



Lárionad na dTeangacha
Feidhmeacha
Centre for Applied
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CALS Report 2023-2024

CALS Report 2023-2024

CENTRE FOR APPLIED LANGUAGE STUDIES REPORT 2023-2024

WELCOME FROM THE DIRECTOR

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

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

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

Prof. Fiona Farr, Director.



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SECTION 1: PROJECTS

AI Write Project



Several University of Limerick CALS members (Dr Catherine Martin, Dr Marta Giral, Dr Maria Palomares & Dr Liam Murray), together with CALS associate member, Dr Jo Baumgart based in University of Hildesheim, are involved in the AI Write Project (AI tools for writing: Integration of advanced technology in academic writing within university curricula and student support structures). The project started in November 2023 with the kick-off meeting in the leading University of Hildesheim. The consortium also includes University of Antwerpen, Belgium; Universität Innsbruck, Austria and University of Mälardalens, Västerås, Sweden. This is a 3-year co-founded Erasmus+ Cooperation Partnership.

AI Write aims to revolutionise the landscape of academic writing in English (as L1 and L2) through the development of innovative teaching approaches and supporting materials that leverage AI tools. With rapid advancements in AI technology for generating texts, the project recognizes the transformative potential of these tools in reshaping the cultural practices of writing. The project aims to promote the implementation of best practices for effectively using AI tools to support academic writing.

CALS/UL researchers involved: Dr Catherine Martin, Dr Marta Giral, Dr Maria Palomares & Dr Liam Murray, together with CALS associate member, Dr Jo Baumgart.

Community, Identity, and Diversity in German Youth Radio

Dr Sarah Schaefer is the PI of MSCA-funded research project "Community, Identity and Diversity in German Youth Radio" (from 06/23-present). She is also co-investigator with Dr Olivia Walsh (University of Nottingham) for a project on "Attitudes Towards the Use of Covid-19-related English Loanwords in France and Germany" (12/21-present).

CALS/UL researcher involved: Dr Sarah Schaefer

French for the UL Academy for Children

Catherine Jeanneau collaborates with the Access Office to provide an Introduction to French as part of the UL Academy for Children. The French language programme is offered at two of the Academy's partner schools. The schools are DEIS designated primary schools based in Limerick city (Our Lady Queen of Peace N.S. Janesboro) and Limerick County (St. Anne's Primary School - Rathkeale). The programme is in its fourth year and includes pupils from 5th and 6th classes in both schools. This year, the pupils of 6th class of St. Anne's Primary School, Rathkeale were invited to visit the UL campus in early May for their last session. They learnt about French fashion, were awarded their completion certificate and did a tour of the campus.



CALS/UL researcher involved: Catherine Jeanneau

SECTION 2: EVENTS

Book Launch (Virtual: Mishan and Kiss)

A virtual book launch was held for the following: CALS member, Mishan, F. and Kiss, T. 'Developing Intercultural Learning Materials', Routledge. May 22nd, 2024. This was hosted by Professor Csilla Weninger, Nanyang Technological University, Singapore.

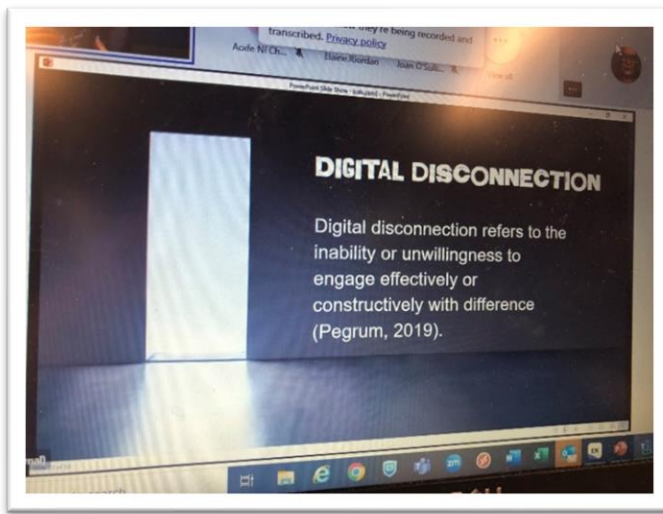
CALS Annual Research Day

The CALS Annual Research Day took on Wednesday May 29th. The morning began with Prof. Fiona Farr, CALS Director welcoming and opening the CALS Annual Research Day. The sessions began with an invited keynote by Prof. Hayo Reinders on *Teacher Leadership for Teacher Wellbeing*. This was followed by a session on academic integrity, which included a paper Dr Fionn McGrath from the Academic Integrity on *AI and Research* and another paper by Prof. Fiona Farr on *The Ethics of Co-Publication*. This was followed by three research papers by CALS members, Mark Ryan presented a paper entitled 'Discourses of Queer Futurity in mainstream and LGBTQI+ news media in Ireland', Prof. Fiona Farr and Dr Elaine Riordan gave a paper on their work entitled 'Corpus-Based Reflective Practice in Teacher Education: the case of chatroom teaching', and Paloma Valencia spoke about 'Evaluating Blended Learning Lesson Plans through a New Lens: the PICRAT model for quality technology integration'.

