

University of Limerick
OLLSCOIL LUIMNIGH



Centre for Applied Language Studies

Newsletter

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Editors: Angela Chambers
Fiona Farr

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<http://www.ul.ie/~lcs/cals>

About CALS

The Centre for Applied Language Studies, established in 1997, brings together members of faculty, full-time post-doctoral researchers 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 research projects. Associate members with similar research interests from other universities may also be invited to join the Centre, which currently has 48 members.

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, corpus linguistics, language in society, and language planning and policy;
- 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.

Current research areas include:

- the learning of foreign and second languages
- the role of new technologies in supporting this learning
- the ways in which governments and societies can manage the linguistic and human dimensions of bilingualism and multilingualism
- the language of the media in a world of globalisation
- corpus-based analysis of discourse varieties in context.

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NEWS

Completed PhD theses in CALS 2005 – 2006

Fiona Farr, 2005. *Reflecting on reflections: a corpus-based analysis of spoken post teaching practice interactions in an English language teaching academic environment.* This research investigates the spoken language of post observation ELT teaching-practice feedback interactions in a third level institution. These interactions provide a database of just over 80,000 words of transcribed data, which is examined using quantitative and qualitative corpus-based techniques. The research is also strongly informed by data in the form of diary reflections and questionnaire responses from trainees and questionnaire responses from the relevant trainers. The results show that the language used in these data is extremely polite and pays much attention to face-needs, which in turn generally leads to a positive perception among trainees of the feedback experience.

John S. Nolan, 2006. *French language policy and the multilingual challenge, from Maastricht to an enlarged Europe: A study of developments from 1992 to 2004 with particular reference to the case of Gallo.* This thesis is an examination of French language policy for the national and international arenas in the context of regional language demands within France and pressures on the world stage. An analysis of France's linguistic culture provides the framework for an in-depth study of France's historic and contemporary international and national language policy which culminates in a case study of how this is reflected in a region of France. This case study, carried out through field work in eastern Brittany where Gallo is historically spoken, has produced a significant amount of original data on the synthesis between language policy, language attitudes and identity strategies.

Maria Palma Fahey, Mary Immaculate College, 2005. *A cross-cultural discourse and pragmatic analysis of two soap operas: Fair City and Amores de Mercado compared.* Maria Palma Fahey's thesis involved a cross-cultural investigation of two soap operas, one from Ireland (*Fair City*) and one from Chile (*Amores de Mercado*). She

investigated these data on two levels. Firstly in terms of how representative the language of soap opera was of real spoken language and, secondly, in terms of how the two datasets compared pragmatically. By comparing the data with real spoken data, she found that the soap opera scripts were generally representative. However, when she looked at the data cross-culturally, she found that there were many differences pragmatically, particularly in relation to how speech acts were manifested (e.g. apologising, requesting etc).

Dagmar Reschke, 2006. *Racism, Realism, Romanticism or Selective Reality? The construction of Gitano identity in contemporary Spanish cinema.* This thesis studies the portrayal of *gitanos* in contemporary Spanish cinema and analyses how their identity is constructed on the screen. The author found that the portrayal of *gitanos* is mostly a reversal of the *españolada* approach, which the author has termed *gitañolada*. It is characterised not by an appropriation of *gitaneidad* as typically Spanish, but on the contrary, a projection of the pathologies of traditional Spain, or “old Spain” onto *gitanos*, whilst at the same time exploiting Romantic clichés.

CALS Postgraduate Committee

As ever the academic year 2005/2006 has been a very active one for CALS postgraduate students, with several presenting their research at international conferences, and some successfully completing their theses. The Committee welcomed one new postgraduate researcher, Matt Wallen, who is undertaking a PhD supervised by Dr. Helen Kelly Holmes and Roland Tormey. Since the foundation of the CALS Postgraduate Committee in 2004 an annual Postgraduate Symposium has taken place organised by the Postgraduate Committee. In 2006 it was decided that it would be good for the postgraduate researchers to present their research alongside their more senior colleagues at the Annual CALS Research Day. This proved to be a very rewarding experience for the three postgraduate students who presented, namely Helena Ni Ghearaín, Stéphanie O’Riordan, and Matt Wallen, and also for all those who attended the research day.

