45-12.00</b>  <b>Keith Ó’Riain</b> – ‘Mo Cheannaí Fionn’ An Aisling Poem by Éadbhard de Nógla. <b>Supervisor:</b> An Dr. Breandán Ó Cróinín. <b>Affiliation:</b> Mary Immaculate College, Limerick.</p> <p><b>12.00-12.15: Q&amp;A</b></p> <p><b>Chair: Gail Flanagan</b></p>
<p><b>Panel 4</b> 11.00-12.15pm</p> <p><a href="#">Parallel Session</a></p> <p>Room FB-028</p>	<p><b>11.00-11.15</b>  <b>Danielle O’Sullivan</b> – ‘Most people go through their whole lives without ever really feeling that close with someone’: Intimacy in Sally Rooney’s Writing. <b>Supervisor: Dr. Deirdre Flynn.</b> <b>Affiliation:</b> Mary Immaculate College, Limerick</p> <p><b>11.15-11.30</b>  <b>Salma Bouacha</b> – The Migration of the Thousand and One Nights: Scheherazade and the Question of Female Authorship in John Barth’s ‘Dunyazadiad’ and Güneli Gün’s On the Road to Baghdad: A Picaresque Novel of Magical Adventures, Begged, Borrowed and Stolen from The One Thousand and One Nights. <b>Supervisors:</b> Prof. Gisela Holfter/Dr. Marieke Krajenbrink. <b>Affiliation:</b> University of Limerick</p> <p><b>11.30-11.45</b>  <b>Annie Brown</b>– Hexing the Patriarchy: the witch as a feminist symbol in Emma Donoghue’s <i>Kissing the Witch</i> (2000). <b>Supervisors:</b> Dr. David Clare/Dr. Fiona McDonagh. <b>Affiliation:</b> Mary Immaculate College, Limerick.</p> <p><b>11.45-12.00</b>  <b>Roufaida Mina</b> – The Black Woman’s Quest in Toni Morrison’s Fiction: The Failure of the Black Self in <i>Sula</i>. <b>Supervisors:</b> Dr. Sinead McDermott/Dr. Niamh Hehir. <b>Affiliation:</b> University of Limerick</p> <p><b>12.00-12.15: Q&amp;A</b></p> <p><b>Chair: Aoife Munroe</b></p>

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<p><b>Panel 5</b>    <b>12.15-1.15pm</b></p> <p><u>Parallel Session</u></p> <p><b>Room FG-042</b></p>	<p><b>12.15-12.30</b>  <b>Robyn Cunneen</b>– A corpus-based critical discourse analysis of language ideologies in parliamentary debates about the recognition of Irish Sign Language. <b>Supervisors:</b> Dr. Maria Rieder/Dr. Andrew Shorten/Dr. John Bosco Conama. <b>Affiliation:</b> University of Limerick/Trinity College, Dublin.</p> <p><b>12.30-12.45</b>  <b>Sarah Gibbons</b> – In Higher Education, are the teaching and learning expectations between first year undergraduate students and academic teaching staff aligned? An integrative literature review. <b>Supervisors:</b> Prof. Fiona Farr/Prof. Ross Anderson. <b>Affiliation:</b> University of Limerick</p> <p><b>12.45-1.00</b>  <b>Gail Flanagan</b> – Business discourse in the Irish technology sector: a corpus-based investigation of spoken language in International Virtual Teams (IVTs). <b>Supervisor:</b> Prof. Fiona Farr. <b>Affiliation:</b> University of Limerick</p> <p><b>1.00-1.15 Q&amp;A</b></p> <p><b>Chair: Keith Ó’Riain</b></p>
<p><b>Panel 6</b>    <b>12.15-1.30pm</b></p> <p><u>Parallel Session</u></p> <p><b>Room FB-028</b></p>	<p><b>12.15-12.30</b>  <b>Khaoula Daoudi</b> – From Theory to Practice: Training Teachers in Corpus Linguistics for Classroom Applications. <b>Supervisors:</b> Dr. Catherine Martin/Prof. Angela Chambers. <b>Affiliation:</b> University of Limerick.</p> <p><b>12.30-12.45</b>  <b>Dounia Djebbar</b> – ‘Can we speak only through the master’s voice or speak only as a domesticated other?’ Understanding the place of NS English accents as they relate to NNESS’ Identities. <b>Supervisor:</b> Prof. Helen Kelly-Holmes. <b>Affiliation:</b> University of Limerick.</p> <p><b>12.45-1.00</b>  <b>Yousra Drissi</b> – Investigating Multilingual Teacher Identity Perceptions in the Algerian Context: The Case of University Language Teachers. <b>Supervisors:</b> Dr. Bróna Murphy/Dr. Nick Wilson. <b>Affiliation:</b> University of Limerick</p> <p><b>1.00-1.15</b>  <b>Nadia Youcefi</b> – Algerian Teachers’ Beliefs on Academic Reading Instruction. <b>Supervisor:</b> Dr.Bróna Murphy. <b>Affiliation:</b> University of Limerick.</p> <p><b>1.15-1.30: Q&amp;A</b></p> <p><b>Chair: Zohra Seghiri</b></p>
<p><b>1.30-2.30</b></p>	<p><b>Lunch &amp; Viewing of Posters, Ground Floor, Foundation Building</b></p>

Thursday 18 May 2023	Conference Programme
<p>Panel 7      2.30-3.45pm</p> <p>Room FG-042</p>	<p><b>2.30-2.45</b>  <b>Aoife Munroe</b> – Autism and Girls: A Closer Look at the Internal Presentation of Autism.  <b>Supervisors:</b> Dr. Laura Ambrose/Dr. Michelle Dunleavy. <b>Affiliation:</b> Mary Immaculate College, Limerick</p> <p><b>2.45-3.00</b>  <b>Imane Daca</b> – Enhancing Pragmatic Competence through the Use of Formulaic Language.  <b>Supervisors:</b> Dr. Elaine Vaughan/Prof. Ivor Timmis. <b>Affiliation:</b> University of Limerick.</p> <p><b>3.00-3.15</b>  <b>Niamh Donnellan</b> – Discovering the Intrinsic Intelligence in Children and Nature Through Forest School Pedagogy. <b>Supervisor:</b> Dr. Eoin Flannery. <b>Affiliation:</b> Mary Immaculate College, Limerick.</p> <p><b>3.15-3.30</b>  <b>Vanessa Murray</b>– Missing Children: Social stratification amongst young people who did not return to formal education following Covid-19 school closures. <b>Supervisor:</b> Prof. Ross MacMillan. <b>Affiliation:</b> University of Limerick.</p> <p><b>3.30-3.45: Q&amp;A</b></p> <p><b>Chair: Sarah Gibbons</b></p>
<p><b>3.45-4.00</b></p>	<p><b>Coffee Break</b></p>
<p>Panel 8      4.00-5.00pm</p> <p>Room FG-042</p>	<p><b>4.00-4.15</b>  <b>Helen Lowe</b> – Exploring the Everyday Emotions and Experiences of Classism and Bias in Irish Education. A thematic analysis of Irish Twitter conversations on class and education between 2018 and 2022. <b>Supervisor:</b> Dr. Sandra Ryan. <b>Affiliation:</b> Mary Immaculate College, Limerick.</p> <p><b>4.15-4.30</b>  <b>Sabrina Bouhamed</b> – Investigating the impact of using TED Talks and TBLT on EFL Algerian university students’ speaking accuracy. <b>Supervisors:</b> Prof. Liam Murray/Dr. Martin Mullen. <b>Affiliation:</b> University of Limerick</p> <p><b>4.30-4.45</b>  <b>Souad Bailich</b>- ICC in Online Milieu: Integrating Social Media for Developing EFL Learners’ Intercultural Communicative Competence. <b>Supervisors:</b> Prof. Liam Murray/Dr. Marta Giralt. <b>Affiliation:</b> University of Limerick.</p> <p><b>4.45-5.00: Q&amp;A</b></p> <p><b>Chair: Daniah Khayat</b></p>
<p>5.00 pm</p>	<p><b>End of Day One of AHSS Annual Postgraduate Conference 2023</b></p>

Friday 19 May 2023		Day 2 AHSS Annual Postgraduate Research Conference 2023
<b>Panel 1</b> <b>9.30-11.00am</b>  <u>Parallel Session</u>  <b>FG-042</b>	<b>9.30-9.45</b> <b>Phoebe Brown</b> - The potential for perceptible process: an exploration of the interconnections between differential equations and contemporary dance choreography. <b>Supervisors:</b> Dr. Jenny Roche/Dr. Grant McClay. <b>Affiliation:</b> University of Limerick  <b>9.45-10.00</b> <b>Teresa O'Donnell</b> - Catholic Liturgical music practices of Polish and Filipino migrants in Ireland. <b>Supervisors:</b> Dr. Trish Kiernan/Dr. Ailbhe Kenny. <b>Affiliation:</b> Mary Immaculate College, Limerick.  <b>10.00-10.15</b> <b>Tracey Conroy</b> - The Silent Revolution: An analysis of transformative learning through the creative and performing arts. <b>Supervisors:</b> Dr. Geraldine Maughan/Dr. Geraldine McDermott. <b>Affiliation:</b> Technological University of the Shannon, Limerick  <b>10.15-10.30</b> <b>Ciara Coughlan</b> – Beauty and Spa Education/Underrepresented in Tertiary Education Leading to lack of Recognition. <b>Supervisor:</b> Dr. Catriona Murphy. <b>Affiliation:</b> Technological University of the Shannon, Limerick.  <b>10.30.-10.45</b> <b>Kevin Dwane</b> – Language as a trigger for depression. <b>Supervisors:</b> Dr. Marie Walshe/Michael Kiely. <b>Affiliation</b> – Technological University of the Shannon, Limerick.  <b>10.45.-11.00: Q&amp;A</b>  <b>Chair: Hadjer Bensadek</b>	
<b>Panel 2</b> <b>9.30-10.45am</b>  <u>Parallel Session</u>  <b>FB-028</b>	<b>9.30-9.45</b> <b>Hadjer Hammadi</b> – Investigating Intercultural Communication in the Algerian Energy Sector Workplace. <b>Supervisors:</b> Prof. Gisela Holfter/Dr. Angela Farrell. <b>Affiliation:</b> University of Limerick  <b>9.45-10.00</b> <b>Nour El Houda Lahiouel</b> - What cultural dimensions tell us about EFL attitude towards inclusive education in Algeria. <b>Supervisors:</b> Prof. Mairead Moriarty/Dr. Sadhbh O'Dwyer. <b>Affiliation:</b> University of Limerick.  <b>10.00-10.15</b> <b>Kamilia Mebarki</b> - Investigating Intercultural Competence in the Algerian Secondary School EFL Textbook 'New Prospects'. <b>Supervisors:</b> Dr. Bróna Murphy/Dr. Freda Mishan. <b>Affiliation:</b> University of Limerick  <b>10.15-10.30</b> <b>Affaf Benmesli</b> – Evaluating Pragmatic Contents in ELT textbooks: a comparison between Algerian middle school textbooks and Touchstone series. <b>Supervisor:</b> Dr. Elaine Vaughan/Prof. Michael McCarthy. <b>Affiliation:</b> University of Limerick .  <b>10.30-10.45</b> <b>Muhammad Irfan</b> - Assessing the Impact of Artificial Intelligence on Teaching and Learning in the Faculty of Arts and Humanities at the University of Limerick: A Study of the Social Sciences. <b>Supervisors:</b> Dr. Henry Silke/Dr. Elaine Vaughan. <b>Affiliation:</b> University of Limerick.  <b>10.45-11.00: Q&amp;A</b>  <b>Chair: Dove Wimbish</b>	
<b>10.45 - 11.15</b>	<b>Coffee Break &amp; viewing of posters, Ground Floor, Foundation Building</b>	

Friday 19 May 2023		Day 2 AHSS Annual Postgraduate Research Conference 2023	
<b>Panel 3</b> 11.15-12.15pm <u>Parallel Session</u> Room FG-042	<b>11.15-11.30</b> <b>Sandrine Ndahiro</b> – Bearing Witness to climate impact in African Literature using Wangari Maathai’s Unbowed: A Memoir. <b>Supervisor:</b> Dr. Yianna Liatsos. <b>Affiliation:</b> University of Limerick  <b>11.30-11.45</b> <b>Emma Gleeson</b> – Climate Change Education (CCE) in Ireland’s education system. <b>Supervisors:</b> Dr. John Morrissey/Dr. Angela Canny. <b>Affiliation:</b> Mary Immaculate College, Limerick  <b>11.45-12.00</b> <b>Conor Fitzgerald</b> – Expectations of Subordinate Masculinities: The Conforming to and Resistance of Stereotypes in The InTouchables. <b>Supervisor:</b> Dr. Deirdre Flynn. <b>Affiliation:</b> Mary Immaculate College, Limerick.  <b>12.00-12.15: Q&amp;A</b>  <b>Chair:</b> Eka Astuti		
<b>Panel 4</b> 11.15-12.15pm <u>Parallel Session</u> Room FB-028	<b>11.15-11.30</b> <b>Frank Fitzgerald</b> – Plus ça change? The Reorganisation of Government Departments. <b>Supervisors:</b> Dr. Conor Little/Dr. Bernadette Connaughton. <b>Affiliation:</b> University of Limerick  <b>11.30-11.45</b> <b>Alaeddine Boutamine</b> – The Emerald Isle in a New Age of Words: A Critical Analysis of the Official Parliamentary Discourse of the Fine Gael Government on Undocumented Non-EU Immigration in the Era of Trump and Brexit. <b>Supervisors:</b> Prof. Amanda Haynes/Dr. Elaine Vaughan. <b>Affiliation:</b> University of Limerick  <b>11.45-12.00</b> <b>Zina Hadjadj</b> – Mass Education and Socio-Political Identity in a Globalized Society. <b>Supervisors:</b> Dr. Brendan Halpin/Prof. Ross MacMillan. <b>Affiliation:</b> University of Limerick.  <b>12.00-12.15: Q&amp;A</b>  <b>Chair:</b> Carmel McKenna		
12.15pm	End of AHSS Annual Postgraduate Conference 2023		

**A special word of thanks to the ADR, Dr. Christina Morin, Claire Moroney, Katie McAuliffe and Ciara Murray for their help, advice and assistance with the organization of the AHSS Annual Postgraduate Conference 2023.**

*Dr. Niamh Lenahan*  
*May 2023*

## POSTER PRESENTATIONS

POSTER #	Student	Affiliation	Title
POSTER 1 PAGE 15	Eka Zuni Lusi Astuti	University of Limerick	Exploring the Resistance of the Coastal Farmer Union (PPLP) in the Context of the Mining Plan Conflict in Kulon Progo, Indonesia
POSTER 2 PAGE 17	Rachel Beck	University of Limerick	Discovering History Through Comics
POSTER 3 PAGE 18	Ilhem Bellal	University of Limerick	Resistance to Racial Injustice in Realistic African American Young Adult Literature
POSTER 4 PAGE 28	Aicha Daoudi	University of Limerick	A Witch Full of Tricks: The Female Trickster Archetype as Manifested in Witches in Postmodern American Fantasy Drama Series.
POSTER 5 PAGE 39	Ikram Housni	University of Limerick	Examining the Social, Psychological, and Academic Adjustment of Algerian PhD students in the UK and the Republic of Ireland
POSTER 6 PAGE 41	Ikram Khansal	University of Limerick	Investigating the Use of Kahoot! as an Alternative for Traditional Homework Methods Used by Middle School EFL Teachers in Algeria
POSTER 7 PAGE 44	Agata Lynch	University of Limerick	Data Analysis of the Effects of the Sophia Workshop on the Opinions About Physics Based on the Feedback Given by Secondary School Girls
POSTER 8 PAGE 46	Sarah Messous	University of Limerick	EFL Students' Engagement in an Online English Language Teaching and Learning context. The Private Sector, Algeria.
POSTER 9 PAGE 47	Ikram Metalsi	University of Limerick	Implementing an English Medium of Instruction Policy in Algerian Higher Education: A study of teachers' attitudes, agency, and professional identity.



