University of Limerick

Centre for Applied Language Studies

Newsletter

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Editor: Angela Chambers

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About CALS

The Centre for Applied Language Studies was established by the Executive Board of the University of Limerick in February 1997. It brings together members of faculty and postgraduate students from several disciplines in the Department of Languages and Cultural Studies and provides a forum for the exchange of ideas and the development of new research projects. Associate members with similar research interests from other universities may also be invited to join the Centre.

The objectives of the Centre are:

- To provide a focus for research into applied language studies within the University and a focal point for national and international links;
- To promote the integration of research and the application of language activities, in areas such as language learning, language planning and policy, translation, technical writing, etc.;
- To facilitate the development of European projects in the area of languages, including interdisciplinary projects linking language studies with disciplines such as engineering, business, European Studies;
- To serve as a research resource and a source of consultancy expertise to government, business, social organisations and supra-national structures.

Activities include individual and collaborative projects, seminars for research and staff development, the publication of books and articles, and consultancy at national and international level.

Research scholar for CALS

Helen Kelly-Holmes joins the College of Humanities as a Research Scholar in September 2002. A graduate of UL, she taught German for a year in the Department of Languages and Applied Social Studies before taking up a postgraduate research scholarship at Aston University, Birmingham, working with Professor Nigel Reeves. The events of 1989/90 in Eastern Europe, and Germany in particular, provided the impetus for her doctoral research, which concerned a study of intercultural communication using the example of West German banking advertising in the former GDR, following the fall of the Berlin Wall. On completing her PhD in 1995, she took up a lectureship in the School of Languages and European Studies at Aston. Helen has been a member of the editorial board of the *Current Issues in Language and Society* (*CILS*) journal and edited series published by Multilingual Matters since it was founded in 1994.

Helen is already an associate member of CALS and is collaborating with Tadhg Ó hIfearnáin and fellow associate member, Muiris Ó Laoire of the Institute of Technology, Tralee, on a major investigation into inward migration and sociolinguistic change in the Mid-West region. The editor of ten books, she has published widely in a variety of international academic journals. She has a range of inter-related and complementary interests in the fields of applied linguistics and sociolinguistics. Her focus and approach have always been interdisciplinary in nature, paying particular attention to linguistic, economic, cultural, ideological, social and political contexts. Her research interests and publications to date can be classified under the following broad headings: 1. intercultural communication, particularly in relation to media and market discourses, and the construction of identities and stereotypes (e.g. "intercultural" advertising communication between European countries, and how this contributes to constructions of identities; the flow of marketing, advertising and media discourses between Western and Eastern Europe; the discourse of European satellite television, "leaking boundaries" and pan-European communication); 2. media policy and politics, with particular reference to Europe and to the context of globalisation; 3. language policy and politics, particularly through her involvement with *Current Issues in Language and Society*. Although Helen will be primarily attached to CALS, given the nature of her research interests, she also intends to work closely with the Centre for Irish-German Studies and with academics from a variety of disciplines across the College of Humanities.

Funded researchers in AY2001-02

Tadhg Ó hIfearnáin, Government of Ireland Research Fellowship in the Humanities and Social Sciences 2001-02
Irish Language Ideology, Power and Society

Researching and writing a book entitled *The Gaeltacht: Irish Language Ideology, Power and Society*, for inclusion in Mouton de Gruyter's 'Language, Power and Social Process' series. The research adds archival and qualitative research to fieldwork carried out 1999-2001 on the intersection of policy and language reproduction in the Gaeltacht which received support from a Social Sciences Research Council (RIA) research grant.

Freda Mishan, Government of Ireland Post-Doctoral Fellowship in the Humanities and Social Sciences 2001-03
An authenticity-based model for language learning materials design in the electronic age

Producing a book and research articles based on her PhD thesis. The book, with the working title *Designing Authenticity into Language Learning Materials* is being published by Intellect books, UK., and develops the "authenticity-centred" approach to language learning materials design researched in the thesis. The approach takes account of the twin contemporary influences of information and communications technologies (ICT) and cultural awareness. It advocates the use of authentic texts drawn from the target language culture supported by correspondingly authentic learning tasks, i.e. tasks which entail interactions that are consistent with the original communicative purpose, medium and genre of the authentic text. The model for materials design developed in the thesis forms the basis for a task resource section in the book and an on-line resource.