Books published by CALS members in 2005-2006

Amador Moreno, C. P., 2006. *The Use of Hiberno-English in Patrick MacGill's Early Novels: Bilingualism and Language Shift from Irish to English in County Donegal*. Lewiston, New York/Lampeter, UK: The Edwin Mellen Press. This study is a linguistic analysis of two novels by the early twentieth-century Donegal writer Patrick MacGill. From a linguistic point of view, *Children of the Dead End* and *The Rat Pit* form a particularly interesting source of data for the study of the dialectal variety known as Hiberno-English (or Irish English), as the author purports to give an accurate portrayal of the types of English spoken in Donegal in a period of ongoing bilingualism and language shift from Irish to English. The grammatical, syntactic and lexical features analysed here are heavily influenced by the Irish language and bear striking similarities with the type of structures produced by second language learners, which allows us to look at this variety of English in a different light. This work will appeal to scholars interested in Irish English, languages in contact, and Irish Literature in English.

Atkinson, D., M. Morón and D. Kelly (Eds.), 2006. *Teaching in the Multicultural Classroom at University: The TEMCU Project*. Granada: Editorial Atrio. This book is one of a number of publications originating in the TEMCU project (2003-2006), funded under Socrates Action 6. This volume appeared in March 2006 in time to be launched at the international conference in Granada in the same month which saw the completion of the TEMCU project. The book is designed to accompany the training module produced by the project and it consists of eleven chapters, each one written by the respective authors of the units of the training module. In addition to providing a background to the TEMCU project and a contextualisation of both the project itself and the Erasmus scheme, the book covers issues such as guidance and support for Erasmus students, cultural and linguistic issues faced by such students, and aspects of learning and assessment in an increasingly multicultural university environment in western Europe. In addition to David Atkinson's work as co-editor, two of the chapters in the book were contributed by CALS members, Carolina Amador and David Atkinson.

Carter, R., and M. J. McCarthy, 2006. *Cambridge Grammar of English*. Cambridge: Cambridge University Press. *The Cambridge Grammar of English* is a major new reference grammar. Using corpus-based language research, it provides explanations of spoken and written English based on real everyday usage. All examples come from the 700m word Cambridge International Corpus (CIC). The book is divided into two sections. In the first, A-Z entries give attention to lexico-grammar and other language areas. The second section covers traditional grammatical categories such as tense, clause structure and parts of speech. An accompanying CD-ROM makes the entire book available in handy, searchable format. Audio recordings of all example sentences from the book are also linked to the Cambridge Advanced Learner's Dictionary online, providing instant definitions of new vocabulary.

Farr, F., and A. O'Keeffe (Eds), 2004. *Corpora, Varieties and the Language Classroom. Teanga 21*. Dublin: IRAAL. The occasion of the first international Inter-Varietal Applied Corpus Studies (IVACS) conference at the University of Limerick, June 2002, gave rise to this special issue of *Teanga on Corpora, Varieties and the Language Classroom*. It contains a number of papers based on corpus research being undertaken within the University of Limerick and MIC, as well as papers from scholars in many other parts of the world, on English and other languages. Contributions from the following authors are included: Farr, Murphy and O'Keeffe; McCarthy and Carter; Hnin Tun; Chambers and Kelly; Clancy; Childs; and Cheng and Warren.

Ó hÍfearnáin, T., 2006. *Beartas Teanga. An Aimsir Óg, Páipéar Ócáideach 7*. Coiscéim: Baile Átha Cliath. This Occasional Paper, no. 7 in the Aimsir Óg series, argues that the focus in the discourse on the status of the Irish language changes from the Language Planning to the Language Policy paradigm. Tracing the international history of both disciplines, the author focusses on recent fieldwork in Ireland and questions the efficacy of official schemes for the promotion of the language in the country's Irish-speaking districts because of the fundamental mismatches between the state and community language ideology, practice and management.

O'Keeffe, A., 2006. *Investigating Media Discourse*. London: Routledge. This book explores spoken interactions in the media, drawing on contemporary sources from the English speaking world including chat shows, radio phone-ins and political interviews with leaders such as Tony Blair and George W. Bush. The main theoretical framework used is influenced by Goffman, where each media encounter is viewed as a three-way participation framework involving the broadcaster, interviewee and audience, all of whom shape the interaction. It brings together methodologies of discourse analysis, conversation analysis and corpus linguistics, allowing the media extracts to be explored from different perspectives.

Forthcoming books by CALS members 2006-2007

Amador Moreno, C.P., G. Barabino, D. Limon, and C. Way (Eds). *Enhancing the Erasmus Experience: Papers on Student Mobility*. Granada: Atrio.

Amador Moreno, C.P., G. Barabino, D. Limon, and C. Way (Eds). *Experiences in Student Mobility*. Granada: Atrio. ISBN: 84-96101-45-2 (CD).