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

- Imene Addad: Investigating Blended Learning Implementation in Algerian Higher Education post Covid-19 Pandemic Using CABLS: EFL Teachers' and EFL Students' Perspectives
- Khaoula Daoudi: Bridging the Theory-Practice divide: A Continuous Professional Development Initiative in Data-Driven Learning Targeting Specialised Lexis
- Nour El Houda Lahiouel: EFL teachers' readiness to include dyslexic students in the Algerian context.

Our final part of the day included a books' launch for three books from CALS members.





CALS Book Launch

During the CALS Research Day, 3 books were launched.

- **Farr, F. and Farrell, A.** (2023). *The Reflective Cycle of the Teaching Practicum*, London: Equinox.
- **Mishan, F. and Kiss, T.** (2024) *Developing Intercultural Language Materials*, London: Routledge.
- **Schaefer, S. J.** (2024). *New Perspectives on Language Mobility: English on German Radio*. London: Bloomsbury Academic.



CALS Webinar Series

Dr Deirdre Ní Loingsigh organised the following talks for the CALS 2023-24 Webinar Series:

- 9 November 2023: Marina Mozzon-McPherson, Emerita Professor, University of Hull, United Kingdom 'Beyond Language Teaching Towards Language Learning Advising'
- 16 November 2023: Satoko Kato, Associate Professor at the Research Institute for Learner Autonomy Education (RILAE), Kanda University of International Studies (KUIS), Japan. 'Intentional Reflective Dialogue (IRD) in Advising in Language Learning'
- 11 March 2024: Dr Nikolay Slavkov, University of Ottawa. 'The Linguistic Risk-Taking Initiative at the University of Ottawa'
- 29 May 2024: Dr Hayo Reinders, Anaheim University, USA. 'Teacher Leadership for Teacher Wellbeing'

Falling Walls Lab MSCA 2024 competition

Dr Sarah Schaefer was selected by the European Commission to present her MSCA-funded research "Community, Identity and Diversity in German Youth Radio" at the prestigious Falling Walls Lab Marie Skłodowska-Curie Actions 2024. The Falling Walls Lab MSCA 2024 is a world-class pitch competition for early-career researchers "to present their solutions to some of the most pressing challenges of our time to peers, a high-calibre jury of experts from academia and business, and the general public" (Falling

Walls Foundation). The competition was held as part of this year's MSCA Conference, April 18th-19th, 2024, in Mons, Belgium.



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Seminar: Motivation and engagement among language students at post-primary level

Dr María Concepción Julian de Vega, Education Adviser from the Education Office at the Spanish Embassy, Dublin offered a seminar to students from the Professional Masters Education in Languages and BEd Languages entitled 'Motivation and engagement among language students at post-primary level' in February 2024 at University of Limerick.



SECTION 3: CALS PG MEMBERS' ACTIVITIES

Khaoula Daoudi

- Wrote a one-page chapter discussion "Reflecting on Corpus-based Language Pedagogy" in "Corpora for language learning: Bridging the research-practice divide" edited by Peter Crosthwaite 2024
- Gave a local Conference presentation at AHSS at UL (June): presentation title: "From Theory to Practice: Training Teachers in Corpus Linguistics for Classroom Applications".
- Gave a national conference presentation: Postgraduate Research Conference 2023 Breakthrough Insights in Education. at Trinity College Dublin (May): Presentation title: "Empowering Teachers with Corpora: A Professional Development Workshop
- Participated in an international conference on student-led research in Arts, humanities and Social Sciences 2023. Organized by Lancaster and Malizian universities (June). Presentation Title: "Can DDL be the outbreak of autonomous language learning? insights from English Language teachers.
- Participated in an international conference "Innovation in Language Learning" in Florence/Italy. (November): presentation title: "From Theory to Practice: Training Teachers in Data Driven Learning for Classroom Applications".

Asmaa Ghitri

- Presented a research paper at the Annual CALS Research Day 2023: Paper entitled: "Investigating Interactive Discourse in an EFL Blended Learning Environment: A Corpus-Based Analysis of Online and Face-to-Face Modes" at the Annual CALS Research Day 2023 Date: 24th May 2023
- Presented a research presentation for the INN guest researchers: Paper entitled: Investigating Interactions in an EFL Blended Learning Environment: A Corpus-Based Analysis of Face-To-Face and Online Modes Date: 11.10.2023.
- Presented a research paper online at the first Virtual International Conference organised by the University of Saida, Algeria, entitled: "Teaching and Learning in Post-COVID: Reality and Expectations. Paper title: 'Investigating EFL Teachers' and Students' Attitudes Towards Blended Learning during and post COVID-19 Pandemic: The Case of EFL Teachers and Students at the Department of Letters and English Language at Belhadj Bouchaib University-Algeria. Date: 13th December 2023
- Gave an intercultural Workshop Tutorial in Week 10 with First-year Arts Students at UL organised by Prof. Gisela Holfter and Dr Anita Barmettler Date: 8th April 2024
- Accepted to present PhD research work at three international conferences, including:
 - The IVACS conference at Cambridge University, the UK.
 - TaLC2024 in Manchester Metropolitan University, the UK.
 - 7th Learner Corpus Research International Conference (LCR 2024) at the University of Tartu, Estonia.