## POSTER PRESENTATIONS

POSTER #	Student	Affiliation	Title
POSTER 10 PAGE 51	Memoona Nadir	University of Limerick	The Political Representation of Muslims in Northern and Western European Countries
POSTER 11 PAGE 53	Blaithin O'Shea	University of Limerick	Addressing the Over-representation of Persons with Intellectual Disabilities in Irish Prisons through 'Prison as a Last Resort'
POSTER 12 PAGE 54	Roumaissa Nora Sayoud	University of Limerick	Legitimizing a "humanitarian" military intervention: a critical discourse analysis of the political discourse of David Cameron (the 2011 Libyan Arab Spring rebellion as a case study)
POSTER 13 PAGE 59	Ridha Rashed Alanazi	Mary Immaculate College, Limerick	Exploring Using Formulaic Language by Saudi EFL Students – A Corpus-Based Study
POSTER 14 PAGE 64	Caoimhe Power Gallagher	Mary Immaculate College, Limerick	"Ní neart go cur le chéile" A Corpus-Assisted, Comparative Discourse Analysis of the National Addresses of Deputy Leo Varadkar and Deputy Micheál Martin during the COVID-19 Pandemic, 2020-2022.
POSTER 15 PAGE 65	Sarah Gallagher	Mary Immaculate College, Limerick	Leadership for Inclusive Education in Irish Primary Schools: An Exploration of the Role of the SENCO.
POSTER 16 PAGE 67	Cora Howe	Mary Immaculate College, Limerick	An Exploration of an Individualised Self-Regulation Programme using the Stress, Self-Regulation and Communication Framework (SSC) for Autistic Children
POSTER 17 PAGE 70	Aoife Munroe	Mary Immaculate College, Limerick	Conducting Research with Autistic Girls: Looking at Ethics through the Lens of Inclusive Practices for Neurodevelopmental Research
POSTER 18 PAGE 74	Emma O'Sullivan	Mary Immaculate College, Limerick	An exploration of the well-being of leaders for inclusion, including Special Education Needs Co-ordinators (SENCOs) and Principals, in Irish primary schools.

## POSTER PRESENTATIONS

POSTER #	Student	Affiliation	Title
POSTER 19  PAGE 75	Amy Bradley	Technological University of the Shannon, Limerick	Unconscious Care?: A mixed method investigation into unconscious bias and its implications for the field of Social Care in Ireland
POSTER 20 PAGE 76	Emma Carroll	Technological University of the Shannon, Limerick	Exploring perception challenges of events during turbulent times
POSTER 21  PAGE 78	Michaela Cooley	Technological University of the Shannon, Limerick	Apart in Life but Together in Death: A Content and Thematic Analysis of a Pro-Suicide Website
POSTER 22  PAGE 81	Jackie Kearney	Technological University of the Shannon, Limerick	An Exploration Into The Navigation Of A New Professional Title As A Social Care Worker In Irish Practice.
POSTER 23  PAGE 82	Aoife Ryan	Technological University of the Shannon	An exploration of relational safety within therapeutic relationships – With a focus on therapists working with gender diverse/transgender (TGD) adolescents.

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## Paper Title: The Obligations of Saudi Arabia to Human Rights under International and Domestic Law; An analytical review.

### ABSTRACT:

The Universal Declaration of Human Rights (UDHR) is generally considered the foundation of international human rights law. Since its endorsement in 1948, the UDHR has led to the creation of a substantial body of numerous international human rights conventions, treaties, and principles.<sup>1</sup> The 1948 UDHR continues to inspire the United Nations community to address various injustices in societies suffering repression, in moments of conflict, and in the world's overall efforts towards gaining global enjoyment of different guaranteed human rights. Saudi Arabia has ratified significant international and regional treaties, such as the Universal Declaration of Human Rights (UDHR), the Convention against Torture (CAT), the Universal Islamic Declaration of Human Rights (UIDHR) 1981, the Cairo Declaration on Human Rights in Islam (CDHRI) 1990, and the Arab Charter of Human Rights (ACHR) 2008. The purpose of this article is to examine how Saudi Arabia has been obligated to human rights under international law and domestic law, including the Saudi Basic Law of Governance and domestic institutions relating to human rights protection. It is an analytical review based on secondary data such as articles, books, and international and national law reports.

**Keywords:** Saudi Arabia; human rights; international law

## Poster Title: Exploring the Resistance of the Coastal Farmer Union (PPLP) in the Context of the Mining Plan Conflict in Kulon Progo, Indonesia

### ABSTRACT:

Political opportunity encouraged the emergence of peasant movements worldwide (Lindberg 1995; Kowalchuk 2003; Anugrah 2015; Kowalchuk 2016; Diepart, Ngin, and Oeur 2019). In 2006, the government socialized the sand iron mining plan to the coastal community in Kulon Progo, Yogyakarta, Indonesia. Coastal farmers refused the mining plan because mining would deprive coastal land as their source of livelihood and harm the coastal environment. In 2007, the coastal farmers established a Coastal Farmer Union named *Perhimpunan Petani Lahan Pantai* (PPLP). They conducted open resistance through demonstrations, protests, boycotted government programs, and excluded those who supported the mining plan. In 2014, the government postponed the mining plan indefinitely. However, the PPLP continues its resistance to date even there is no political opportunity as a social movement's momentum. They think that the government potentially deprives the coastal land for economic development programs. The PPLP resistance is a reaction to accumulation by dispossession developed by the state, monarch, and public sector. The phenomenon reflects the fifth premise of accumulation by dispossession theory by Harvey (2003), which encourages struggles. Therefore, the research questions are: 1) Why has the PPLP maintained its resistance despite the postponement of the mining plan? 2) How has the PPLP sustained its resistance? The research will use qualitative methods through a single explanatory case study approach that uses semi-structured interviews, naturalistic observation, and document analysis. The research will be conducted in Kulon Progo with PPLP as the unit analysis. Accordingly, the poster will portray rationale, research questions, proposed methods, and contributions.

**Keywords:** mining plan conflict, farmer resistance, accumulation by dispossession.

STUDENT: SOUAD BAILICH, UNIVERSITY OF LIMERICK

SUPERVISORS: PROF. LIAM MURRAY/DR. MARTA GIRALT

## Paper Title: ICC in Online Milieu: Integrating Social Media for Developing EFL Learners' Intercultural Communicative Competence

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### ABSTRACT:

With the rise of competency-based approaches and language proficiency movement, the focus of language pedagogy has been shifted towards developing the learners' ability to communicate effectively in the target language (Lee, 2022). This movement reinforces a more integrated model of intercultural communicative competence (ICC) into the field of Second/Foreign language learning (Byram and Golubeva, 2020; Fantini, 2019). However, developing ICC competencies is not an easy task, therefore, the potential of social media has been suggested as a tool for developing such competencies (Borau et al., 2009; Murray and Giralt, 2021). This paper aims to examine the pedagogical potential and challenges of social media, Facebook in particular, as a tool for developing EFL learners' ICC. In early 2022, research was conducted with 3rd year EFL students at an Algerian university. They participated in a course of study related to ICC with follow-up interviews as well. Analysis of this elicited data indicates that Facebook carries high potential in creating a new and effective language learning environment beyond the classroom. An unexpected challenge in employing Facebook in our context appeared when students reported that this social medium was "distractive" in class. Our conclusions will explore the notion that a better 'fit for purpose' (Chappelle, 2001) for Facebook may well reside in a beyond the classroom milieu (Reinders et al., 2022). Finally, evidence will be presented of increased student motivation in enhancing intercultural learning and their own ICC development.



STUDENT: RACHEL BECK, UNIVERSITY OF LIMERICK

SUPERVISOR: DR. KAROL MULLANEY-DIGNAM

## Poster Title: Discovering History Through Comics

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### ABSTRACT:

Public historians are always looking for innovative ways to involve a variety of publics in the production and interpretation of history. They have utilised forms such as online exhibitions, plays, history harvests, and Facebook groups to involve non-academics in the historiographical process. However, there is one medium which has been overlooked by public historians: comics. Comics in their modern format have existed since the early twentieth century, and have recently begun to be recognised as a highly sophisticated art form. However, public history has been slow to take advantage of their potential. This poster will detail the development and findings of a recent pilot survey which aimed to discern if non-academic publics enjoy learning historical information through the comic medium, as part of a wider project to introduce comics into the public historian's toolbox. The survey linked to a hand-drawn comic detailing an 1866 spat at the Harbour Board between Richard Russell, a local businessman, and Peter Tait, the mayor at the time. The poster will discuss the process of making this comic, the process of creating surveys for two distinct publics, the different ways in which each was advertised, the results of the surveys, and what this means for the use of comics in public history. Additionally, it will display the different reactions to a history-based comic from the two publics surveyed – the first being Irish people with some interest in history and no specialist knowledge of comics, and the second being international users of a webcomic-hosting site.

STUDENT: ILHEM BELLAL, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. YIANNA LIATSOS/DR. SINEAD MCDERMOTT

## Poster Title: Resistance to Racial Injustice in Realistic African American Young Adult Literature"

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### ABSTRACT:

The poster elaborates on racial injustice in American society in the 21st century, as well as the literary response of African American authors of young adult literature in the Black Lives Matter movement to provide an overview of my Ph.D. project. The purpose of the current study is to investigate how realistic young adult literary works attempt to configure safe spaces for young African American characters to face institutionalized racism in potentially creative ways. The need for this study is highlighted by the growing body of literature that addresses issues of institutional racism, including among others police brutality, racial microaggressions, and mass incarceration. Besides, despite the popularity of young adult fiction, and its acquisition of literary merit, research studies in this field remain limited. The analyzed texts in this project are as follows: Angie Thomas's *The Hate U Give* (2017), Nic Stone's *Dear Martin* (2017), and Brittney Morris's *Slay* (2019). A close reading analysis is the used method to analyze these literary texts, focusing on how, when they get exposed to racial injustice, they seek to create safe spaces to tell the story from their own perspective, reaffirm their humanity, and become agents of social change. In that regard, counterstorytelling is also an important tenet of the analysis. The poster will explore the mentioned elements, feature quotes from the novels, and provide further details on results, to offer an opportunity for discussion with other researchers.

STUDENT: AFFAF BENMESLI, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. ELAINE VAUGHAN/PROF. MICHAEL MCCARTHY

## Paper Title: Evaluating Pragmatic Contents in ELT textbooks: a comparison between Algerian middle school textbooks and Touchstone series

### ABSTRACT:

Pragmatic competence has recently become a key component of language teaching. One of the areas of pragmatics that has received much attention is the speech act theory which is concerned with the relationship between utterances and the functions they perform (Taguchi 2015). Indeed, performing speech acts requires awareness of the differences that exist between L1 and the target language and culture (Kasper and Rose 2002). One way to teach pragmatics is through ELT textbooks which are considered as a rich source of input and the backbone for language learning and teaching (Vellenga 2004). However, these have been criticised for offering inadequate opportunities for learning authentic language (Bardovi-Harling 2001). Through this study, therefore, I aim at analysing, evaluating and comparing between pragmatic contents found in two four-level sets of ELT textbooks intended for beginner and intermediate levels: Algerian middle school EFL textbooks and Touchstone textbook series. The content analysis focuses on how speech acts, mainly requests and refusals, are treated on both pragmalinguistic level, i.e., linguistic strategies used to perform them and sociopragmatic level which is concerned with the rules and contextual information on how to perform them. In addition, the study uses semi-structured interviews with Algerian middle school EFL teachers to investigate their perceptions about the textbooks' contents and with the textbooks' developers to explore the process of developing them. Yielded results from this study will contribute to an understanding of how pragmatics is covered in ELT contexts as they will be useful for developing ELT textbooks in the future.

## Paper Title: The Psychology Behind the Names: Exploring the Notion of the Nameless Victims and the Named Abuser in Anna Burns's Milkman.

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### ABSTRACT:

This conference paper focuses on the notion of the nameless and named characters in Anna Burns's novel *Milkman* as part of a larger PhD research that addresses the representation of abuse and mental disorders in Irish Post-Troubles literature. *Milkman*, the winner of the 2018 Booker Prize and the 2019 Orwell Prize for political fiction, is a psychological novel that follows the stream of thoughts of an unnamed girl in an unnamed city as she goes back in time where she was emotionally abused, harassed, and stalked by an older man called Milkman. The orderless story represents a manifestation of emotional and social abuse that leaves the victim confused and lacking in terms of individuality and freedom. The abuser is the only character that goes by a name, and this is key to the psychoanalysis of the novel. As the reader goes on this journey in middle sister's mind, he experiences the world not as it is, but as an abused person experiences it. The choice of names, the language, the dysfunctional society are all means by which Anna Burns sheds the light on the mental hardships individuals endure during war and after being subject to abuse. The novel shows no indication of the historical background it is associated with. However, Anna Burns confirmed that it is a depiction of Belfast during The Troubles. This opens the door for a larger scope of interpretations in relation to the human experience of war and abuse in general.

**Keywords:** Milkman, Anna Burns, Psychological Novel, Abuse, Mental disorders.

STUDENT: CILLIAN BLAKE, UNIVERSITY OF LIMERICK

SUPERVISOR: PROF. SHANE KILCOMMINS

## Paper Title: Are the Legal Standards for the Permissible Use of Force by Gardaí Adequately Clear to Protect Society from Excessive Use?