Chambers, A. and J. Thompson (Eds). *Integrating Corpora in Language Learning and Teaching*. Special issue of *ReCALL*, Cambridge University Press.

Conacher, J.E. and H. Kelly-Holmes (Eds). *New Learning Environments for Language Learning: Moving beyond the Classroom?* Frankfurt am Main: Peter Lang.

Eloy, J.-M. and T. Ó hÍfearnáin (Eds). *Langues proches - langues collatérales*. Paris: Harmattan.

O'Keeffe, A., McCarthy, M. J., Carter, R. A. *From Corpus to Classroom: Language Use and Language Teaching*. Cambridge: Cambridge University Press.

Developing a Writing Centre

Since AY2004/05 a cross-disciplinary working group has been working towards the establishment of a Writing Centre to serve as a focal point for teaching and research initiatives. This opens up the possibility of new research projects, some interdisciplinary and many dovetailing with existing CALS research strengths. The action research agenda includes:

- analysis of academic and professional writing needs
- discipline-specific writing, e.g. business writing, engineering
- fluency development by writers
- means of delivering learner-centred support for student writers
- writing development as cultural socialization
- the role of technology in supporting student writing
- creation of specialised collections of texts in electronic form and piloting the use of these by learners.

To date, the group has received funding and support from a number of sources: first, research 'seed' funding (£5,000) to establish a UL Writing Research Forum. The first meeting of this interdisciplinary group was held on 17 February 2005, and the first in a series of seminars was held in June when Philip Rubens, Professor of English at East Carolina University and Adjunct Professor in Technical Communication at UL spoke on *The Symbiotic Relationship of Design, Communication Event and Readers*. Further meetings of the Writing Forum, seminars and a one-day conference are planned in AY2006/07.

A student survey and various discipline-specific writing support interventions were supported by funding from the President's Teaching Innovation and Enhancement fund (£8,500). These activities have yielded rich data, currently being analysed for publication. In addition a successful application to UL's Strategic Innovation Fund (an initial grant of £25,000) will contribute towards the employment of a research officer, the Writing Centre's first full-time position. All these efforts culminated in a successful bid for funding of over £200,000 in UL's application to the HEA's Strategic Innovation Fund. This will allow the establishment of a Regional Writing Centre based at UL but involving strong collaboration with LIT, MIC and ITT. Further details from Prof Angela Chambers and Caroline Graham.

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EVENTS

Sociolinguistics Symposium 16

One of the world's biggest language and linguistics conferences was held at UL from the 6th to the 8th July 2006: Sociolinguistics Symposium 16. The local organising committee were: Tadhg Ó hÍfearnáin, Helen Kelly-Holmes, David Atkinson, Fiona Farr and Máiréad Moriarty, as well colleagues from several other third-level institutions in Ireland. The conference was officially opened by Professor Pat O'Connor, Dean, College of Humanities, University of Limerick.

The Symposium is a biennial conference which is considered in the field as one of the most significant occasions for sociolinguists throughout the world. Numbers attending are always high but on this occasion an exceptional total of more than 700 delegates from around the world participated in the event. Five plenary sessions were given by leading sociolinguists from around the world: Mercedes Bengoechea (University of Alcalá, Spain); Jeff Kallen (TCD); Stephen May (Waikato University, New Zealand); Deborah Tannen (Georgetown University, USA); Peter Trudgill (University of Fribourg, Switzerland). Their topics ranged from minority language rights, historical sociolinguistics and negotiation of power in family interaction to discourse markers in Hiberno-English and sexism in European Spanish.

The conference featured pre-conference workshops (on 5th July), as well as oral paper sessions, poster sessions and panels. There were two types of panels; workshops and colloquia. The workshops were composed of up to six papers or presentations and were collective work in progress while the colloquia presented papers on a common theme which constituted finished work close to publication. The conference was a great success, both academically and socially, and the large number of visitors to the campus appeared overwhelmingly to be very happy with the conference programme, the surroundings and the facilities made available to them. Many local and international sponsors provided financial support for and resources which made the running of SS16 possible. Sociolinguistics Symposium 17 will be organised by the Fryske Akademy in Ljouwert/Leeuwarden in 2008.