Gail Flanagan

- Gave an MiC webinar for MA in Applied Linguistics: Accentism in the Workplace - Feb. 2024
- GA6172 (Language coaching in the workplace Micro Cred.): Interview on Intercultural awareness in the organisational setting - April 2024.

SECTION 4: EDITORIAL BOARDS

Prof. Fiona Farr

Associate Editor: Journal of Second Language Teacher Education

Co-editor: Edinburgh Textbooks in TESOL

Editorial Board Member: ReCALL, and Classroom Discourse

Dr Marta Giralt

Editorial Board Member: Phonica

Prof. Helen Kelly Holmes

Editorial Board Member: Chinese Journal of Language Policy and Language Planning Journal of Sociolinguistics, Language Policy, Discourse, Context & Media, Text & Talk, World Englishes

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

Co-editor: Language and Globalization book series, Palgrave

Dr Elaine Riordan

Editorial Board Member: ReCALL



SECTION 5: NETWORKS AND MEDIA

Dr Steven Byrne, Assistant Professor in the Department of Nursing and Midwifery as well as the School of Allied Health (SAH), delivered a guest lecture over the Easter week to 70 undergraduate psychology students in the University of Lleida (UdL) (Spain). The topic of the lecture was immigration and intercultural communication. In addition, during this research visit, Steven linked in with colleagues from the research group Inclusió, Educació i Minories (<https://www.instagram.com/labriem.udl/>) in the Department of Psychology, Sociology and Social Work at UdL. In these meetings a wide range of potential opportunities to engage in collaborative research that will explore the challenges facing both Irish and Catalan society were discussed. The Erasmus+ programme as well as overall staff mobility were also important points of conversation during the research visit.

Gail Flanagan: CALS member Gail Flanagan spoke on the Pat Kenny Radio Show in June 2023.

Link: [Newstalk, Pat Kenny Show: The Language of the Office - June 13th 2023](#)

Dr Marta Giralt: The Intercultural Episodes project: This project has been hosted by CALS member Dr Marta Giralt in collaboration with Irish comedian Killian Sunderman, who created a series of sketches about intercultural encounters consisting of videos that represent intercultural encounters involving different cultures and languages taught in the School of Modern Languages and Applied Linguistics at University of Limerick: French, German, Hiberno-English and Spanish.



The videos are used as pedagogical tools in language-culture modules to show different cultural encounters in an engaging and motivating manner, bringing intercultural discovery, knowledge and reflection through humour.

The project was possible thanks to European Commission Project funds and The Arts, Humanities and Social Sciences Faculty Teaching Board. The videos can be watched in @ahssul or @killersundy Instagram accounts, where the community is engaging with the videos with over 200,000 viewings for the first video alone.

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

SECTION 6: PHD COMPLETIONS

Abdulmajeed Al-Jehani

Title: Teaching English Pronunciation in Saudi Arabia: An Exploration of the Flipped Classroom within the Communicative Language Teaching Approach

Supervisors: Prof. Fiona Farr, Dr Elaine Riordan

Examiners: Prof. Robert O'Dowd (University of León) and Dr Angela Farrell

Viva date: 19/06/2023

Funding: Saudi Cultural Bureau

Abstract

Pronunciation is an essential component of oral communication. Failure to pronounce English - in an intelligible way can make it difficult for others to understand English language learners, which can be devastating for them, even (perhaps especially) those who have a reasonable command of English vocabulary and grammar and other components of the language. Unfortunately, pronunciation has received less attention in English language teaching than grammar, vocabulary, writing and speaking (Gilakjani and Sabouri 2016; Al Shaibani 2023). Previous studies (Ahmad and Nazim 2014; Ababneh 2018) have shown that EFL students in secondary schools in Saudi Arabia have low proficiency in English pronunciation and that pronunciation skills receive less attention than other proficiencies. Researchers have attributed this issue to traditional teaching methods such as grammar-translation, coupled with a scarcity of resources. Numerous studies have been conducted to date in Saudi Arabia that have focused on identifying EFL learners' pronunciation errors; however, the solution they offer have, alas, been limited (Ababneh 2018; Almusharraf 2022; Al Shaibani 2023). The research carried out for the present thesis introduces a communicative language teaching (CLT) approach using a flipped classroom model among Saudi Arabian secondary school students for improving their English pronunciation.