Ide O'Sullivan, research associate, 2001-2002
ERILL (Using Electronic Resources in Language Learning)

The availability of online resources has had a profound effect on the language learning environment. In addition to the traditional course books and library resources, students now have access to large amounts of electronic texts of relevance to their studies. This development has created a need for different types of documentation to support teaching. The module description and bibliography in paper form are now supplemented by support material in electronic form. This project involves the provision and evaluation of material in electronic form, as well as guidance in the use and evaluation of the material.

New postgraduate students join CALS

Catherine Jeanneau

After graduating in English literature from the University of Angers (France), and completing a "Maîtrise" in English literature and a "Maîtrise" in French as a Foreign Language, Catherine returned to UL, where she had previously taught and studied. She has recently been appointed Administrator of the Language Resource Area and is currently starting a PhD on a part-time basis. Her main research interest is Intercultural Communication. The thesis will focus on assessing the application of intercultural theories in the teaching/learning of culture in SLA and on investigating to what extent their application in ICT-based learning/teaching can optimise the learning process.

Máiréad Moriarty

Máiréad, who graduated from NUI Cork with a BA in Language and Cultural Studies, Spanish with sociology, spent her third year at the Universitat de Barcelona, where she studied sociolinguistics, thus combining her two main areas of study. Her thesis is broadly based on Irish language revival and what lessons Irish language policy makers have to learn from their Catalan counterparts. In an attempt to ascertain if it is theoretically possible to revive Irish by applying Catalan language policies here, she intends to examine the role of Irish and Catalan in education, popular culture and information technology, and to discover what the attitudes to these languages are and what future they have.

Shaun Nolan, LCS Scholarship

Shaun graduated from UL with a BA in Applied Languages and MA in French. The title of his PhD thesis is "French language policy and the multilingual challenge: a study of developments from 1992 to 1999". This project aims to discover to what extent French language policy in this period takes account of multilingual developments within and outside France. This analysis will be conducted at two levels, French domestic language policy and French foreign language policy. The ultimate aim will be the establishing of the current situation of French language policy at the end of the 20th century concerning the French language in the face of regional language demands within France and pressures on the world stage.

Stephen Bearpark

Stephen completed his first degree at SOAS, The School of Oriental and African Studies, University of London, in 1970. A recent change of career direction has seen him obtaining an MA in Education (Applied Linguistics) in 2001. The title of his PhD thesis is *'An examination of the relationship between the interpersonal and the goal directional: a study of spoken language within a business environment'*. A corpus of spoken data from a business environment will be built, which will make a significant contribution to existing spoken language data. The corpus will be used to analyse and examine the linkage between interpersonal and goal directional language within the workplace and to consider such linkage in the light of notions of genre. Practical applications of the research will manifest themselves in the teaching of 'Business English'.

MA sa tSochtheangeolaíocht Fheidhmeach

The HEA has awarded over 30,000€ to An Seimineár Sochtheangeolaíochta to set up an MA in Applied Sociolinguistics through the medium of Irish. An Seimineár Sochtheangeolaíochta *(the Sociolinguistics Seminar)*, which is a research group within CALS, brings together specialists in sociolinguistics and applied sociolinguistics from the University of Limerick with collaborators in Mary Immaculate College and the Institute of Technology, Tralee. The degree will be introduced in autumn 2003, subject to academic accreditation. Sociolinguistics is a scholarly discipline which is usually divided into two overlapping branches; the *Linguistics of Society* (or Pure Sociolinguistics) and the *Sociology of Language* (or Applied Sociolinguistics). Both offer approaches to the academic study of interaction of language and society. *Language Planning (corpus* and *status)* is an applied discipline of sociolinguistics as conscious intervention in societal language can be a result of sociolinguistic research. Language politics, policies and ideologies will also be part of the course.