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### ABSTRACT:

The use of force by Gardaí on a citizen is one of the most primitive methods to achieve compliance with the law. For this reason, its use must be strictly proscribed. The use of force cuts to the very core of human dignity and its misuse is a serious breach of the fundamental nature of human rights. Furthermore, force by a police service on the citizens of a State has the potential to erode public confidence in the ability of the police to protect society. The use of force in policing is receiving significant international attention to the extent that the use of force by the police has been described by many as police violence. It is for this reason that the rules that regulate the use of force by the police must be clear to all in society so both Gardaí and society understand their permissible boundaries. Moreover, the rules regulating police use of force stretch beyond the domestic sphere and into international human rights law. The paper will consider the obligations of policing in society and the boundaries on the force that can be used in meeting those obligations.

STUDENT: SALMA BOUACHA, UNIVERSITY OF LIMERICK

SUPERVISORS: PROF. GISELA HOLFTER/DR. MARIEKE KRAJENBRINK

## Paper Title: The Migration of The Thousand and One Nights: Scheherazade and the Question of Female Authorship in John Barth's "Dunyazadiad" and Güneli Gün's On the Road to Baghdad: A Picaresque Novel of Magical Adventures, Begged, Borrowed and Stolen from The Thousand and One Nights

### ABSTRACT:

The anonymous tales of The Thousand and One Nights (eighth century), also known as The Arabian Nights, have been well received in the West since Antoine Galland's French translation of the work in 1704. As a result of his translation, this Oriental work has been subject to transatlantic travels and has received a special elucidation in American literary fiction. Evidence of this reception and influence can particularly be found in the works of the postmodernist American authors John Barth and Güneli Gün, namely in "Dunyazadiad" (1972) and On the Road to Baghdad (1991) respectively. While Barth's novella, with regard to its innovative retelling of Scheherazade and Dunyazadiad's fate, arguably solidifies the patriarchal supremacy as well as Orient-Occident binarism through denying Scheherazade's authority over the narrative, the Turkish-American author Gün aims at the dissolution of these dichotomies through retrieving the authority of Scheherazade over the tales. A comparison of how both authors, in migrating the tales of The Arabian Nights to the USA, rework the central role of Scheherazade sheds interesting light on the reasons behind retrieving the female voice in Gün's novel. Therefore, this paper suggests analysing Gün's work from a feminist-transnational intertextual perspective, taking Gérard Genette's transtextuality as a theoretical framework.

STUDENT: SABRINE BOUHAMED, UNIVERSITY OF LIMERICK

SUPERVISORS: PROF. LIAM MURRAY/MARTIN MULLEN

## Paper Title: Investigating the impact of using TED Talks and TBLT on EFL Algerian university students' speaking accuracy.

### ABSTRACT:

In the contemporary world, the integration of technology and information communication technology (ICT) tools has become a key factor for successful education all over the globe. According to UNESCO, ICTs "have great potential for knowledge dissemination, effective learning and the development of more efficient education services" (Semenov 2005, p.4). In language classrooms, ICT tools offer an authentic source of language, but in order for their integration to succeed, decisions must be made as to which ICT tools to use for what skills, as well as which favourite activities to plan, and what problems might arise. Despite their global growth and impressive efforts towards their integration, ICT tools are still at an inception stage in the Algerian educational context (Berbar and Ait Hamouda 2018). Therefore, this study aims to integrate the ICT tool of TED Talks and Task-Based Language Teaching (TBLT) in the language classroom and investigate their impact on EFL Algerian university learners' accuracy in speaking English. This research is action research in terms that the researcher has an insider role in the study context where a case study is conducted to provide an in-depth understanding of the impact of TED talks and TBLT on EFL Algerian university learners' accuracy in speaking English. This presentation will outline the structure of the research project, and report on the data and findings thus far. Firstly, the presentation will illustrate the methodologies used including quantitative and qualitative research methods and data collection to achieve the research goals. Then, the presentation will include some information about the written and spoken data collected during three different stages of the research, followed by an introduction of some preliminary findings. The presentation will close by considering some possible conclusions and recommendations from this study.

### References

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Semenov, A. (2005) Information and communication technologies in schools: a handbook for teachers, UNESCO.

## Paper Title: The Emerald Isle in a New Age of Words: A Critical Analysis of the Official Parliamentary Discourse of the Fine Gael Government on Undocumented Non-EU Immigration in the Era of Trump and Brexit

### ABSTRACT:

During the late 2010s, the landscape of political discourse in the US and across several European countries seemed to be undergoing significant changes. Parties and politicians on the right of the political spectrum, even the far right in certain instances, scored significant political achievements. Trump was elected president in the US, the efforts of UKIP's Nigel Farage paid dividends with the Brexit victory, and Marine Le Pen came really close to winning the French presidency. A wave of right-wing populism appeared to be in full swing with a kind of discourse that was unconventional and deeply controversial, particularly when it comes to migrants and ethnic minorities. While the rise of right-wing populist discourse antagonising migrants has been researched in different countries, the present research aims to examine the discourse of the Fine Gael government in Ireland on undocumented non-EU immigration from 2016 to 2020, as anti-immigration sentiments appeared to be on the rise globally. Relying on some of the theories of the dialectical relational model proposed by Norman Fairclough and drawing on the work of MAK Halliday with regard to the multifunctionality of language and systemic functional linguistics, this research uses the data analysis software NVivo to examine 13 parliamentary texts by Fine Gael leaders Enda Kenny and Leo Varadkar on undocumented non-EU immigration from 2016 to 2020. The research concludes, among other things, that while the Irish government's discourse on immigration is not xenophobic or explicitly vulgar, it can, by no means, be described as pro-immigration.



STUDENT: PHOEBE BROWN, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. JENNY ROCHE/DR. GRANT MCCLAY

Paper Title: The potential for perceptible process: an exploration of the interconnections between differential equations and contemporary dance choreography.

ABSTRACT:

My research uses maths to create choreography in a way that is visible to the audience. Maths and dance bring together this notion of choreography being more than the sum of its parts whilst simultaneously capturing the process of creation. I am in my final year of an Arts Practice PhD which investigates the ways maths engages with contemporary dance practice to create process performance. Process performance is one in which the process is identifiable in the final performance. I have devised the term Visible Process in which the process is visible in the performance but not identical to it. The process of transforming a mathematic score for my most recent PhD performance, Visible Chaos (2021) involved computer programming, excel spreadsheets, complex spatial patterns and linking numbers to body parts. My second PhD performance Directions of Chaos happening late March 2023 develops further on Visible Chaos by building layers of numbers, instructions and space to both embody the nature of a chaos system whilst exploring the concept of bodies as machines. The aim of my research is to contribute to existing methods and processes of creating choreography by using complex maths to choreograph but to also make these processes and methods more accessible to non-mathematicians. In this paper I will present and explain my methods and findings for working interdisciplinarily with maths and dance.

Paper Title: A corpus-based critical discourse analysis of language ideologies in parliamentary debates about the recognition of Irish Sign Language

ABSTRACT:

ISL (Irish Sign Language) is used by approximately 40,000 people in Ireland, 5,000 of whom are deaf (Irish Deaf Society, 2023). ISL is recognised by the ISL Act 2017, which commenced in December 2020 after more than 30 years of campaigning by the Irish Deaf Society. Prior to this legislation, ISL was only mentioned in the Education Act 1998, as a “support service”. While some work has investigated language ideologies behind the ISL recognition campaign such as Conama (2020), this study explores language ideologies in parliamentary discourse, specifically perspectives of languageness of ISL. This is crucial to the study of sign language recognition and policymaking, as differing views on sign languages and deafness can lead to different policy outcomes (Reagan, 2019).

A corpus of parliamentary debates on ISL recognition (2013-2020) was compiled and analysed using a combination of corpus linguistics tools (Sketch Engine) and critical discourse analysis (CDA). Specifically, Van Dijk’s sociocognitive approach, along with Van Leeuwen’s (2007, p. 91) framework for analysing “the way discourses construct legitimation for social practices” will be drawn upon. Theoretically, Krausneker’s (2015) categories of sign language ideologies will be applied.

Initial findings point to a major theme of language legitimacy. Specifically, comparisons to the Irish language (Gaeilge) are made, claims about the nature of ISL with respect to it being a “native” or “indigenous” language of the deaf community are argued and benefits of recognising ISL on wider society are highlighted.

## Paper Title: Enhancing Pragmatic Competence through the Use of Formulaic Language

### ABSTRACT:

Formulaic language such as idioms and conventional expressions has been explored mainly in fluency and cognitive processing areas in favour of the pragmatic aspect, which constitutes a vital part of the communicative skill. Pragmatics refers to the appropriate use of language in genuine communication. This paper focuses on the role of formulaic language in terms of efficient speaking performance. In order to communicate expertly in another language, it is often necessary to expand identity as learners acquire the cultural, social, and even political parameters. In this respect, when people use a foreign language, they are primarily concerned, first, with knowing what to say; what words and phrases to use, and second, with being able to successfully perform the required speech acts like thanking and complimenting, agreeing and disagreeing. Failure to do so may result in their intentions being misunderstood, consequently creating a stereotype that SL users are rude. This study investigates the role played by such ubiquitous features of language in enhancing international students' pragmatic competence. The raw data is a collected spoken corpus from an EFL advanced class of 19 international students at the University of Limerick. Students come from multilingual and multicultural backgrounds. Hence, such diversity in identity profiles presents a fertile field for research. The compiled corpus is analysed via Sketch Engine to extract the multiword expressions. An eclectic approach of conversational analysis, interactional sociolinguistics, and politeness theory is adopted to interpret the findings and depict the impact formulaic language use has on improving international students' pragmatic competence.

**Keywords:** Formulaic language, pragmatics, international students, spoken corpus

STUDENT: AICHA DAOUDI, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. JACK FENNELL/DR. CHRISTINA MORIN

## Poster Title: A Witch Full of Tricks: The Female Trickster Archetype as Manifested in Witches in Postmodern American Fantasy Drama Series.

### ABSTRACT:

The trickster archetype has long been considered male. In recent decades, there have been numerous studies concerning the gender of the figure, and the female trickster rose to the surface. Some of these significant studies include those of Marilyn Jurich, Lori Landay, Maria Tatar, and Ricki Stefanie Tannen. They identify numerous female tricksters such as Scheherazade (One Thousand and One Nights), Cat Woman (Batman), Katniss Everdeen (The Hunger Games), and Carrie Bradshaw (Sex and the City). Most of their identified characters lack magical powers. This current study aims to address this gap by exploring the presence of the female supernatural trickster, specifically focusing on the figure of the witch in modern fantasy drama series. This poster demonstrates an overview of my Ph.D. research which is a character study of three witches in the following series: Charmed, Supernatural, and Witches of East End, exploring how the trickster energy can manifest in witches like Phoebe Halliwell, Rowena MacLeod, and Wendy Beauchamp. Through an analysis of these characters, the study endeavors to examine topics of witches' morality, creativity, and transformation. It will investigate the dual nature of the trickster as both moral and immoral, creative and destructive, as well as the two sides of transformation: individual and communal. The poster, featuring character images and quotes, intends to open a conversation on the possible effects of the re-appearance of the trope in our contemporary times.

STUDENT: KHAOULA DAOUDI, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. CATHERINE MARTIN/PROF. ANGELA CHAMBERS

## Paper Title: From Theory to Practice: Training Teachers in Corpus Linguistics for Classroom Applications

### ABSTRACT:

The use of corpora in language classrooms is an innovative method that provides examples of authentic language use and fosters learners' autonomy. However, despite the promising potential, the role of corpora in the classroom is minimal and a large number of researchers are advocating the need for training. The study aims to introduce the use of corpora to Algerian ESP teachers through a short in-service teacher training course that highlights the advantage of using corpora and demonstrates how to use it for various activities that focus on the teaching/learning of specialised lexis. Thus, this paper reports on teachers' perceptions towards the use of corpora and to what extent they think it can aid in teaching specialised lexis. To achieve this aim, a small-scale case study of Algerian ESP teachers was adopted, using a triangulation methodology of both qualitative and quantitative research tools. These research instruments included a pre-course questionnaire, a training course, a post course questionnaire, and an interview. The preliminary analysis of the research tools was promising, suggesting an overall enthusiasm towards the method, perceived advantages, and potential challenges. Such insights would suggest implications for bridging the research-practice gap and promoting a wider implementation of corpora as an authentic language source.

## Paper Title: 'Can we speak only through the master's voice or speak only as a domesticated other?' Understanding the place of NS English accents as they relate to NNEs' Identities.

### ABSTRACT:

Several theorists have suggested that accent is one expression of one's identity, not only in the first language (L1), but also in a second/foreign language (Cutler 2014; Marx 2002; Piller 2002). Some researchers went a lot further and declared that 'to seek to change someone's pronunciation is to tamper their self-image and is thus unethical and morally wrong' (Porter and Garvin 1989). Meanwhile, attitudinal research on how non-native English speakers (NNEs) perceive (non)native accents reveal clear bias by NNEs towards standard and native speaker (NS) accents (Anderson 1994; Yamaguchi 2002; Derwing 2003; Kim 2008; Sung 2013; Wang 2015; McCrocklin and Link 2016). Nevertheless, there exists contradicting evidence that NNEs would consciously refrain from approximating a NS accent hoping to preserve their L1 identity while retaining some of their L1 phonological features (Jenkins 2002) in fear of an identity loss (Daniels 1995). To understand this existing paradox in the literature, the study sets out a qualitative methodology which makes use of extended semi-structured interviews with 10 NNEs studying at the university level in order to derive a nuanced understanding of this intricate accent-identity link from their perspective. Drawing on Bourdieu's (1991) concept of symbolic power, the notion of language investment (Norton 1995) and Giles' (1971) Communication Accommodation Theory (CAT), this research attempts to explore ways in which accent and identity intersect in a second/foreign language. Preliminary findings showcase NNEs' ambivalent attitudes towards the importance of approximating a NS accent and the role of NNEs' accent ideologies in constructing and negotiating their desired identities.

STUDENT: YOUSRA DRISSI, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. BRONA MURPHY/DR. NICK WILSON

## Paper Title: Investigating Multilingual Teacher Identity Perceptions in the Algerian context: the Case of University Language Teachers.

### ABSTRACT:

This research explores issues related to language teacher's identity in the Algerian multilingual university context. It seeks to understand how these teachers identify themselves as multilingual teachers and the different factors that can be of influence. This study is being conducted due to the importance of language teacher identity (LTI) in the university context that is being neglected in the present literature. The broader aim of this study is to bring attention to language teacher identity along with awakening their multilingualism in the Algerian context where EMI is being recently implemented. It uses the sociocultural theory and post-structural theory as a lens to approach multilingualism and language teacher identity. To reach these aims, data was collected through a survey distributed around different teachers belonging to different universities in the country. In addition, a semi structured interview was held with randomly selected teachers from the previous survey. Initial results showed that Algerian university teachers identify as multilinguals and as language teachers, but do not make use of that in their teaching practices which are influenced by institutional beliefs on multilingualism. This research will raise awareness on the importance of multilingual teacher identity in implanting multilingualism in Algeria and provide Algerian stakeholders with insights on multilingualism from the field to help in implementing EMI in higher education institutions and design affective teacher development programmes.