The purpose of this mixed-methods study is threefold: to examine Saudi Arabian secondary school students' attitudes and motivations toward improving their English pronunciation skills; to explore students' perceptions and attitudes toward improving their English pronunciation using a CLT approach; and to explore students' perceptions of and attitudes toward improving their English pronunciation through the flipped classroom model. Three months of teaching interventions were designed and implemented with third-year secondary school students (n: 30) aged between 18 and 21. This mixed-methods study employed a sequential explanatory design to collect quantitative data first, followed by qualitative data. The quantitative data was collected through a pre and post intervention questionnaire, while the qualitative data was gathered through post-intervention individual and focus group interviews. The findings revealed that most participants found learning English pronunciation through the flipped classroom model within CLT both motivating and enjoyable. Students displayed a fondness for correcting their peers and found more satisfaction and comfort from providing feedback instead of receiving it.

In addition, the Saudi students in the study valued participating actively in class discussions and found speaking English to each other improved their English pronunciation. The findings also indicated that most students found communicative activities to be beneficial for improving their pronunciation, particularly role-playing. These findings offer solutions for the Saudi Ministry of Education (MOE) in addressing EFL Saudi students' pronunciation issues potentially exasperated by traditional methodological practices used by Saudi English instructors. Student-centred instruction within CLT, coupled with the support of technology, for example, using a flipped classroom model, provides one such solution.

Seán O'Connell

Title: Investigating a speech and language therapy-informed approach to pronunciation teaching in the English language teaching classroom.

Supervisors: Prof. Máiréad Moriarty, Dr Cinta Ramblado

Examiners: Prof. Martha Pennington (Birkbeck University of London) and Dr Angela Farrell

Viva date: 01/09/2023

Funding: AHSS Fee waiver for 2 years and Covid interruption scholarship

Abstract

This research explores and develops the area of English pronunciation teaching in the context of English as a second language set in the English Language Teaching classroom. Surveys of teachers' attitudes and practice suggest that teachers find pronunciation a difficult, if important, area of English Language teaching (Murphy 2011, Foote et al. 2012, Henderson et al. 2012). As a practitioner who has moved from Speech and Language Therapy (SLT) to English Language Teaching (ELT) (and ELT teacher training), the limited interaction there has been between the two disciplines in research or in practice has been of interest. This study applies an SLT model of the aetiology, assessment, and remediation of L1 phonological delay to the area of L2 pronunciation teaching. Drawing from an SLT-Metaphon-style approach to intervention the model is derived from the clinical psycholinguistic framework of addressing the interlanguage phonological system to affect change in the pronunciation output of seven Spanish learners of English in an ELT classroom setting. Findings point to systemic change beyond surface-level form-focussed learning even after a relatively short intervention programme of six teaching hours. Core findings indicate the importance of engaging learners cognitively and equipping them with the appropriate concepts and metalanguage necessary for pronunciation teaching and learning. The inherent tension between necessary accuracy and the new horizons of plurilingualism including pluriphonology form an integral part of the conceptual framework which emerges from the study. Practical applications of the study to the ELT and SLT environments are explored in the context of the new multicultural and multilingual environments in Ireland and internationally.



SECTION 7: PHD EXTERNAL EXAMINING

Prof. Fiona Farr: Nottingham University

Prof. Fiona Farr: University of Southampton

Prof. Helen Kelly-Holmes: University of Glasgow

Prof. Helen Kelly-Holmes: Trinity College Dublin

SECTION 8: CALS VISITING RESEARCH FELLOW

In 2024 CALS welcomed Dr Sarah Schaefer joined CALS in 2023 as a Marie Skłodowska-Curie Fellow.

Dr Sarah Schaefer, PhD in English and an MA in Journalism from the University of Galway (previously National University of Ireland Galway), and a Fellow of the Higher Education Academy.



Sarah's research is situated in the fields of critical sociolinguistics, applied linguistics, linguistics, media studies, and cultural studies. She is generally interested in language mobility in times of accelerated globalisation and in how the media use language to reach their target audiences.

For her PhD thesis, she investigated the use of English linguistic resources on German public service and private adult contemporary radio and the societal and cultural factors shaping this use by journalists. She undertook a quantitative and qualitative linguistic analysis of a self-compiled corpus of radio morning shows (60h) and a qualitative analysis of semi-structured interviews with 19 journalists. In her interdisciplinary methodological approach, she combined theories of mobility and hybridity in critical sociolinguistics and cultural studies

with media studies models describing the influences that shape media content.

In a recent publication, she has investigated radio journalists' translingual and transmodal practices on German adult contemporary radio and how journalists try to stimulate their listener's visual imagination to achieve communicative success in a non-visual medium. She is currently working on her postdoctoral project "Community, Identity and Diversity in German Youth Radio" funded by the European Union. In her ethnographic study at a German youth radio station, she is especially interested in examining the translingual and transmodal practices underlying the construction of a collective urban youth identity in professionally produced media messages and what a meaningful engagement with young people on topics of diversity and social cohesion means for journalists working at youth radio stations. In this context, her project sheds light on possible issues that can lead to an unbalanced and negative portrayal of ethnic and linguistic diversity on youth radio to foster a more meaningful engagement of journalists with diversity. An additional multimodal critical discourse analysis of the station's produced media messages allows her to get further insight into journalists' routine practices and to develop approaches for diversity-

oriented communication. In this way, her project responds to timely social concerns around difference and voice in a mobile world fraught with deepening division.