Conference: New Directions in ICT and Language Learning

This account of the conference was prepared by two of our international project partners, Jolanta Urbanikowa, Uniwersytet Warszawski, and Gema Sanz Espinar, Universidad Autonoma, Madrid.

The TALLENT Project (Teaching And Learning Languages Enhanced by New Technologies) held its final meeting at the University of Limerick on 26 January, 2002. To mark the event a one-day conference was organised by the University's Centre for Applied Language Studies on Friday 25 January. The conference, which was opened by the President of the University of Limerick, Dr Roger G.H. Downer, brought together approximately 100 participants from Ireland and 10 other European countries. The programme included both information sessions on some of the latest European, national and international projects in the field of ICT and language learning, and papers on current research and practice. The day closed with three parallel round table discussions on the implementation of new applications in ICT in the language-learning context.

The research papers covered areas such as the pedagogical context of ICT and language learning, learner autonomy, computer-based learning environments, authoring tools, tandem learning and e-mail exchanges, the development of online courseware, software evaluation criteria, and using the World Wide Web in language learning. In addition to speakers from UL (Jean Conacher, Victoria Kelly, Seosamh MacMuiri, Liam Murray and Ide O'Sullivan), papers were presented by researchers from Dublin, Northern Ireland, Scotland, Finland, France, Germany and the Netherlands.

The TALLENT project, co-ordinated by UL and presented by Ole Lauridsen, Handelshøjskolen i Århus, DK, included partners from 11 European countries and has been funded since 1998 by the European Commission under Lingua Action A. The project involved the development and piloting of an in-service modular course in ICT and language learning in several European countries. Topics covered in the course include the integration of ICT in language learning, reference tools, the Internet, authoring tools, corpora and concordancing, and the self-directed learning environment. Products produced by the project team also include a book on the subject, edited by Angela Chambers, Jean Conacher and Jeannette Littlemore, to be published by University of Birmingham Press in the autumn of 2002.

Other projects presented include OILTE, co-ordinated by the Institiúid Teangeolaiochta Éireann with funding from the National Centre for Technology in Education, TECHNE, a bi-national project involving Dublin City University and the Institut National des Télécommunications, Paris, and a project co-ordinated by Europa-Universität Viadrina, Frankfurt (Oder), funded under the Leonardo da Vinci programme.

The full conference programme and abstracts of the presentations are available at the TALLENT website:
http://www.solki.jyu.fi/tallent/yr3conf.html

First International IVACS Conference at UL on the theme "Language in Use and Language in the Classroom"

What is IVACS?

The Inter-Varietal Applied Corpus Studies (IVACS) research group brings together researchers whose goal it is to add to the description of language variation in context and to explore how the outcomes of this empirical research might apply to pedagogy. In our framework for research the term 'variety' is viewed broadly to encompass geographical varieties of language, native and non-native speaker varieties, in addition to variation in language that results from context of use.

This inter-varietal focus in our research leads to the examination of research questions across both situational contexts and language varieties. In doing so, this gives a more refined insight into the connection between language in use and conditions of use. The group, which is affiliated to UL's Centre for Applied Language Studies, brings together researchers who wish to pool expertise and compare corpus findings. At present, the following institutions are involved: the University of Limerick, Mary Immaculate College, the University of Nottingham, Queen's University, Belfast, and the University of Technology, Sydney.

The Conference

IVACS held its first international three-day conference at UL on 13th – 15th June 2002. The applied theme of the conference was *Language in Use and Language in the Classroom.* It was well attended with over one hundred and