**Keywords:** Language teacher identity, multilingualism, university teacher.

Paper Title: Definitions of Hate Crime

ABSTRACT:

Hate crime is a complex phenomenon. Hate Crimes are the message crimes and the targeting of victims of a particular community communicates to all members of that group that they are equally at risk and do not belong. Understanding the term “hate crime” and examining how hate based offences are defined is intrinsic to the exploration of the response of criminal justice system to the harms it causes. The complex nature of “hate” and its relationship to the crime has been under discussion for a very long time. This paper will explore how hate crime is understood by the academics and scholars within hate crime scholarship. There is no agreed definition of hate crime internationally, but academics have tried to develop an understanding on the parameters of hate crime as to what should be included in its definition. In defining hate crime, two things have been of particular importance: firstly, it should highlight the perception of victims of hate crime; secondly, it should focus on the mens rea of the perpetrator, the harm/injury it is likely to cause and the express rejection of perpetrators’ actions. This paper will explore and analyze the definitions of four leading hate crime scholars: Barbara Perry, Mark Austin Walters, Chakraborti and Garland, and Jennifer Schweppe. My analysis will explore the commonalities and differences in the approaches of these four leading hate crime scholars in their attempt to define hate crime and building a consensus on its conceptual boundaries.



STUDENT: FRANK FITZGERALD, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. CONOR LITTLE/DR. BERNADETTE CONNAUGHTON

## Paper Title: Plus ça change? The Reorganisation of Government Departments'

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### ABSTRACT:

The creation, termination and reorganisation of government ministries is an important facet of organisational change of state bureaucracies which occurs frequently across the world. Surprisingly, despite its appearing to be a straight-forward phenomenon at first glance, the ways in which this topic is studied are varied, ranging from a focus on the transfer of policy responsibilities across ministries, to studies exploring the factors that influence the timing of this process, to the effects this process has. This paper explores these trends through a literature review examining the literature on the causes of this process and its effects and proposes a research design scaffolding for examining the nature of this process, the motivations and outcomes expectations of decision-makers and finally tracing the effects of this process, about which less is known.

## Paper Title: Business discourse in the Irish technology sector: a corpus-based investigation of spoken language in International Virtual Teams (IVTs)

### ABSTRACT:

This study introduces the International Virtual Team Corpus (hereafter the IVT corpus). This corpus consists of 80,000 words of online business meetings. The reason for selecting the technology sector is due to its significance as an employer in Ireland with 16 of the top 20 global technology firms and 9 of the top 10 US Information and Communications Technology (ICT) companies locating strategic operations in Ireland (Technology Skills 2022 report). The present researcher's professional experience also confirms that for this sector, virtual meetings were the norm, even pre-pandemic. This is further supported by the results of a survey of technology sector professionals (N=113) in the initial research phase where it was determined that Irish participants spend an average of 3.5 hours a day in virtual meetings, conversing with up to 13 different nationalities in a single meeting. In turn, these findings align with the overarching goal of the research study which is to develop a set of International Virtual Communication (IVC) Principles, scaffolding the creation of experience-based intercultural communication training for higher education and professional learners.

This paper presents both quantitative and qualitative corpus-based results. Significant keyword clusters and patterns have been identified which provide a window into the pragmatic dimensions of business-oriented IVT meetings in this sector.. Furthermore, Conversation Analysis (CA) techniques have been used to deep dive into selected corpus extracts, mining the rich pragmatic layers of relational communication in established IVTs. Some implications and applications for work-based virtual communication are explored in the closing discussion.

## Paper Title: In Higher Education, are the teaching and learning expectations between first year undergraduate students and academic teaching staff aligned?: An integrative literature review'

### ABSTRACT:

This research paper will share the methodological approach and findings of an integrative literature review (ILR) undertaken as part of my PhD studies. The ILR seeks to synthesise findings from theoretical and empirical studies which address the teaching and learning expectations of first year undergraduate students and academic teaching staff. The ILR focuses on the research question, "In Higher Education, are the teaching and learning expectations between first year undergraduate students and academic teaching staff aligned?".

The findings from this work are graphically represented using a PRISMA graphic and illustrate an initial search string retrieval of over 550 research items. The screening process using inclusion and exclusion criteria reduces this to 42 studies for review. There was a mix of methodologies across these studies, the dominant methodology was quantitative (N20), followed by qualitative methods (N14), meta-analysis (N4), and four mixed methods studies.

I primarily used the Lubbe et al (2020, p.309) approach to integrative reviews which outlines five steps. The starting point is the development of a review question, and then sampling of the literature, which involves a scoping search and development of a search strategy, screening of titles and abstracts, and selection of full text documents. The third step is data collection by means of a critical appraisal of the sample, using a template to capture the features of the texts. This is followed by data analysis which includes extraction of text, synthesis of data, and thematic analysis. Lastly, is the presentation of findings and discussion.

Lubbe, W., Ham-Baloyi, W.t. and Smit, K. (2020) 'The integrative literature review as a research method: A demonstration review of research on neurodevelopmental supportive care in preterm infants', *Journal of Neonatal Nursing*, 26(6), 308-315, available: <http://dx.doi.org/https://doi.org/10.1016/j.jnn.2020.04.006>.

## Paper Title: "My mother was my home. She was my country.": Refugee Motherhood in *The Girl Who Smiled Beads* by Clemantine Wamariya

### ABSTRACT:

This paper examines the representation of maternal identity in *The Girl Who Smiled Beads* by Clemantine Wamariya and Elizabeth Weil, a memoir about Wamariya's experience as a childhood refugee in Rwanda after the genocide. Drawing on my existing research on post-colonial refugee texts, trauma discourse, and post-memory theory, I argue that TGWSB explores the idea of becoming: becoming a refugee, becoming a woman, and becoming a mother figure. Specifically, I analyze how Wamariya's experiences of displacement, trauma, and survival shape her understanding of motherhood, as well as how her relationship with her own mother informs her own identity as a mother figure. I also examine how the text highlights the challenges and complexities of maternal identity in the context of forced migration and displacement.

While the field of refugee studies and literature has received renewed attention in response to unfolding global events, there remains a lack of discussion on refugee maternal identity. This paper addresses this gap by exploring the intersection of maternal identity, trauma, and displacement in a post-colonial refugee memoir. By engaging with scholars such as Marianne Hirsch, Lauren Berlant, and Cathy Caruth, I situate my analysis within a broader theoretical framework, while also offering a close reading of the text itself. Ultimately, this paper argues that Wamariya's memoir offers a powerful and nuanced exploration of the complexities of maternal identity in the context of displacement and survival, and adds to our understanding of the intersection of trauma, memory, and identity in post-colonial refugee literature.

STUDENT: ZINA HADJADJ, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. BRENDAN HALPIN/PROF. ROSS MACMILLAN

## Paper Title: Mass Education and Socio-Political Identity in a Globalized Society

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### ABSTRACT:

A key theme in the sociology of mass education is the role that education plays in the construction of modern agents. At the same time, links between educational experiences and social identity are under-researched. As a consequence, we know less than we could about how modern institutions shape notions of self, society, and the connection between the two. Using data from the World Values Survey (84 thousand respondents from 59 countries), this research uses multilevel regression techniques to examine the effects of education on socio-political identity along two dimensions. First, we focus on the locus of group identity (e.g., world society, nation-state, local community). Second, we focus on the intensity of national identity by modelling the extent to which people are “proud” to be a member of their country. Analytically, the models consider the joint impact of two dimensions of mass education - the structuration of education within a country (e.g., gross enrolment, gender parity in enrolment) and educational attainment at an individual level. Consistent with world society expectations, educational attainment increases identification at the local, national, and supra-national levels and produces greater identification as an autonomous actor. Less consistent, the structuration of education moderates the effects of educational attainment across both dimensions with countervailing effects depending upon the extent of institutionalization. In sum, the results indicate a need to theorize the effects of education on socio-political identity at multiple levels and to consider how variation in the structuration of education shapes the meaning of education for social and psychological outcomes.

STUDENT: HADJER HAMMADI, UNIVERSITY OF LIMERICK

SUPERVISORS: PROF. GISELA HOLFTER/DR. ANGELA FARRELL

## Paper Title: Investigating Intercultural Communication in the Algerian Energy Sector Workplace

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### ABSTRACT:

Technical skills alone do not prepare engineers sufficiently for the workforce. Today, engineers work in environments which require certain multicultural skills. In Algeria, the energy sector represents the core of its economy. This has led to the presence of international investments and foreign cooperation in the industry. The diversity of foreign companies that operate in the Algerian energy sector brings a wide range of expatriates i.e., non-Algerian employees to work alongside Algerians. This highlights the prominence of intercultural communication in this industry. Questions are raised on the readiness of Algerian engineers and graduates for the multicultural workplace and the challenges that arise with it. Consequently, this study aims at investigating skills and competences that can help Algerian engineers, working in the energy sector, to communicate effectively across cultures. To fully understand their needs, this study focuses on Algerians' experiences and perceptions of intercultural encounters in the workplace. A mixed method research design is used relying on 25 online surveys and 7 semi-structured interviews where Algerian engineers, who are currently working or have worked in the energy sector, share their lived experiences and challenges when working across cultures. This study involves both qualitative and quantitative data. The study contributes to the ongoing research on intercultural learning and teaching for engineers focusing on an under-investigated region and industry.

STUDENT: IKRAM HOUSNI, UNIVERSITY OF LIMERICK

SUPERVISORS: PROF. GISELA HOLFTER/DR. FLORENCE LE BARON EARLE/DR. ANISSA DAUDI

## Poster Title: Examining the Social, Psychological, and Academic Adjustment of Algerian PhD students in the UK and the Republic of Ireland

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### ABSTRACT:

The first half of the last decade was characterised by a steady annual growth in international student enrolments. This annual growth contained concepts, access, and opportunities to enhance diversity through incorporating different programmes and factors such as cultural, social, geographic, and academic accessibility. With the aim of understanding the factors of students' enrolment in study abroad (SA), researchers have established an interest in the mobility process in terms of language learning, adjustment, and intercultural communicative competences. According to researchers, the biggest challenge in intercultural interactions is when participants do not share the same cultural background. For example, Kim (2012) argued how crossing cultures is a process of internal change individuals go through to be able to function in a new culture.

In this context, this mixed-method research aims to investigate the mobility process of Algerian doctorate students in the United Kingdom (25 participants) and the Republic of Ireland (20 participants), to understand the impact of culture on students' adjustment. A mixed-method approach using an online questionnaire and interviews has been used to explore the influence of experiencing a new culture on students' social, psychological, and academic adjustments to provide better support and enhance the Algerian PhD scholarship programme.

STUDENT: MUHAMMAD IRFAN, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. HENRY SILKE/DR. ELAINE VAUGHAN

## Paper Title: Assessing the Impact of Artificial Intelligence on Teaching and Learning in the Faculty of Arts and Humanities at the University of Limerick: A Study of the Social Sciences.

### ABSTRACT:

The integration of artificial intelligence (AI) into higher education has gained widespread attention in recent years, particularly in regard to its impact on teaching and learning processes. This study aims to investigate the implementation of AI in the Faculty of Arts and Humanities, with a specific focus on the social sciences, at the University of Limerick. The study aims to understand the effects of AI on the teaching and learning experience for both students and faculty members and to identify the challenges and benefits of AI integration. The study employed a methodology that consisted of a comprehensive literature review and interviews and surveys with students and faculty members. A sample size of 20 students and 5 faculty members was considered for the study. The theoretical framework adopted in this study is based on the utilization of AI to enhance the teaching and learning process, focusing on the role of AI in providing personalized learning experiences, improving the efficiency of teaching and assessment, and supporting the development of critical thinking and problem-solving skills. The results of the study suggest that AI has the potential to greatly impact the way teaching and learning is conducted in higher education institutions. AI can provide students with a personalized learning experience, improve the efficiency of teaching and assessment processes, and support the development of critical thinking and problem-solving skills. The study also highlights the need for careful consideration of the ethical and social implications of AI integration and the importance of using the technology in a responsible and inclusive manner. This study provides valuable insights into the role of AI in teaching and learning at higher education institutions and has significant implications for the future of education. The findings of this study serve as a foundation for further research in this field and emphasize the importance of considering the various impacts of AI integration in the teaching and learning process.

Keywords: Artificial Intelligence (AI), Higher Education, Teaching and learning processes, Social sciences, Theoretical framework



STUDENT: IKRAM KHANSAL, UNIVERSITY OF LIMERICK

SUPERVISORS: PROF. LIAM MURRAY/DR. MARTIN MULLEN

## Poster Title: Investigating the Use of Kahoot! as an Alternative for Traditional Homework Methods Used by Middle School EFL Teachers in Algeria

### ABSTRACT:

The daily practice of a foreign language through homework is an indispensable cornerstone in language learning, and it is considered by language teachers as a requirement in the language learning/teaching process. Throughout the last decades, several characteristics of homework (e.g., frequency, purpose, amount) have been extensively analyzed; still, the format of homework delivery has been less investigated. In recent years, a strong investment has been made to equip schools with technology for educational purposes, leading to some transformations in teachers' homework practices. Recent literature has described the implementation of online homework by EFL teachers using mobile learning in general and mobile apps more specifically. Research on mobile learning technologies as a support to teaching English as a foreign language is still in its early adoption stage worldwide. Such adoption requires several elements to be considered, including the readiness and acceptance towards adopting mobile learning among teachers, which is a critical aspect of ensuring successful implementation. Therefore, my study investigates the use of Kahoot! as an alternative for traditional homework methods used by middle school EFL teachers in Algeria. The study aims to explore the potential benefits and drawbacks of using Kahoot! in EFL instruction, and the perceptions of teachers regarding its use. The research will focus on investigating the impact of Kahoot! on teachers' instructional practices, such as its potential to enhance teachers' ability to engage students and promote language learning outcomes. The research employs a survey, a case study, and semi-structured interviews. The findings of this study may inform the development of effective pedagogical practices for teachers using Kahoot! in EFL instruction, as well as contribute to the existing literature on the use of educational technology in foreign language instruction.