SECTION 9: SELECTED PUBLICATIONS

Books

- **Mishan, F.** and Kiss, T. (2024). *Developing Intercultural Learning Materials* (Routledge Research and Resources in Language Teaching series), Routledge.
- **Sarah Josefine Schaefer** (2024). *New Perspectives on Language Mobility: English on German Radio*. London: Bloomsbury Academic.

Refereed Journal Articles

- Cappellini, M., **Giralt, M.** & Ollivier, C. (2023). 'Introduction', *Alsic* [En ligne], Vol. 26, n° 1 | 2023, mis en ligne le 30 décembre 2023, consulté le 19 février 2024. URL : <http://journals.openedition.org/alsic/7185>. DOI : <https://doi.org/10.4000/alsic.7185>.
- Cappellini, M., **Giralt, M.** and Ollivier, C. (2023) 'Special Issue' "Language Teaching and Learning and Digital Citizenship Education" in *ALSIC (Apprentissage des Langues et Systèmes d'Information et de Communication)* Vol. 26, n° 1 | 2023. <https://doi.org/10.4000/alsic.7186>.
- **Farr, F.** and Leńko-Szymańska, A. (2023). Corpus linguistics in second language teacher education. *Second Language Teacher Education*, 2 (2): 117-132.
- **Farr, F.** and Leńko-Szymańska, A. (2024). Corpora in English Language Teacher Education: research, integration and resources. *TESOL Quarterly* 58 (3): 1181-1192.
- **Farr, F.** and **Riordan, E.** (2024). 'Re-Evaluating the Use of Corpus-Based Instruction in a Language Teacher Education Context: Perspectives from the Users'. *Journal of Second Language Teacher Education* 2(2): 133-160.
- **Farr, F.** and **Riordan, E.** (2024). 'Experiences of Face-to-Face and Online TP and Supervisory Feedback Processes'. [podcast] *TESOL Journal*. [podcast] <http://doi.org/10.1002/tesj.815>
- **Giralt, M., Benini, S., Murray, L., Lütge, C., Erdemgil, Y., Mustroph, C., Simões, A. R., Senos, S., Bracci, L., Biagi, F., Āekse, I. et Merse, T.** (2023) 'Towards the Integration of Digital Citizenship in Foreign Language Education: concepts, practices and training', *Alsic* [En ligne], Vol. 26, n° 1 | 2023, mis en ligne le 20 décembre 2023, consulté le 19 février 2024. URL : <http://journals.openedition.org/alsic/6904> ; DOI : <https://doi.org/10.4000/alsic.6904>.
- **Jeanneau, C.** & Olliver, C. (2023). 'Training citizens as users of languages and digital technology. Real-world tasks to tame the digital wilds'. *Language Learning in Higher Education*, 13(2), pp. 591-598.
- Ollivier, C., **Jeanneau, C.**, & e-lang citizen team. (2023). 'Developing digital citizenship and language competences'. Graz, *Council of Europe*. ISBN 978-92-871-9318-6. And its French version: Ollivier, C., Jeanneau, C., & e-lang citizen team. (2023). *Développer citoyenneté numérique et compétences langagières*. Graz, *Council of Europe*. ISBN 978-92-871-9317-9

- **Kelly-Holmes, H.** (2024). 'Change and continuity in our post-pandemic techno-social lives'. *Journal of Multilingual and Multicultural Development*, <https://doi.org/10.1080/01434632.2024.2390580>
- **Schaefer, S.J.** (2024). 'Stylistic functions of anglicisms in German radio: Brevity of expression and conveying modernity from the perspective of journalists.' *English Today* (first view), DOI: 10.1017/S0266078424000099