twenty delegates and approximately seventy presenters representing the five continents. The pre-conference workshop, run by CALS, was presented by Rebecca Oxford and Victoria Talbott, was entitled "Increasing Language Proficiency and Autonomy through Understanding Learning Styles and Strategies" and took place on the afternoon of the 13th. The session was fully attended but even a few on the waiting list did manage to get last minute places. On Friday 14th June, IVACS was officially launched and the conference was opened jointly by Prof. Kevin Ryan, Vice President, Academic, UL and Dr Peadar Cremin, President, Mary Immaculate College. The opening plenary was presented by one of the most inspirational founding members of IVACS, Professor Michael McCarthy, University of Nottingham, who has long term associations with UL and MIC. His talk focussed on issues of quantity and quality in the interpretation and application of language corpora and true to form it was a stimulating, entertaining and provocative account of pertinent issues in corpus methodology and interpretation with many illustrations from different registers of British, American and Irish English. The second plenary of the same day was presented by Gwyneth Fox, University of Birmingham, who has long standing involvement with the use of large corpora for lexicographical study and pedagogic materials development including the COBUILD project and the current Macmillan dictionary project. She shared with us some of the very practical and real issues and applications of corpus-based materials to the language classroom from her own continuing experience. On Saturday 15th June, Prof. Ronald Carter, University of Nottingham, provided yet another direction and further food for thought by exploring the notion of creativity in language which bridges the gaps between corpora, language use and literature. And finally the keynote speaker for the conference was Prof. Susan Conrad, Portland State University, co-author of the highly acclaimed Longman Grammar of Spoken and Written English among others. She spoke on the topic "Language Variation and the Language Classroom" and provided a very interesting and apt close to proceedings by summarising and inviting final comments on new and more integrated directions for the fields of corpus studies and applied linguistics from audience members.

The conference organising committee included; Fiona Farr, UL, Anne O'Keeffe, MIC, James Binchy, MIC and Brona Murphy, UL.

Seminars in AY 2001-2002

'Increasing language proficiency and autonomy through understanding learning styles and strategies'
Professor Rebecca Oxford, University of Maryland, with assistance from Victoria Talbott, June, 2002.
(Jointly organised with the College of Humanities Teaching Board).

'Adding affect: How to make a difference'
Jane Arnold, University of Seville, May, 2002.
(Jointly organised with the College of Humanities Teaching Board).

'La traduction specialisée: le cas de la traduction technique'
Professor Hugo Marquant, Institut Libre Marie Haps, Brussels, April, 2002.

'Using a parallel concordancer as a tool in Translation Studies research'
Geraldine Ward, Athlone Institute of Technology, March, 2002.

'Second Language Attrition'
Lelia Murtagh, ITÉ (Linguistics Institute of Ireland), November, 2001.
(Jointly organised with the College of Humanities Teaching Board).

'Is Virtuality Virtual? The Pedagogical Problems of e-learning'
Professor Ole Lauridsen, The Aarhus School of Business, Denmark October, 2001. (Jointly organised with ITÉ Linguistics Institute of Ireland & National Centre for Technology in Education.

CALS Members

Department of Languages and Cultural Studies. David Atkinson, Gosia Barker, Angela Chambers, Jean Conacher, Fiona Farr, Barbara Geraghty, Caroline Graham, Rose Little, Siobhán Murphy, Liam Murray, Tadhg Ó hIfearnáin, Frédéric Royall.

Postgraduate researchers. Stephen Bearpark, Catherine Jeanneau, Victoria Kelly, Máiréad Moriarty, Ornaith Ni Dhuibhir, Shaun Nolan, Íde O'Sullivan.

Postdoctoral researchers. Freda Mishan.

Associate Members of the Centre

Maeve Conrick, Department of French, NUI, Cork

Helen Kelly-Holmes, Lecturer in German, School of Languages and European Studies, Aston University, Birmingham

Anne O'Keeffe, Lecturer in TEFL/EFL, Mary Immaculate College

Muiris Ó Laoire, institute of Technology, Tralee.

Events planned for 2002-2003

In addition to approximately six seminars by visiting researchers each semester, the following conferences are planned:

IRAAL Conference, 30 November 2002. CALS will host the annual one-day conference of the Irish Association for Applied Linguistics/Cumann na Teangeolaíochta Feidhmí. The theme will be Content in Language Learning.

EuroCALL 2003. CALS has been invited to host the 2003 annual conference of the European Association for Computer-Assisted Language Learning from 3-6 September 2003, which will bring 350-400 researchers in Computer-assisted Language Learning to UL from Europe and beyond.