STUDENT: DANIAH KHAYAT, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. YIANNA LIATSOS/DR. SINEAD MCDERMOTT

## Paper Title: The Family Crisis in Black Crime Fiction

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### ABSTRACT:

Leonard Pitts Jr. takes the issue of missing Black fathers as a theme in his debut novel *Before I Forget* (2009). However, rather than centring the novel on a simplistic plot of cause and effect, Pitts uses the crime genre to make an intriguing story where dynamic characters function within complex historical settings that use race and racism as devices for the different crimes that occur in the novel. According to Katarzyna Paszkiewicz, “in domestic noir it is a family, a cornerstone of society, which constitutes the crime scene” (*Family Relationships* 25). Through the crime genre, important subjects that are usually overlooked and rarely spoken about, such as femicide and men’s sexual vulnerability, are discussed because when these crimes become family secrets, it destroys the family.

In this paper, I want to argue that by using the crime genre as the literary form for BIF, Pitts successfully illustrates the effect of racial structures on the contemporary crisis of missing Black fathers from the Black community. The traditional devices of murders, death, rape, and teen delinquency reflect types of racial realism that Black communities have suffered from for policies related to the Jim Crow laws, Wars on crime and drugs, and finally, mass incarceration.

## Paper Title: What cultural dimensions tell us about EFL attitude towards inclusive education in Algeria.

### ABSTRACT:

Teachers in regular classrooms are advised to make accommodations for students with disabilities if inclusive education is to succeed. Due to the fact that teacher attitudes affect students' willingness to make these adjustments, this research aims to predict to what extent EFL teachers' attitude towards inclusive education tell us about their readiness to put it into practice. However, unlike most papers that focused on teacher individual characteristics (demographic characterizes or teacher variables) to explore the different factors that might influence teachers' attitude towards inclusive education, this paper exceeds that by exploring how cultural dimensions can further elaborate on different factors that influence EFL teacher attitude. In doing so, Hofstede's six dimensions cultural model has been utilized as theoretical reference for the analysis and interpretation of data. Notably, this paper differs in its methodological orientation from that associated with Hofstede's work. Instead of focusing on inter-country comparison, this paper takes a more detailed approach by focusing on intra-country comparison; Algeria's score in the country comparison tool in Hofstede's website is compared and contrasted with the findings from an interview conducted with 8 Algerian middle school teachers. The results reveal that these EFL teachers tended to hold less favourable views regarding the inclusion of students with learning difficulties in regular classes, their stance was inclined by a combination of several cultural and demographic factors. The findings also gave valuable insights about the nature of difficulties and the constrains that hinder successful implementation of inclusive education in Algeria. Based on these findings, this research paper concluded by recommending suggestions for enhancing inclusive teaching practices in Algeria.

**Keywords:** inclusive education; EFL teacher's attitude; Hofstede's six dimensions model; national cultural.

STUDENT: AGATA LYNCH, UNIVERSITY OF LIMERICK

SUPERVISORS: PROF. AMANDA HAYNES/MARY O'DONOGHUE/DR. IAN CLANCY

## Poster Title: Data Analysis of the Effects of the Sophia Workshop on the Opinions About Physics Based on the Feedback Given by Secondary School Girls

### ABSTRACT:

The SOPHia (1) Project aims to improve gender balance in Physics at the Leaving Certificate stage, by positively changing female students' opinions towards the subject. The large and prevailing gender disparity found in Physics results in low numbers of women taking Physics at the third level and subsequently in senior roles in both academia and industry. In this poster, we demonstrate how we evaluated the initial impact of the workshop measured with the statistical analysis of closed-ended responses to a pre- and post- intervention questionnaire: the first part answered before the delivery of the workshop ("pre-"); the second part answered after ("post-"). The workshops were delivered in person to a number of secondary schools by volunteer undergraduate UL Physics students in 2019/2020 and 2022. We measured how participation in the delivered workshop affected the opinions of the pupils towards several themes such as importance, knowledge, enjoyment and overall confidence. Our analysis included the comparisons of mean scores for questions answered pre- and post-workshop and of trends in change of views/opinions from pre- to post-. Statistical significance was mostly determined by the Wilcoxon T Test in conjunction with principal components analysis (PCA) and correlation analysis. Overall, we found that the workshop appeared to have a substantial positive effect on the pupils. Its biggest positive effect appeared to be on the pupils' knowledge of what Physics is and their awareness of Physics role models.

1: SOPHia: "Science Outreach to Promote Physics"; "sophia" also means "wisdom" in Greek.

STUDENT: KAMILIA MEBARKI, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. BRONA MURPHY/DR. FREDA MISHAN

## Paper Title: Investigating Intercultural Competence in the Algerian Secondary School EFL Textbook 'New Prospects'

### ABSTRACT:

The promotion of intercultural learning plays an important role in foreign language materials mainly in teaching English as a foreign language (EFL) as intercultural competence (IC) enables EFL students to communicate effectively with people coming from different linguistic and cultural backgrounds. Textbooks are considered as the most important teaching materials which lend themselves easily to evaluation. Indeed, one specific area that has received prominent attention in recent years is the focus on how cultural content of EFL textbooks promote students' intercultural competence. Hence, the present study contributes to existing research in the field. It is important to note that in the Algerian context, intercultural learning in foreign language education is not given much attention and very little seems to be known. Hopefully, this study will contribute to increase research knowledge in the concern.

The overall aim of this research is on one hand to investigate the extent to which intercultural competence is developed in the Algerian secondary school EFL textbook 'New Prospects'. On the other hand, to explore teachers' attitudes and beliefs towards teaching intercultural competence with respect to the textbook 'New Prospects' alongside two others EFL textbooks used in the Algerian secondary school. To estimate the textbook's potential of developing IC, the study relies on three models developed by the researcher which are 'Cultural Contexts in EFL Textbooks', 'Cultural Themes in EFL Textbooks', and 'Intercultural Competence in EFL Textbooks'. The preliminary result of the research reveals that the textbook under investigation is satisfactory in terms of enhancing learners' intercultural competence.

STUDENT: SARAH MESSOUS, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. BRONA MURPHY/DR. NICK WILSON

## Poster Title: EFL Students' Engagement in an Online English Language Teaching and Learning context. The Private Sector, Algeria.

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### ABSTRACT:

The use of technology, computers, and the internet in teaching and learning has transformed education and given rise to the use of a diverse set of terminology and concepts in academic literature, including online learning. The term online learning refers to the delivery of teaching and learning online, with the 'internet' via synchronous and asynchronous teaching modes; students are thus not dependent on their physical presence in the classroom (Singh and Thurman 2019). Given the country's expanding interest and need for English language teaching and learning, this research study intends to investigate EFL students' engagement experiences in an online English language teaching and learning context within the private sector in Algeria. Considering that the primary and main focus of current online teaching and learning research has included universities and public schools, the experiences of private school students and teachers were less explored, with the scarcity of research on EFL students' experiences in the private sector being acknowledged as a global issue (Echeverry Mera 2020; Chang 2021) (Xiong *et al.* 2022).

This research project aims to focus on student engagement in an online English language teaching and learning context in the private sector in Algeria. Adopting a mixed-methods approach, the first phase of the research will be presented. This involves online student questionnaires completed by (n=62) adult EFL students from various EFL levels, ages, regions, and educational backgrounds, in the Algerian EFL private sector. The preliminary findings of the online questionnaires suggest that overall, adult EFL students have had positive experiences of online EFL learning so far, despite having experienced some difficulties and obstacles around their online learning and engagement. Accordingly, understanding adult students' experiences and investigating their engagement online is crucial for the future of EFL online learning in Algeria and assuring the development of improved online learning environments that meet the demands of adult EFL students.

## Poster Title: Implementing an English Medium of Instruction Policy in Algerian Higher Education: A study of teachers' attitudes, agency, and professional identity.

### ABSTRACT:

English as a Medium of Instruction known as (EMI) is expanding rapidly in the world. A growing volume of research has been dedicated to investigating its implementation. However, considerably less attention has been given to understanding EMI in a context where its implementation has been discussed but not yet put into practice. One such context is Algeria, where talks about a possible implementation of EMI have been going on for some time. The present study examines the current discourses and university lecturers' attitudes towards the potential implementation of EMI as well as investigating the current implicit and explicit language policies in scientific courses in Algerian state universities. The focus is specifically on Engineering departments, as this field has gained worldwide importance in EMI research (Macaro et al. 2018), and, traditionally, French has been the MOI for Engineering in Algerian universities. Using the ROADMAPPING framework (Dafouz and Smit 2016) and the mixed method research approach, the present work explores the language in education policy (LEP) and planning situation in Algeria, the current media of instruction as well as the status and use of the English language in the scientific courses of the tertiary sector. Finally, the current study explores the perceived challenges and benefits of the implementation of EMI programmes from teachers' perspectives with a particular focus on agency and how this potential policy implementation and teachers' perceptions of agency around it may reflexively influence their professional identity.

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STUDENT: ROUFAIDA MINA, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. SINEAD MCDERMOTT/DR. NIAMH HEHIR

Paper Title: The Black Woman's Quest in Toni Morrison's Fiction: The Failure of the Black Self in *Sula*

ABSTRACT:

My research primarily examines the black woman's quest in Toni Morrison's fiction. In the study of mythical narratives, the hero's quest is viewed as the venture from the ordinary world to the realms of the unknown special world in search of the holy grail, the boon of the quest. Joseph Campbell outlines the hero's journey archetype in *The Hero with a Thousand Faces*. While, by definition, the pattern upholds all-inclusiveness, existing feminist scholarship recognizes Campbell's suggested monomyth's male-centredness. In the hero's adventure, the woman is used as a symbol from Goddess to seductress leaving her with no agency of her own but limited to being subordinate to the man's quest. Maureen Murdock suggests an alternative pattern of the woman's journey highlighting its relevance as an inner spiritual quest rather than a physical one. In her journey, the heroine battles the two archetypal forces of the feminine and the masculine, Carl Jung's Anima and Animus. Accordingly, the woman's quest is defined by resolving the mother-daughter split and moving beyond the dualistic perception of gendered reality in accepting both the feminine and the masculine as integral parts of the self. Toni Morrison's fiction delineates a black woman's quest for selfhood through healing the traumas of the feminine and the masculine. Aligned with Murdock's theorization of the woman's journey, my proposed paper addresses Morrison's concern about the black woman's inner quest through a reading of *Sula*'s depiction of the failure of the black subject in light of the failure to resolve the haunting traumas of the feminine and the masculine.



## Paper Title: I would rather be Eroticized than be seen as a Threat

### ABSTRACT:

Muslim women living in the West and beyond derive from a range of cultural, ethnic, and socioeconomic backgrounds. Despite reductive characterisations, particularly visible in anti-Muslim discourse, the rise of social media has given Muslim women a platform from which to be heard and seen in ways that were previously unattainable (Ryan,2011). In this regard, Muslim women have discovered novel ways to break boundaries and challenge homogenized stereotypes by expressing themselves using the online space, particularly through the hijab and modest fashion (Lewis,2013). Coinciding with an increasing online presence, global brands have recognised modest fashion as a niche market, marking the beginning of the hijabi influencer-brand collaboration relationship, further amplifying online exposure of Muslim women. Drawing on original qualitative data from fieldwork conducted internationally with Muslim women as online producers and consumers, alongside a semiotic visual analysis (Barthes,1964), this paper examines how these hijabi influencers negotiate 'new', socially, and religiously constructed notions of Islamic modesty, while simultaneously trying to align with norms of what is currently deemed aesthetically attractive. It discusses the impacts capitalist collaborations are having on Muslim women's interpretations of religiously defined 'Islamic' notions of 'modesty' and performative Muslimness, asking whether these interpretations are challenging Western stereotypes or complicating Islamic notions of religiosity. This paper concludes with a discussion of the utilisation of hijab, by both influencers and brands, and whether this is to be regarded as regressive or progressive for Muslim women living in the West

## Paper Title: Missing Children: Social stratification amongst young people who did not return to formal education following Covid-19 school closures.

### ABSTRACT:

Education is widely regarded as a social good and is central to a range of Sustainable Development Goals around the development of human capital, the improvement of population health, the fostering of economic development, and the mitigation of social inequalities. Still, the meaning of education for social mobility and socioeconomic attainment is the subject of considerable debate, particularly with respect to its role in the life chances of people of different ethnicities, classes, genders, and geographies. In the context of the COVID-19 pandemic, schooling in many countries moved online and even when schools re-opened there was evidence of significant numbers of children not returning. This project will seek to understand social stratification in school engagement with particular attention to who did or did not engage and what consequences it has, both short- and long-term.

To do this, this project will undertake a mixed-methods approach. Using educational institutions as its focus, this project will combine a systematic literature review, field work and survey data analysis to create a multi-perspective mapping system that will articulate the broader sociological processes that influence and result from (dis)engagement from education. This system can will be used to compare the intensity of “push-out”, “pull-out” and, “fall-out” (PPF-Out) factors in different areas for social planning and policy purposes.

## Poster Title: The Political Representation of Muslims in Northern and Western European Countries

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### ABSTRACT:

Muslims are one of the fast-growing minority groups in Europe. They constitute approximately 6.81% of the total population and this is growing rapidly. Muslim communities in Europe remain one of the least studied areas in European politics. While Muslims are generally underrepresented in national European parliaments, there is significant variation across countries. This research aims to explain why Muslims are often underrepresented politically in European countries. It takes advantage of the observed variation in Muslim representation across Europe to address this question. It sets out and tests a number of hypotheses to explain variations in Muslim representation, related to electoral systems, political parties' ideology and candidate selection process, economic disadvantages, and Islamophobia in European countries.

These hypotheses are tested using a quantitative cross-national research design, employing data from a range of European countries. This comparative research is complemented by in-depth case studies of selected countries, where Muslim members of political parties, party selectors, and party elites are interviewed regarding the barriers to representation.

This research will make a significant contribution to the literature on the political representation of Muslim minorities in European countries, and the broader literature on minority representation. It will allow us to understand why Muslims are often underrepresented politically in European democracies, and what can be done to address this.

STUDENT: SANDRINE NDAHIRO, UNIVERSITY OF LIMERICK

SUPERVISOR: DR. YIANNA LIATSOS

## Paper Title: Bearing Witness to climate impact in African Literature using Wangari Maathai's *Unbowed: A Memoir*.

### ABSTRACT:

The long history of violence and imbalanced exchanges between the West and Africa has compounded the reductive ways by which the impact of the environmental catastrophe in Africa is read and represented in the West, thus deepening the communication chasm between African ways of being and knowing and Western responses to the body of knowledge emerging from the African continent and the Global South at large. I will critically analyse Wangari Maathai's *Unbowed: A Memoir* and discuss it with theoretical frameworks such as Rob Nixon's *Slow Violence* to highlight how African writers for decades have been providing arresting narratives concerning environmental catastrophes in their country of birth. Maathai's unique approach to ecological degradation humanises the adversities and complexities visible in Kenya, such as deforestation, abject poverty, issues normalised by a society constantly suffocating and whose lived reality resembles features of navigating hell on earth as the dreaded doomed future is already a lived reality for locals in various rural regions across Kenya. This paper will adopt a postcolonial reading of the concept of climate crisis being unimaginable by highlighting an alternative understanding of the climate crisis from an African perspective. The selected cultural text provides an alternative account of the intimate relationship between humans and the environment by recognising local knowledge, production and solutions that disrupt the view that the doomsday narrative in the age of the Anthropocene is unimaginable. African-driven insights like the selected text offer a more accurate, intimate, localised and potentially optimistic response to such crisis from a distinctive African perspective.