Chapters

- Hmensa, P. A., & **Kelly-Holmes, H.** (2024). Media as Sites of Multilingualism. In McKinney, C., Makoe, P., & Zavala, V. (Eds.) *The Routledge Handbook of Multilingualism* (pp. 352-366). Routledge.
- **Farr, F.** and Karlsen, P. H. (2023). 'Corpus linguistics and Data Driven Learning (DDL): pedagogy, participants, perspectives'. In: Csomay, E. and Jablonkai, R. (eds.) *The Routledge Handbook of Corpora in English Language Teaching and Learning*. London: Routledge.
- **Farr, F.** (2023). 'Reflective practices: Mixed methods research'. In: Chapelle, C. A. (ed.) *Encyclopedia of Applied Linguistics (2nd Edition)*. Oxford: Wiley Blackwell.
- **Fitzgerald, C., & Kelly-Holmes, H.** (2024). Cohesion and Solidarity in Covid-related Addresses to the Nation. In Drewniak, M., & Kuzniak, M. (Eds.). *Applied Cognitive Ecocriticism: From Ego to Eco* (pp. 51-68). Bloomsbury Publishing.
- **Kelly-Holmes, H.** (2024). Language Ideologies, Digital Technology and Emerging Hierarchies of Knowledge. In Reershemius, G. & Arendt, B. (Eds.) *Heritage Languages in the Digital Age* (pp. 15-34). De Gruyter.
- **Mishan, F.** (2023). Towards intercultural competence: Materials for raising intercultural awareness. In B. Tomlinson (Ed.) *Developing Materials for Language Teaching*, 3rd edn. London, Bloomsbury.
- **Mullen, M., Giral, M., Murray, L.** (2023). Extending Blended Learning and the Roles of Technology to Meet Teacher-Training Needs in the New Normal. In Sadeghi, K., Thomas, M. (Eds), *Second Language Teacher Professional Development Technological Innovations for Post-Emergency Teacher Education*. Palgrave.
- **Schaefer, S.J.** (2023). Ethnic and Linguistic Diversity in Youth Radio Station Imaging. In Walsh, O. and Humphries, E. (eds) *Strictly Language: Sociolinguistics, Language Attitudes, Language Ideologies*, edited by. 6th Oct 2023. <https://strictlylanguage.wordpress.com/2023/10/06/ethnic-and-linguistic-diversity-in-youth-radio-station-imaging/>
- **Daoudi, K. A** (2024). Reflecting on Corpus-based Language Pedagogy in Crosthwaite, P. (ed.) *Corpora for language learning: Bridging the research-practice divide*.
- **Ní Loingsigh, D.** (2023). The professional practice of language advising in the official languages workplace context in Ireland. In: Grenoble, L, Lane, P. and Røyneland, U. (eds) *Linguistic Minorities in Europe* [online]. Berlin, Boston: De Gruyter Mouton. Available from: <https://doi.org/10.1515/lme.22365733>

Working Papers

- **Kelly-Holmes, H.** (2023). Language policy 4.0: Agency, readiness and relevance in an increasingly automated future. *Working Papers in Urban Language and Literacies* 309 <https://wpull.org/wp-content/uploads/2023/03/WP309-Kelly-Holmes-2023.-Language-Policy-4.0.pdf>

Keynotes, Invited Talks and Workshops

- **Jeanneau, C.** (2023) 'Language learners: online citizens and social agents for change'. Guest lecture at the CEBS SPRACHENFORUM INTERNATIONAL (Conference of the association of Austrian vocational language teachers) in Bad Hofgastein in Austria.
- **Farr, F.** (2024) Corpus Linguistics in Language Teacher Education: a cross curricular approach', Keynote delivered at the Teaching and Language Corpora Conference, Manchester, July 2024.
- **Kelly-Holmes, H.** (2024). 'Spread the Word': Small languages, brand naming, and sustainability, Keynote delivered at the International Congress of Onomastic Sciences, Helsinki, June 2024.
- **Kelly-Holmes, H.** (2024) Putting the management back into language policy for digitization', Keynote delivered at the Multidisciplinary Approaches to Language Policy, Ottawa, June 2024.
- **Mishan, F. (2023).** Invited lecture (webinar) 'Language Learning Materials Development: An introduction to the field' Universidade do Estado de Bahia (UNEB), Brazil. 28th November 2023.
- **Mishan, F. (2023).** MA Postgraduate TESOL Forum, Leeds, UK. 6 December 2023. Invited lecture (webinar) 'Language Learning Materials Development: An introduction to the field'
- **Mishan, F. (2023).** Invited lecture 'Language Learning Materials Development: An introduction to the field', MA TESOL, University of Limerick, 6 March 2024.
- **Mishan, F. (2024).** Invited speaker at virtual workshop: 'Authenticity: An Anachronism in the Digital Age?', Virtual Workshop: Digital Learning Environments and Authenticity in English Language Teaching and Language Education, University of Coimbra, Portugal, 6 May 2024.
- **Ní Loingsigh, D.** (2024). Visualising the Big Picture: Advising as a Language Support Intervention in Ireland. [Invited Oral Presentation], Psychology of Language Learning (PLL5), UNED Madrid, May 2024.
- **Ní Loingsigh, D.** (2023). Positive Psychology in Language Learning: What, Who, Why and How Theory Flows into Practice” - Advising in Language Learning (ALL) as a Positive Intervention to Promote Linguistic Security in the Organisational Context. [Invited Oral Presentation], CCERBAL 2023, University of Ottawa, May 2023.
- **O’Riordan, S.** (2023). Embedding French language and culture: (Innovative) Teaching materials for French. « Combiner l’étude de la langue et de la culture française en cours de FLE: La manne pédagogique des affiches et spots publicitaires ». Workshop. Languages Connect Summit, 14th October 2023, Dublin Convention Centre. <https://languagesconnect.ie/languages-connect-summit/>
- **Schaefer, S.** (2024). English on German radio: Language attitudes and practices in the newsroom, University of Bamberg, Germany
- **Schaefer, S.** (2024). English, Media and Mobility: New Perspectives and Approaches, University of Bremen, Germany.