## Poster Title: Addressing the Over-representation of Persons with Intellectual Disabilities in Irish Prisons through 'Prison as a Last Resort'

### ABSTRACT:

Context: Persons with intellectual disability ('PWID') are over-represented at various stages of the criminal justice system ('CJS') and face many socio-economic and psychological vulnerabilities which are heightened in the CJS (Henshaw and Thomas, 2012). In Irish prisons, many PWID are subjected to violence, victimisation and abuse, and are discriminated against in accessing education, training, rehabilitative programmes and health services (IPRT, 2020).

Thesis question: How can the principle of prison as a last resort ('PLR') meet the specialised needs of PWID in the CJS and what changes must be made to policy and practice to implement this in Ireland?

Methodology: Desk-based mix of legal, sociological, historical and comparative research methods.

Contribution to knowledge: Research has been conducted into the needs and vulnerabilities of victims and witnesses with ID in Ireland (Cusack 2020, Delahunt 2015, Kilcommins et al 2013, Criminal Justice (Victims of Crime) Act 2017). There has also been research on diversion and alternative sanctions for other groups that are vulnerable in the CJS such as children, women and persons with mental illness (Children's Act 2001, United Nations Principles for the Protection of Persons with Mental Illness, Gulati and Kelly 2018). However, there has been no corresponding focus on PWID as suspects, defendants, and offenders.

Preliminary findings: PLR should be the golden thread running throughout a PWID's journey through the CJS in the form of diversion and alternative sanctions to imprisonment. ID must be identified as early as possible in the CJS and there should be disability training for CJS actors.

STUDENT: ROUMAISSA NORA SAYOUD, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. OWEN WORTH/DR. MARIA RIEDER

## Poster Title: Legitimizing a “humanitarian” military intervention: a critical discourse analysis of the political discourse of David Cameron (the 2011 Libyan Arab Spring rebellion as a case study)

### ABSTRACT:

After the outbreak of the Libyan “Arab Spring” rebellion in 2011 to overthrow Gaddafi’s authoritarian regime, Libya witnessed an accelerated motion of conflict and violence escalation. Britain and France coalesced to press the need for a humanitarian intervention to halt the havoc of war. Thereafter, the UN introduced the Responsibility to Protect (R2P) and authorised the deployment of the military machine to Libya in order to halt the gross and systematic violation of human rights. Under the Cameron administration, the UK fully committed to protecting vulnerable civilians. Accordingly, my PhD project attempts to examine How Cameron’s pro-interventionist foreign policy is communicated in his political discourse and how his normative logic in relation to peacebuilding is structured to legitimise Britain’s intervention in the 2011 Libyan crisis. The data of this study consist of a corpus of speeches delivered by Cameron on the situation in Libya during 2011. A plethora of studies addressed the R2P norm from mainstream International Relations-based theoretical frameworks. This research drifts from these theoretical directions aiming at contributing to critical discourse studies. Theoretically, the intellectual orthodoxy of CDA seeks to unscramble the ideologies and power relations and to denaturalise the taken-for-grantedness embedded in the discourse. Methodologically, the study applies the discourse-historical approach and utilises insights from Van Leeuwen’s strategies of legitimation. Preliminary analysis of legitimation strategies deductively identifies that Cameron legitimises his pro-intervention rhetoric through authorisation, moral evaluation, altruism, rationalisation, and mythopoesis. Legitimation strategies inductively outline three main discourses exploited by Cameron to communicate his normative logic in relation to peacebuilding: the discourses of security, democratisation, and humanitarianism/ the just cause. This discursive argumentation is thematically discussed in relation to moralisation/legitimation of the use of force, globalisation of threat, de-humanisation/de-legitimation of Gaddafi’s regime, the revival of the British political influence on Libya, globalisation of interests, the fairy tale of the just war, and militarisation of humanitarian language.

**Keywords:** CDA, David Cameron, DHA, discursive argumentation, legitimation, R2P, 2011 Libyan crisis

STUDENT: ZOHRA SEGHIRI, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. NICK WILSON/DR. ANGELA FARRELL

## Paper Title: Investigating the Practices and Perspectives of University ELT Teachers from the Muslim Faith in Algeria.

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### ABSTRACT:

The focus of this research is the status of religion and English Language Teaching (ELT) in Algeria. The study aims basically at tracing the link between the Islamic religious beliefs of the Algerian ELT teachers and English language teaching practices, and it aims also to explore the challenges that might appear in this regard. A mixed-method approach was employed in order to accomplish the study aims and objectives. The research data was collected using: an Online Survey Questionnaire and Online Semi-structured Interviews. An online survey questionnaire was addressed to Algerian ELT Muslim teachers from different Algerian universities to gather data about their opinions, perspectives, Islamic religious beliefs, teaching experiences, and practices in the context of English Language Teaching. Additionally, semi-structured individual interviews were implemented to explore and get more insights in relation to the influence of the religious beliefs of the Algerian ELT teachers at the university level on the teaching practices of the teaching of English in an Islamic context. The results obtained from the survey questionnaire and individual interviews show that most Algerian Muslim ELT teachers hold a great interest in this research study. The preliminary findings demonstrate that Muslim teachers who consider themselves more religious tend to use more Islamic religious authentic materials in their EFL classes and less authentic materials with Western culture, and even they clearly state that Islam plays a significant role in their professional life. In contrast, teachers who consider themselves less religious tend to use and mix both authentic teaching materials with Islamic and Western cultural content. Thus, the status of the Islamic religion and its influence on teaching practices is related to which extent the teachers consider themselves religious. The findings of this research open a door for more investigations in this area in Algeria.

**Keywords:** English Language Teaching (ELT), Islamic religion, teaching practices, perspectives.

## Paper Title: Inclusion in the Irish Defence Force: A Feminist Perspective

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### ABSTRACT:

My research focusses on the inclusion of women in the Irish Defence Forces, there are two central debates surrounding women's inclusion in militaries and Ireland will be used as a case study. I will be presenting a review of the literature and discussing the gaps in knowledge that I seek to fill. Feminist International Relations and Critical Military Studies have an immense body of literature which investigates the role of the military and the power structures within it (Basham & Bulmer, 2016). In particular, military inclusion is key to these debates as it questions the dominance of militarised masculinities (Cockburn & Enloe, 2012).

These debates have emerged from the 1970's, they have come from two very different positions. The right to fight argument stems from liberal feminists arguing for women's equality, on the other hand, there are the anti-militarists feminists who argue against women's participation in a patriarchal dominated institution as it only legitimises the institution itself (Duncanson & Woodward, 2016).

Despite the broad theoretical and empirical literature on these debates in the U.S., U.K., Sweden etc, these debates have not been extended to Ireland, apart from one notable exception of Shirley Graham in 2013. The lack of investigation in this area means that much more research is needed.

The Irish Defence Force's interpretation of its responsibility towards the UN Resolution 1325 has been aimed at host countries where they have peacekeeping roles. Although this has been implemented in the host countries, it does not seem to have been implemented internally. There is much work to be done within the institution to address the gendered processes that are inherent in such a masculine institution.



STUDENT: DOVE WIMBISH, UNIVERSITY OF SOUTH FLORIDA/UNIVERSITY OF LIMERICK

SUPERVISORS: DR. NAOEMI NAGY /DR. AOIFE NEARY

## Paper Title: An Áit is Faide An-Mhór: An Arts-Based Autoethnography of a Two Spirit Native American's Fulbright Year in Ireland

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### ABSTRACT:

Ireland has always called me to its windy shore, the farthest shore I never knew was home. I painted her before I knew her as a tall bright tree on my easel, a pallet knife's crunch of reaching limbs I called "Hope" in creamy oils of lime and light. I was younger then, an older student, but still a dreamer of equality and justice, of radical acceptance, of a better tomorrow for those like me, queer, brown, older. Of Yucatan-Mayan ancestry, my two spirit self, music, and the natural world had always been the same thing, a holy trinity of unspoken truth. When we went indoors in 2020, I died a little each day I did not feel the sun or sing with my damaged lungs. In the spring of my third year of COVID confinement, I learned that I had been accepted to research at Limerick University - Ireland invited me through a Fulbright to research gender diversity as it should be done and isn't in America. This arts-based interpretive autoethnography stories one graduate student's step into life again post-COVID. Through poetry, art and music, I will help others understand how my Fulbright Ireland year re-bloomed and re-colored me intellectually, artistically, and spiritually. I offer lessons about life and aging, about renewal and belonging, about finding out it's ok to be queer, brown and older in Ireland, An Áit is Faide An-Mhór, where there is room enough for everything, even and /especially/ rising back up to change the world.

## Paper Title: Algerian Teachers' Beliefs on Academic Reading Instruction

### ABSTRACT:

This study investigates teachers' beliefs around academic reading instruction in the Algerian context. It focuses particularly on reading because it has been less researched than writing in academic literacies studies. (Riggs 2008; Lillis and Harrington 2015). In particular, in the EAP context, research around Academic reading in the Algerian context is lacking. The existing studies about reading investigated other aspects of reading such as the influence of environments on reading, reading attitudes and motivation. (AMMOUR and Fodil 2018; Mellit and Idri 2019). However, very little has been looked at in terms of teachers' beliefs around academic reading as a skill in the Algerian context. For this reason, this study aims to investigate Algerian EAP teachers' understanding and beliefs of academic reading instruction, the factors that influence and shape their beliefs. This study adopts a mixed method approach drawing on document analysis, online survey questionnaire, and semi-structured interviews. 71 participants responded to the online survey questionnaire, documents of different academic years were collected, the interviews were conducted with 7 teachers. The overall findings indicate that academic reading is given less attention compared to other modules in the English department's programmes across different universities in Algeria while an integrated approach is adopted for teaching academic reading. This paper looks at what academic reading means in the Algerian context from teachers' perspectives as well as perspectives uncovered in documentations from the Algerian Ministry of higher education. These findings bring useful data to higher education institution in Algeria and will give recommendations on how to improve the teaching of academic reading in Algeria and globally. It will also make changes into the current situation of teaching academic reading.

**Keywords:** teachers' beliefs, academic reading, academic reading instruction.

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STUDENT: RIDHA RASHED ALANAZI, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISORS: DR. ANNE O'KEEFFE/DR. JUSTIN MCNAMARA

## Poster Title: Exploring Using Formulaic Language by Saudi EFL Students – A Corpus-Based Study

### ABSTRACT:

Formulaic language involves fixed expressions understood as units rather than individual words (McCarthy & O'Dell 2010), comprising over half of English (Erman & Warren 2000). This pilot study examines research tools for a main study on Saudi EFL students' use of formulaic language, using a corpus-based approach. Sixteen university students participated in a three-step process: completing a demographic questionnaire, taking a 50-question Phrasal Verbal Size Test (Martinez & Schmitt 2012), and finishing two 100-word writing tasks (descriptive and opinion-based).

To analyze the students' texts, two steps were taken: 1) the students' texts were analyzed using reference frameworks and online corpus-based text-analysis tools: the English Vocabulary Profile, Text Inspector, and Lextutor, and 2) a manual search for formulaic strings was conducted since online tools had difficulty identifying some of the formulaic languages, particularly opaque ones such as the idiomatic expressions (e.g. make the impossible possible).

In addition to reporting the initial results on formulaic language use, the main focus of this poster presentation will be to report on the pilot study. The results were both positive and negative, and four main modifications for the main study were suggested at the end of the pilot study. Overall, this pilot study offers key insights into effective research tools and methods for examining Saudi EFL students' use of formulaic language, with significant implications for future study design and implementation.

## Paper Title: Hexing the Patriarchy: the witch as a feminist symbol in Emma Donoghue's *Kissing the Witch* (2000)

### ABSTRACT:

Women have been labelled as witches for centuries, usually when they are perceived as societally non-conforming or morally ambiguous. The writings of Angela Bourke (*The Burning of Bridget Cleary*) have proven that witchcraft and fairy belief was used throughout Irish history to harm women. However, this is not a culture that Ireland has left behind. As recently as 2020, the *Sunday Independent* published a caricature of a prominent female politician, depicting her as a witch over a bubbling cauldron. Brave and outspoken women continue to be Othered as witches in 21st-century Ireland. This paper reaches beyond the longstanding cliché that maintains witches are evil, and rather addresses the hidden tradition of Irish women playwrights reclaiming the witch as a symbol of resistance. While Melissa Sihra's *Marina Carr: Pastures of the Unknown* (2018) has touched on this topic, the representation of women as witches in the work of 20th- and 21st-century Irish women playwrights remains an under-explored topic in academic research. Through a close analysis of *Kissing the Witch* (2000) by Emma Donoghue, this paper identifies the witch in Donoghue's work as a representation of the *bean feasa* (wise woman) found within Irish folklore and explores the ways in which Donoghue's witch is Othered by the patriarchal systems that so often othered the *bean feasa*. The close reading of *Kissing the Witch* presented in this paper establishes Donoghue's reclamation of the witch through an exploration of the nuanced relationship between the young women of the play and the witch herself.

STUDENT: NIAMH DONNELLAN, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISOR: DR. EOIN FLANNERY

## Paper Title: Discovering the Intrinsic Intelligence in Children and Nature Through Forest School Pedagogy.

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### ABSTRACT:

**Background:** I am a PhD Student and Departmental Assistant in MIC. I am a Forest School Leader and facilitate programmes through schools, adventure companies and TUSLA.

**Aims and Objectives:** This section will outline the diverse ways in which Forest School supports both the child and the Earth by fostering children's innate ability to learn and to connect with the natural world. It aims to challenge concepts of a human-centric worldview, allowing for an expansion of ethics that includes the more-than-human world.

**Research Design:** Drawing on the work of child development experts, ecological philosophers, indigenous communities and my own work as a Forest School Leader, it emphasises the emotional, mental and physiological benefits that this child-led outdoor model provides, creating a sense of belonging and safety that has the potential to last a lifetime. Previous studies in play theory, neuroscience and dark ecology, along with my own observations in practice will provide the necessary data to show how this shift from extrinsic to intrinsic values allows practitioners to create space for children's innate abilities to emerge.

**Results:** Forest School is shown to develop in a holistic fashion that supports the physical, cognitive and emotional health of children: fostering resilience, confidence and independence. Thus, when the wisdom of Forest School is taken seriously it is life-changing; paving the way towards an ecological sensibility that is so vitally needed in these times.