Conference Papers

- **Daoudi, K.** (2024.) 'From Theory to Practice: Training Teachers in Corpus Linguistics for Classroom Applications', Local Conference presentation at AHSS at UL (June).

- **Daoudi, K.** (2023). 'Empowering Teachers with Corpora: A Professional Development Workshop', National conference presentation: Postgraduate Research Conference 2023 Break-through Insights in Education, at Trinity College Dublin (May).
- **Daoudi, K.** (2023). 'Can DDL be the outbreak of autonomous language learning? Insights from English Language teachers', International conference on student-led research in Arts, humanities and Social Sciences 2023. Organized by Lancaster and Malizian universities (June).
- **Daoudi, K.** (2023). 'From Theory to Practice: Training Teachers in Data Driven Learning for Classroom Applications" International conference "Innovation in Language Learning" in Florence/Italy. (November).
- **Farr, F.** (2024) 'Reflective Practices: Mixed Methods Research', AILA International Conference, Kuala Lumpur, July 2024.
- **Farr, F. and Riordan, E.** (2023). 'Re-Evaluating the Use of Corpus-Based Instruction in a Language Teacher Education Context: Perspectives from the Users', CALS Research Day, University of Limerick, 24th May 2023.
- **Farr, F. and Riordan, E.** (2024). 'Corpus-Based Reflective Practice in Teacher Education: The Case of Chatroom Teaching', CALS Research Day, University of Limerick, 29th May 2024.
- Villegas-Paredes, G., Beaumont, G, **Giralt, M.** (2024). 'Tareas telecolaborativas para el fomento de la competencia lingüística, intercultural y digital en estudiantes de ELE angloparlantes'. Prague V-2024. Universidad Carolina de Praga (April 12th-13th).
- **Flanagan, G.** (2023). 'Business discourse in the Irish technology sector: A corpus-based investigation of spoken language in International Virtual Teams (IVTs)', Corpus Linguistics (CL2023) in Lancaster, UK: 3rd-6th July 2023.
- **Flanagan, G.** (2023). 'A corpus-based investigation of spoken language in virtual teams in the Irish technology sector', Association for Business Communication (ABC 2023): Principles for success in international virtual communication: - 25th-28th October 2023.
- Ollivier, C., & **Jeanneau, C.** (2023). 'Online Real-World Tasks as opportunities to integrate digital citizenship education in language teaching and learning'. Promoting Students' Digital Citizenship conference, Barcelona, Spain. 18/02/2023.
- **Giralt, M. & Le-Baron-Earle, F.** (2024.) 'Towards an inclusive education using visual literacies and arts for teaching, learning and assessment'. Learning, Teaching and Assessment - Naming, Sharing and Transforming Practice Conference. University of Limerick, 17th January.
- **Giralt, M., Murray, L. & Benini, S.** (2023) '(Radical) Digital Citizenship Education and (Critical) Digital Citizenship competence: perspectives on the digital with implications for language learning research and practices', IRAAL conference, Maynooth, 18 November 2023.
- Beaven, A., **Giralt, M.**, Pittarello, M. (2023). 'Streamlining Virtual Exchange: A Strategic Framework to integrate Virtual Exchange in Higher Education'. International Virtual Exchange Conference, UNESP, Sao Paulo (Oct 30th - Nov 1st).
- **Jeanneau, C.** (2023). 'Participating online, learning languages and acting as a digital citizen: Exploring the possibilities of real-world digital tasks for the language classroom'. CALS Annual Conference (Centre for Applied Language Studies) – 24/05/2023.
- Van de Vyver, J., Ollivier, C., & **Jeanneau, C.** (2023). 'Experiencing and developing language competences and digital citizenship through Real World Tasks'. Eurocall 2023: CALL for all languages. 15-18 August 2023.
- **Jeanneau, C.** (2023). 'Facilitating the implementation of UDL principles in language learning and teaching through digital real-world tasks'. IRAAL conference, 18 November 2023.
- Ollivier, C., & **Jeanneau, C.** (2023). 'Des tâches numériques ancrées dans la vie réelle pour donner du sens aux interactions sociales entre sujets'. Colloque International [Retour] du sujet et du sens en didactique des langues étrangères, Liège, Belgium. 18-20 April 2024.
- **Kelly-Holmes, H.** (2023) 'Nativeness and native speaker ideology', New Directions in Minority Language Sociolinguistics, Edinburgh Seminar October 2023.

- **Kelly-Holmes, H.** (2024) 'Language for inclusion in organisations', Learning in multilingual and multicultural contexts - impact on teacher education lecture series, Ludwigsburg, January 2024.
- **Kelly-Holmes, H.** (2024) 'Minority Languages and Digitization', European Centre for Minority Issues Summer School, Bratislava, August 2024.
- **Mishan, F.** 'Intercultural competence: To test or not to test?' MATSDA/Bilingual International School Conference, Florence, Italy, 21-22 June 2023.
- **Murray, L., Giral, M., Benini, S.** (2023). 'Towards a Pedagogical Framework to integrate Digital citizenship in Foreign Language Education: current results from the DICE.LANG project'. PENSA, Promoting students Digital Citizenship. Universitat Oberta de Catalunya, Barcelona, 18th February.
- **Ní Loingsigh, D.** (2024). 'Building Positive Institutions and Organisational Language Competence: Views from Practice'. Symposium with contributions from Canada, Wales, and Ireland. [Session Organiser], Psychology of Language Learning 5 (PLL5), UNED Madrid, May 2024.
- **Ní Loingsigh, D.** (2024). 'Language Coaching in the Organisational Context: Professional Development, Positive Leadership and Advocacy'. Psychology of Language Learning (PLL5), UNED Madrid, May 2024.
- **O'Riordan, Stéphanie** and **Marie-Thérèse Batardière.** 2024. 'Découverte et analyse de textes littéraires en cours de français à l'université', Discovery and analysis of literary texts in French classes at university. Adeffi Spring Seminar 2024, 8th March 2024, ATU Galway City.
- **Rieder, M., Giral M.** (2023). 'Tell your own story project – Using media to develop cosmopolitan mindsets in a diverse and urban changing space in Ireland' in REDICO Conference "Cosmopolitanism in a Postdigital, Postmigrant Europe, and Beyond". Friedrich Schiller University Jena, Germany.
- **Schaefer, S.** (2023). 'A Methodological Framework for Exploring Mass Media Coverage on Ethnic and Linguistic Diversity as a Spatially Entangled Social Practice', IALIC 2023, European University of Cyprus, Cyprus.
- **Schaefer, S.** (2023). 'A Holistic Methodological Framework for Exploring Translingual and Transmodal Mass Media Practices in Relation to Ethnic and Linguistic Diversity', IRAAL Annual Conference, Maynooth University, Ireland.
- **Schaefer, S.** (2023). 'Media, Diversity and Social Inclusion: The Semiotics of Youth Radio Station Imaging', 20th AILA World Congress, ENS de Lyon, France.
- **Schaefer, S.** (2023). 'Ethics in Radio Broadcasting: Multimodal Representations of Ethnic Diversity in German Youth Radio Imaging', IAMCR Lyon 23, Université de Lyon, France.

SECTION 10: OTHER NEWS

Deirdre Ní Loingsigh: Research Informed Programme Development

2024 has seen the launch of the new MicroCredential in Language Coaching led by CALS members Deirdre Ní Loingsigh, School of English, Irish, and Communication, and Catherine Martin, Modern Languages and Applied Linguistics. The programme builds on research initiatives in language support in the workplace context since 2010, and international research partnerships have been further consolidated through the development of the MicroCred. For example, Satoko Kato (Japan), Marina Mozzon-McPherson (UK), Kerstin Sjösvärd (Sweden), and Carsten Quell and Louise Varagnolo (Strategic Advisor on Linguistic Insecurity) Official Languages Centre of Excellence, Government of Canada, participated in curated conversations with Deirdre Ní Loingsigh as part of the MicroCred materials design project.

Gail Flanagan, CALS PhD Candidate, also took part in a curated conversation with Dr Catherine Martin on the topic of intercultural competence in organisations. Furthermore, the CALS Webinar Series 2023-24, which focussed on language practitioner research, informed the teaching and learning content of the Language Coaching module in Spring 2024.

Deirdre Ní Loingsigh: Impact Outside Academia

This MicroCredential for professional learners bridges research, policy and practice. For example, Deirdre Ní Loingsigh has been invited to a number of stakeholder meetings to discuss the scope of language coaching as a language support intervention in the context of the 20-Year Strategy for the Irish Language and the Official Languages (Amendment) 2021, Act.

- 14 February 2023 – Presentation to Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media
- 27 February 2023 - Presentation to Coiste Comhairleach um Sheirbhísí Gaeilge (Irish Language Services Advisory Committee)
- 9 April 2024 - Consultation meeting with Dr Kerron Ó Luain agus Colm Ó Cinnseala, University of Galway researchers working on the National Plan for the provision of public services through the medium of Irish. The preparation of the National Plan ‘is in line with achieving the overall objective of the Act, which is that 20% of recruits to the public service will be Irish speakers no later than 31 December 2030’.
- 18 June 2024 – Stakeholder meeting, Údarás na Gaeltachta, Na Forbacha, Co. na Gaillimhe (Impact Assessment Activity)

SECTION 11: CURRENT PHD STUDENTS

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

ISPhD STUDENTS

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

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

Centre for Applied Language Studies
School of Modern Languages and Applied Linguistics
University of Limerick, Ireland
<https://www.ul.ie/artsoc/cals>
Follow us on twitter: @ulcals.
Contact: fiona.farr@ul.ie



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