STUDENT: CONOR FITZGERALD, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISOR: DR. DEIRDRE FLYNN

## Paper Title: Expectations of Subordinate Masculinities: The Conforming to and Resistance of Stereotypes in The Intouchables.

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### ABSTRACT:

The Intouchables is a French drama comedy film released in 2011 directed by Olivier Nakache and Éric Toledano that centres around the friendship between Phillipe, an affluent Parisian socialite who is paralysed from below the neck and his caretaker, Driss, a black man with a criminal background who resided in one of the city's low income banlieues before his employment to Phillipe. Since its debut, the picture has become the second highest grossing film in French cinema while also garnering international awards including winning the best foreign language film at the 2013 Golden Globes. Despite its aggregate ranking as the 46th best film of all time according to statistics provided by Metacritic, The Intouchables has been often derided in the critical space (Weissberg 2011. Denby 2011) This is due to allegations of the narrative being oversimplistic and possessing racist and chauvinistic elements. The aim of this paper is to respond the aforementioned critiques by arguing that the androcentric plot of The Intouchables is positioned as an entry level avenue for the discussion of subordinate masculinities. Both protagonists represent forms of masculinity outside the expectations of able bodied white traditional patriarchy. While certain aspects of their characterisation can be interpreted as stereotypical, this submission shall use Goffman's notion of stigmatized masculinity to demonstrate an alternate reading where overconforming to expectations can be read as both a form of resistance and a sarcastic jab at the way society expects them operate. Furthermore, as the plot progresses and the two men begin to relate to one another, their resistance to the social constraints imposed upon them become further pronounced. Ultimately, this paper shall argue that The Intouchables not only shows alternative forms of masculinity as valid but also as depicted in such a positive light that helps to emphasize the normality found in living outside of hegemonic expectations.

STUDENT: AMÉLIE GAILLAT, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISORS: DR. BRIAN HUGHES/DR. RICHARD MCMAHON

## Paper Title: Evolution of the use of informants in France, England and Ireland in the 1880s

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### ABSTRACT:

The 1880s can be considered as a period marked with political violence in France, Ireland, and England. Nationalists and anarchists were particularly active at the time and threatened the established order. Voices in favour of self-government were growing in strength in Ireland. Agrarian outrages intensified in the island while bombs were placed directly on English soil. Similarly, anarchists employed the methods of 'propaganda of the deed' attempting to overthrow the new French Republic. To prevent acts of political violence, it became crucial for governments to gather information.

It thus led to modernisation and innovation with the development of political policing practices such as police officers attending political meetings, systematic surveillance, and reports on movement of persons. Alongside those policemen, we found other individuals, presenting themselves as militants, reporters, criminals, gathering information and passing them on to the police in return for money. Those individuals were known as informants, and I try to show in this paper the diversity of their work and profiles and explain why their help was required by a police administration disposing of their own political police department at the time.

First, I will reflect on the place granted to informants at the establishment of a police administration in the three countries in the 19th century. Then, I will analyse how they participated in gathering information in the 1880s, before describing their institutionalisation by the three countries following a period of political agitation.

Poster Title: Ní neart go cur le chéile. A Corpus-Assisted, Comparative Discourse Analysis of the National Addresses of Deputy Leo Varadkar and Deputy Micheál Martin during the COVID-19 Pandemic, 2020-2022.

ABSTRACT:

The first case of the novel COVID-19 virus reached the island of Ireland in February 2020. The nation-focused response was one of the most striking characteristics that most countries shared throughout the pandemic. Building trust and a successful national response is very much dependent on how heads of government confront health emergencies through public communications. Throughout the COVID-19 pandemic, Deputy Leo Varadkar and subsequently, Deputy Micheál Martin, who both served as Taoiseach, would take to the airwaves to formally address the nation in relation to COVID-19.

This project investigates the rhetorical styles of both leaders, through the development of a systematic database of 23,631 words in the form of two corpora containing the national addresses of both leaders during the COVID-19 pandemic. Critical Discourse Analysis and Critical Metaphor Analysis are also applied to the speeches. Two primary themes emerge across the dataset: continuity and unity, and the political rhetoric of both leaders can be identified and characterised as constitutive. This project highlights that constructions of unity and togetherness at the level of the nation-state were extremely prevalent in the Irish political responses to COVID-19.

**Keywords:** COVID-19, Irish Politics, Corpus Linguistics, Critical Discourse Analysis, Political Discourse



STUDENT: SARAH GALLAGHER, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISOR: DR. JOHANNA FITZGERALD

## Poster Title: Leadership for Inclusive Education in Irish Primary Schools: An Exploration of the Role of the SENCO.

### ABSTRACT:

As the educational landscape rapidly transforms in response to the promotion of inclusive education agendas, it has brought challenges to the management and leadership of provision for students with Special Educational Needs (SEN). The role of the Special Educational Needs Co-ordinator (SENCO), the person responsible for managing and leading SEN, in the primary school setting is not defined in Ireland and research relevant to the role is scarce. My research is exploring SENCOs' and principals' perspectives on the role of the SENCO, identifying the current practices of SENCOs and the implications for their professional learning in primary schools in Ireland. This poster will present an overview of both phases of this research with a focus on the methodology and my theoretical frame based on Hornby's (2015) model of inclusive special education which presents integrated approaches from both inclusive education and special education. Phase One involved a questionnaire to identify the duties, operations and practices of the SENCO role and also the facilitators and barriers in leading and managing SEN provision. Phase Two involves the use of semi-structured interviews with SENCOs and principals and is designed to collect more in-depth data on the operations, practices and learning needs of the SENCO role. The interviews will explore the lived experience of SENCOs and build on the key themes derived from the results of Phase One. It is envisaged that the conclusions and recommendations will impact the development of the SENCO role with reference to the implications for policy and practice.

STUDENT: EMMA GLEESON, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISORS: DR. JOHN MORRISSEY/DR. ANGELA CANNY

## Paper Title: Climate Change Education (CCE) in Ireland's education system

### ABSTRACT:

There is widespread agreement among scientists that climate change is happening and that it is the result of anthropogenic activity. Climate change is the single biggest threat to the planet and its inhabitants. CCE is essential for addressing this threat. In this research, CCE is conceptualised as the critical evaluation of the anthropogenic drivers of climate change and, most importantly, its systemic enablers. Current economic and political systems are enabling continued climate disruption, framed by a narrow understanding of what constitutes societal progress (Lehtonen et al. 2019). The inclusion of meaningful CCE in Irish education can supply children and young people with the tools to firstly understand, and subsequently to question and ultimately alter the current socio-economic system. It is essential that this happens so that human life can be sustained and a more just society created. The challenge is underlined by the UNEP's emissions gap reports, which show the scale of societal transformation required. However, are global education systems, including the Irish education system, predominantly engaged in equipping children and young people with the skills needed to contribute to the current socio-economic system? This research project seeks to ascertain if the meaningful inclusion of CCE is possible in the Irish education system under the current socio-economic regime. This research is built on a pilot study that examines how Irish primary school teachers approach CCE and the factors that influence their approaches to it. This paper presents the main findings and conclusions of the pilot study. It then discusses the reasons why CCE should be an important core component of primary and post-primary education. However, the present motivation, framing and goals of the curriculum (particularly at post-primary) are at odds with a transformational agenda, and so inherently, act as a major barrier to meaningful CCE inclusion. The paper concludes by presenting literature review findings that examines education in the context of capitalism, modernity and neoliberalism.

STUDENT: CORA HOWE, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISOR: DR. CLAIRE GRIFFIN

## Poster Title: An Exploration of an Individualised Self-Regulation Programme using the Stress, Self-Regulation and Communication Framework (SSC) for Autistic Children

### ABSTRACT:

The DSM-V states that autistic people can have particular challenges with social interactions and communication and can exhibit restricted and repetitive behaviour (American Psychiatric Association, 2013). As the school years progress, these challenges can become more apparent, which can lead to decreased school and peer engagement and difficulties participating in society (Sofronoff, Silva & Beumont, 2017; Jahromi, Byrce & Swanson, 2013).

The United Nations Convention on the Rights of Persons with Disabilities ([UNCRPD], United Nations, 2007) has called for a global human rights approach to remove barriers to enable the full participation of all people in society. This includes enabling autistic people to maximise their academic and social development and develop autonomy and self-determination (United Nations, 2007; Organisation for Economic Co-operation and Development ([OECD], 2011). Supporting the development of self-regulation is viewed as key to this goal (Nuske et al., 2021).

This poster presentation will outline key theories and research related to the development of self-regulation for autistic children. The research draws on the Stress, Self-Regulation and Communication Framework to present a developmentally aligned three-phase approach to support self-regulation (Binns, Hutchinson & Cardy, 2019). Additionally, the poster presents the methodology and expected outcomes of an ongoing case-study design for supporting the individual development of self-regulation for autistic children which is currently being implemented in an Irish context. The results of the study will have implications for the development of educational policy and informing best practices for choosing and applying interventions to support the autonomy and self-determination of autistic people.

STUDENT: HELEN LOWE, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISOR: DR. SANDRA RYAN

## Paper Title: Exploring the Everyday Emotions and Experiences of Classism and Bias in Irish Education. A thematic analysis of Irish Twitter conversations on class and education between 2018 and 2022.

### ABSTRACT:

This research examines the interactional conversations on Twitter surrounding social-class issues in education. It is based on multi-participant-asynchronous interactions, providing unique insights into socio-cultural discourses produced around class and education. Seeking to capture narratives that attempt to legitimise class issues and how individuals choose social-media to highlight and challenge them. Bouvier (2016) purports that social-media provides fundamental shifts in communicative practices, genres and modalities. McGarvey (2018) states that social-media offers people from marginalised backgrounds voice and representation, they are free to express their frustrations on class discrimination and hegemony. In exploring this form of self-representation, the study answers two main research questions: What are the themes that Twitterers emphasise on social class inequalities in education? How do Tweets articulate and call on users to empathise with the issues? The study analyses class-related tweets from public Irish based accounts between 2018 and 2022, attempting to capture the emotions and experiences of the working and under-classes in education. Baxter (2011) suggests that discourses are best identified using thematic analysis, therefore, Braun & Clarke's thematic analysis was employed to analyse the data. Once the tweets were investigated using the thematic system, they were then reviewed using Dean's (2010) critical media theory as a framework of inquiry. Dean hypothesises that the use of social media for highlighting class issues is the revolt of the knowledge class, and coins this use of media as communicative capitalism. The discussions on the lived experiences of classism in education are rich and demonstrates that Twitterers use social-media to legitimise the struggles for social justice. Findings provide novel insights into the unedited emotions surrounding classism, contributing to knowledge on issues in Irish education.

## Paper Title: Autism and Girls: A Closer Look at the Internal Presentation of Autism

### ABSTRACT:

Historically, autism was perceived as a 'male disorder' (Estrin et al., 2021) and up until recently it could be argued that the production of knowledge about autism could be rephrased as the production of knowledge about male autism (Saxe, 2017). However, this perspective has been challenged of late with the androcentrism of the diagnostic criteria and sampling bias in research called into question (Kopp and Gillberg, 1992; Kirkovski et al., 2013).

In light of the above, it is unsurprising that there exists a gender disparity in autism diagnoses with a common gender ratio of four males to one female often cited (Fombonne, 2009). However, recent developments in research have seen a specific focus on gender differences in autism which has resulted in an increasing profile of autistic females in literature (Mandy and Lai, 2017). More recent statistics have estimated that the gender ratio may be closer to three is to one (Loomes et al., 2017). Nonetheless, autistic girls remain 'understudied, under identified, misdiagnosed and misunderstood' (Haney and Cullen, 2017: 58).

The internal presentation of autism which often represents the female autistic experience (Lai et al., 2015; Wassell and Burke, 2022) will be used to contextualise the discussion. The paper will highlight the four core areas of difference in the identification of autistic girls as outlined in the literature before presenting a critical examination of the diagnostic criteria for autism as outlined in the DSM-5 (APA, 2013) with reference to autistic girls.

## Poster Title: Conducting Research with Autistic Girls: Looking at Ethics through the Lens of Inclusive Practices for Neurodevelopmental Research

### ABSTRACT:

Traditionally, research on the topic of autism was primarily carried out on, about or for autistic individuals (Chown et al., 2017). However, there has been a gradual shift away from this approach in recent times with momentum for inclusive and neurodiversity affirming research growing. Encouraging steps have been made in autism research in terms of establishing research priorities and engaging autistic people and their families in research. Despite this, research with autistic young people remains scant (Eilis, 2017). Inclusive research must take place with members of the relevant community (Fletcher-Watson et al., 2021) and so the current study aimed to amplify the voices of autistic girls and provide them with the opportunity to share their experiences of mainstream education provision.

Thorough reflection on the ethical considerations is required when working with vulnerable populations to ensure inclusive research practices. Participatory research has been identified as a transformative approach to truly ethical and inclusive research, however, Pickard et al. (2022) highlight that early career researchers are often limited in their capacity to facilitate truly participatory research practices, as a result of time, funding and support. The researcher decided to adopt a model of inclusive practice for research proposed by Fletcher-Watson et al. (2021) which appreciates different degrees of inclusion depending on the resources available, the scale of the research and the probable impact. Within this model, six key pillars are identified as essential in the delivery of inclusive research.

This poster details how the researcher used the Inclusive Practices for Neurodevelopmental Research model as a framework to attend to the ethical considerations for including autistic girls in the current study.

STUDENT: TERESA O'DONNELL, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISORS: DR. TRISH KIERNAN/DR. AILBHE KENNY

## Paper Title: Catholic liturgical music practices of Polish and Filipino migrants in Ireland

### ABSTRACT:

This research examines music in the worship of two Polish and two Filipino migrant Catholic communities in Ireland. My aims are to explore to what extent migrant liturgical music practices evince continuity or change from those practiced in their countries of origin and how the agency of liturgical music performance can foster a sense of belonging to a social group, faith group and/or nationality. Due to the dearth of research on the liturgical music practices of these communities, a qualitative methodology was selected to investigate and observe their liturgical music practices which consisted of in-depth one-to-one semi-structured interviews and observations at liturgies. Music is an intrinsic part in the act of worship of these communities and is an expression of their embodied theology. Consequently, creating a dialogue between their 'theological wisdom and theological acumen' expands the understanding of their lived worship, migration experiences and transnational practices (McCann 2010). The Catholicism of these migrants has enriched the liturgical, musical and sonic landscape of a rapidly changing church in Ireland. Findings are contextualised by research from the fields of liturgical theology, ethnography and ecclesiology, sociology, ethnomusicology, mission studies and anthropology. I believe this research will contribute to our understanding of the experiences of migrant Catholic communities in Ireland, the production of locality through congregational music-making and the consequential effects of migration on the liturgico-musical landscape of the migrant's home and host countries.

STUDENT: KEITH Ó RIAIN, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISOR: AN DR BREANDÁN Ó CRÓININ

## Paper Title: 'Mo Cheannaí Fionn' An Aisling Poem by Éadbhard de Nógla.

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### ABSTRACT:

Éadbhard de Nógla was an eighteenth century Irish-language poet and tailor whose life spanned much of the eighteenth century. His compositions range from Jacobite poetry, praise poems for clergy and local personages, local commentaries, love poems, some prayer-like poems, bawdy verse, Barántais (warrants), responses to other noted poets of the period, including; Uilliam English, Tadhg Gaelach Ó Súilleabháin & Piaras Mac Gearailt. Copies of de Nógla's compositions are extant in manuscripts from the eighteenth and nineteenth centuries in archives in Ireland, the UK and the US. From his broad and impressive oeuvre, there exist three poems in the famed 'aisling' genre. Perhaps, the best of these in terms of its literary style, political undertones, creative use of language and vivid imagination is 'Mo Cheannaí Fionn'. This composition, dated to c.1781-2, is an example of how the aisling was employed by Irish poets long after any realistic aspirations for a Stewart restoration in Ireland, Scotland or England, in order to discuss contemporary political events and foreign wars in Europe. This exciting, lively and musical piece, is a fine example of a traditional aisling and how it was used effectively by poets, song makers, singers and scribes to spread political news the Irish-speaking community well into the last twenty years of the eighteenth century.



## Paper Title: 'Most people go through their whole lives, without ever really feeling that close with someone': Intimacy in Sally Rooney's Writing.

### ABSTRACT:

Sally Rooney's novels represent varying levels of intimacy between her characters. Reading her work provides an opportunity to look at the various intimacies and how they differ from relationship to relationship. In *Normal People*, Marianne and Connell share a romantic intimacy that neither of them shares with their other partners throughout the novel. Similarly, in *Conversations with Friends*, Frances' relationship with Nick is very different to her relationship with Bobbi. These characters illustrate the varying levels of intimacy within romantic relationships. This paper will discuss the definition of intimacy and its variations as depicted in Sally Rooney's writing, specifically in *Normal People* and *Conversations with Friends*. Using the work of Lauren Berlant, Lynn Jamieson, and Caroline Magennis, this paper will describe the scenes of intimacy described in Rooney's novels, specifically romantic intimacies, and the varying levels of shame and legitimacies associated with these intimacies. Berlant defines intimacy as communicating 'with the sparest of signs and gestures' (Berlant, 1998, p. 281). Jamieson describes intimacy as 'a very specific sort of knowing, loving and being close to another person...[with] emphasis... on mutual disclosure, constantly revealing your inner thoughts and feelings to each other' (Cooke, 2013, p. 138). For Magennis, intimacy is a term that is 'used for a variety of acts, practices and orientations...as a euphemism to cover a range of ambiguous, usually sexual, acts... [and as] a way of talking about that which is hidden or behind closed doors' (Magennis, 2021, p. 16). This project is part of a wider study on the effect of childhood trauma on adult romantic relationships depicted in contemporary Irish women's writing.

STUDENT: EMMA O’SULLIVAN, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISORS: DR. TREVOR O’BRIEN/DR. JOHANNA FITZGERALD

## Poster Title: An exploration of the well-being of leaders for inclusion, including Special Education Needs Co-ordinators (SENCOs) and Principals, in Irish primary schools.

### ABSTRACT:

This poster will provide an overview of the key findings emerging from a review of the literature on the wellbeing of leaders for inclusion, as well as an outline of the proposed research design for the current study.

In the past number of years, while the Irish special education system has been under review, many teachers and Special Education Needs Coordinators (SENCOs) have not received adequate professional learning regarding these changes (Fitzgerald and Radford, 2017). The role of the Special Education Teacher (SET) continues to evolve with further responsibilities regarding students on their caseload (Emery and Vandenberg, 2010). Introduction of a revised SET Allocation model (DES, 2017), as well as the paucity of policy outlining the role of the SENCO (Fitzgerald and Radford, 2017) are potential stressors negatively affecting the well-being of teachers leading special education (Doyle Bradley, 2021). This research aims to identify and explore stressors for teachers leading special education within their schools. If teachers have a sense of fulfilment from their work, they are likely to feel more satisfied which may positively impact their well-being (O’Brien and Guiney 2021). Therefore, this research will further investigate the factors within the school that support the wellbeing of teachers and leaders. Lastly, the study aims to further expand upon the sparse literature relating to the well-being of leaders for inclusion in Irish primary schools. An interpretivist, mixed-methods approach will be utilised involving collecting data through semi-structured interviews with leaders of inclusion, as well as questionnaires being completed by teachers.

## Poster Title: Unconscious Care?: A mixed method investigation into unconscious bias and its implications for the field of Social Care in Ireland

### ABSTRACT:

Unconscious Bias [UB] is a cognitive process that affects and influences our day-to-day decision making, interactions and beliefs (Ogunyemi, 2021). With that being said it is safe to posit that social care workers also hold certain UBs which could have negative implications on service delivery and workplace relationships. Therefore, this research aims to determine social care workers:

- Awareness of the concept of UB
- Recognition/familiarity with UB
- Experience of UB in the field
- Implications of UB in the field
- Management of UB (past & future management)

The researcher has developed a mixed method approach to investigating this phenomenon (3 Studies).

Study 1- Social Care Worker [SCW] Survey- This anonymous survey was circulated to social care workers across Ireland. It was completed by 195 social care workers.

Study 2- Male Social Care Worker Interviews- Upon completion of Study 1, the findings indicated there was a gender imbalance in the field as male SCW only accounted for 16% of overall survey participants. Thus, Study 2 semi-structured interviews were conducted to mitigate the gender imbalance in the field.

Study 3- Systematic Review of UB Training- A systematic review of previous research that developed, implemented, and evaluated novel unconscious bias training with various providers in the care related areas. The primary and secondary data will be then synthesised to provide recommendations to inform the future development of a novel SC UBT programme.

## Poster Title: Exploring perception challenges of events during turbulent times

### ABSTRACT:

Recent societal occurrences such as crowd disasters, a global pandemic, and economic crises are putting event practitioners under incredible pressure to secure the safety of their attendees whilst also maintaining a positive image of their events (Eventbrite, 2023). Thus, never has knowledge of event image and event consumer perception been so valuable to event practitioners and it is therefore timely to extend understanding of how consumer perceptions are formulated. This study seeks to explore the extent to which safety issues influence attendees' perceptions of events, and more specifically identify the factors which influence attendees' decisions when partaking in events. In addressing this aim, a phenomenological qualitative approach based on a three-phase research design was adopted.

Phase one utilised Braun and Clarke's (2019) Reflexive Thematic Analysis approach to analyse the role of safety issues and the influence of external factors on attendees' perceptions. The findings that emerged related to two key themes namely, the behaviour of others, and perceptions of safety. Phase two was conducted using a visual semiotic analysis of 30 still industry and media projected images to assess how participants' perceptions of events are formed. Semiotics is a relatively novel method in event studies allowing this research a rare insight into the formation of event attendee perceptions. This semiotic approach revealed that event consumer perceptions are typically formed by unconscious processes which appear to be conditioned by previous knowledge held. Finally, an Interpretive Phenomenological Analysis was carried out on data collected from 10 semi-structured interviews with event practitioners to identify their awareness of perceptions held by event consumers. The findings highlighted the difficulty in managing such perceptions from an event organiser's viewpoint during turbulent times.

Given the dearth of literature available on safety perceptions and the scant volume of event studies utilising a semiotic methodology, this research advances both academic and practitioner knowledge in the field of event management.

**Keywords:** Event Management, Event Image, Event Consumer Attendee Perception, Semiotics.

### References:

- Braun, V. and Clarke, V., 2019. Reflecting on reflexive thematic analysis. *Qualitative research in sport, exercise and health*, 11(4), pp.589-597.
- Eventbrite (2023) "2023 Event Trends Report," Eventbrite, 1 February. Available at: <https://www.eventbrite.ie/blog/asset/2023-event-trends-report/>.

## Paper Title: The Silent Revolution: An analysis of transformative learning through the creative and performing arts.

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### ABSTRACT:

This study focuses on the role of critical thinking in promoting transformative learning through the arts. It examines if a learner-led approach to education can empower participants to foster ownership of their own education. The project explores how transformative learning can contribute to broader social development and looks at how this approach influences individual development and societal transformation. A working studio was established as an educational platform, that gives students access to resources and support for exploring the creative and performing arts. With the assistance of facilitators, the participants are encouraged to take a lead role in planning and executing their own projects. Action research, using a pragmatic approach, will address practical issues and generate solutions that can be applied in real-world contexts. It will use a mixed-method approach, combining surveys and interviews with participants and facilitators, as well as observations and documentation of the creative projects, including arts-informed research and narrative inquiry. The research will examine ways in which the learner-led approach encourages critical thinking and fosters transformative learning, as well as the impact of this approach on personal and societal change. It aims to demonstrate the potential of a learner-led approach to education and the importance of critical thinking and transformative learning. The research will contribute to a deeper understanding of the potential of the arts in education and personal development, as well as the importance of a collaborative and practical approach to research.

STUDENT: MICHAELA COOLEY, TECHNOLOGICAL UNIVERSITY OF THE SHANNON

SUPERVISORS: DR. FRANK HOUGHTON/JENNIFER MORAN STRITCH

## Poster Title: Apart in Life but Together in Death: A Content and Thematic Analysis of a Pro-Suicide Website

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### ABSTRACT:

In the 1990s, U.S President Al Gore referred to the internet as the “Information Superhighway” (Cerf, 2019). While information on the internet can be used to positively enhance a person’s life and aid recovery, the internet also gives access to communities where people share harmful information and resources on how to end one’s own life. Research on the internet’s paradoxical relationship with suicide has mostly focused on measuring accessibility to harmful information, however, little exists in terms of qualitatively exploring the discourse currently existing within these communities. Adopting a transdisciplinary, qualitative approach, the researcher’s PhD project is focused on obtaining new insights in three key areas: suicide methods, locations of suicide and suicide partnerships. This poster will provide an overview of the research aims, objectives, design and intended outcomes.

## Paper Title: Beauty and Spa Education/Underrepresented in Tertiary Education Leading to lack of Recognition

### ABSTRACT:

According to Global Wellness Institute (2021,GWI), the wellness market is valued at \$4.5 trillion, with beauty, spa products and services constituting a significant part of this explosively growing industry. Many are aware of the importance of health, wellness/wellbeing, the demand for such services continue to grow. The Covid 19 pandemic in 2020 had a detrimental effect on many industries, namely industries unable not to operate online or from home. Businesses that relied on face-to-face contact were forced to close for long periods of time, among these were beauty spa and wellness centres. Rather than curb the growth of the industry, Covid 19 pandemic has served to hasten the wellness boom, such findings highlight the fundamental need for standardised beauty and spa education. Based on extensive critical review, research indicates that there is a widening information gap and lack of standardised education within the beauty and spa sector. The current mix of national and private international qualifications along with the demand for new treatments, highlights the importance of tertiary education both in Higher and Further Education, this is critical to allow the industry to expand and gain professionalism and respect. Preliminary findings from show a female dominated industry with significant growth that is not reflected in the tertiary education. The demand for higher education is growing, yet only one university in Ireland currently offer level 7 and 8. Findings show a lack of respect and recognition that remains highly skilled, along with frustration from businesses unable to recruit industry ready practitioner, s mainly due to short accredited and unaccredited courses, leading to a skills shortage and an increase in black market activities.

## Paper Title: Language as a trigger for depression

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### ABSTRACT:

Depression is a condition that can be triggered by many factors. These can include social and environmental, bereavement, employment issues, reaction to medication etc. Depression can also be affected by the words and phrases people can unintentionally use. During the course of my research, the language that people use emerged as a trigger for depression, and different individuals will react to different words. In this presentation I will discuss how language can be a depressive trigger. The discussion will be based on data gathered from eight semi-structured interviews as part of a research masters. The aim of the research was to; investigate the benefits of stop motion filmmaking as a therapeutic method for depression and to understand the lived experience of depression. Data gathered was taken from 8 semi-structured interviews of people with depression. This was done using qualitative research methods and thematic analysis.



STUDENT: JACKIE KEARNEY, TECHNOLOGICAL UNIVERSITY OF THE SHANNON

SUPERVISORS: DR. SASHA NOONAN/AOIFE PRENDERGAST

## Poster Title: An Exploration Into The Navigation Of A New Professional Title As A Social Care Worker In Irish Practice.

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### ABSTRACT:

Social Care is becoming a regulated profession under CORU in November 2023 and this research is exploring the navigation for social care educators during the process of gaining a new professional title of 'Social Care Worker' under the new regulations, focusing on the responsibilities in current delivery and the core obligations to regulators. It also aims to recognise potential strengths for future professional practice and contribute to an enhanced understating of professional social care. Limited research and evidence exist which assist us in conceptualising and understanding the recent nature of governance in the ever-evolving social care profession and arena in Ireland, little attention has focused on the impact of recent policy developments for social care educators.

This poster will signpost the possible challenges using a mixed methodology approach.

## Poster Title: An exploration of relational safety within therapeutic relationships – With a focus on therapists working with gender diverse/transgender (TGD) adolescents.

### ABSTRACT:

The notion of 'relationship' and the 'therapeutic alliance' are amply present in literature relating to the psychotherapeutic and counselling professions. Relational safety is a somewhat abstract concept, yet most therapists and researchers in the area of psychotherapy agree on its importance for positive therapeutic outcomes. Despite references to relational safety, academic literature does not explicitly define what this term "relational safety" means in a therapeutic setting.

Initial research aims to bring forth a definition of what relational safety in a therapeutic setting means in an Irish context.

Further research will explore how this definition is applied with a contemporary client base of gender diverse (TGD) adolescents. There is a dearth of research available around the meaning of relational safety in an Irish context for therapists who work with TGD adolescents, and this research goes some way towards filling that gap.

Initially a qualitative online tool will be used to collect data outlining therapists understanding and experience of relational safety. Data will be analysed using thematic analysis. Several focus groups will then be conducted with therapists to further enquire and define the meaning of relational safety. Analysis will be completed using the Delphi method.

Finally, semi structured interviews will take place with individuals who work specifically with TGD adolescents, to understand what part relational safety plays in therapeutic outcomes. Data will be analysed using interpretative phenomenological analysis.

This research will utilize a variety of data collection and analysis methods to ensure integrity and robustness.

**Keywords:** #relationalsafety #definition #psychotherapy #gender diverse adolescents

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