CALS Research Day 2006

The fourth CALS Research Day, organised jointly by the Associate Director of CALS, Dr Jean Conacher and the Chair of the Postgraduate CALS Committee, Máiread Moriarty, was held in the John Holland Lecture Theatre on 9 June 2006, with once more over 20 faculty and postgraduates participating. The CALS Research Day aims to give members of the Centre for Applied Language Studies an opportunity to present and discuss their current research work, to explore new directions for research and to contribute to the strategic planning of future activities. The day opened with a brief welcome from Jean Conacher and Máiread Moriarty, followed by a series of presentations which once again highlighted the richness and diversity of work undertaken within the research centre at all levels. Dr Helen Kelly-Holmes opened the first session with a paper on continuity and change in banking discourse in the former GDR since the re-unification of Germany. In the following paper, Stéphanie O'Riordan presented work which she had carried out in conjunction with Professor Angela Chambers and Dr Carolina Amador Moreno on using a corpus-based approach to the study and application of discourse markers in the language classroom. This was then followed by a presentation by Catherine Jeanneau and Dr Marie-Thérèse Batardière on the use of a collaborative blog as a new language-learning tool. As in previous years, the linking of research and pedagogical application led to extensive discussion amongst participants.

Following coffee, Helena Ní Ghearáin looked at the links between innovation and the development of terminology, with a particular emphasis on the position of Irish, while Dr Liam Murray considered the constant need at every stage of development to go back to evaluating basic elements of CALL software and web-based materials.

In the afternoon, Matt Wallen presented his study of the development of English as a second language in Irish primary schools, exploring the particular challenges faced by schools and individual teachers in today's changing educational environment.

In the final session of the day, Professor Angela Chambers, Director of CALS, and Dr Helen Kelly-Holmes led a discussion on the changing research structures at college, university and national level which will impact upon the work of CALS in the future.

The fourth CALS Research Day was successfully rounded off by a Book Launch and reception in the East Room, which provided an opportunity to highlight the success of the collaborative projects which are a particular feature of CALS's work. The book, entitled *Teaching in the Multicultural Classroom in University* and edited by David Atkinson, Marion Morón and Dorothy Kelly, was written by contributors to a three-year Socrates-funded project involving universities in Cyprus, Spain, the UK and Slovenia.

EUROCALL 2006: Krakow

The annual 2005 EUROCALL conference (European Association for Computer Assisted Language Learning) was held at Jagiellonian University, Krakow, from 24-27 August 2005. The conference, entitled *CALL, WELL and TELL: Fostering Autonomy*, focused on the changing concepts and practices concerning Autonomy in learning and teaching brought about by technological developments. Throughout the conference there was emphasis on actively promoting the awareness, availability and practical benefits of autonomous learning using CALL, WELL & TELL at all levels of education, with a view to enhancing educational effectiveness, as measured by student success, both academically and personally.

There were three plenary speakers: Dorota Ilczuk, Abdelmajid Bouziane and Włodzimierz Sobkowiak. CALS was represented by two papers: *Integrating a corpus of classroom discourse in language teacher education* by Carolina Amador, Angela Chambers and Stéphanie O'Riordan; and *Can corpus consultation contribute to a process-oriented approach to literacy and language learning?* by Íde O'Sullivan. The conference was preceded by eight pre-conference workshops with a wide range of themes covered including the use of corpora in language learning and teaching, and the building of online courses. The Executive Committee of EUROCALL was particularly pleased to bring the annual conference to a new EU member country.

Selected papers from the Annual EUROCALL conference are published in the Association's Journal, *ReCALL*, published by Cambridge University Press. Members of CALS may access *ReCALL* online by contacting the EUROCALL Secretary, Margaret.Gammell@ul.ie

Multiliteracy and the European Educational Agenda

**LANGSCAPE Conference, University of Bremen
June 21-24, 2006**

CALS members Dr Jean Conacher, Dr Helen Kelly-Holmes and Matt Wallen attended a combined event of the First International LANGSCAPE conference and the Third Bremen Conference on Content and Language Integrated Learning (CLIL), hosted by the University of Bremen and the International University Bremen (IUB) in June 2006. This provided an opportunity to continue building links within the LANGSCAPE network (formerly known as the European Doctoral Network), of which CALS is a member.

LANGSCAPE has developed a four-fold research and training mission based on the promotion of plurilingualism, diversity, accessibility and transfer of expertise, and excellence through the networking of research consortia. The conference offered a wide range of papers focussing on the issues of multiliteracy and the European Education Agenda, with extremely interesting input from the keynote speakers including Itesh Sachdev from the Centre of Excellence for Languages of the Wider World at the University of London, who spoke on the subject of multilingual accommodation, and Christine Helot from the UFR des Langues Vivantes, Université Marc Bloch, Strasbourg, whose paper entitled "Language Education: From linguistic and cultural diversity to multiliteracy" prompted particularly lively discussion.

Papers were divided into three strands, focussing more closely on language policy, CLIL, and multiliteracy and migration. Within this last strand, Matt Wallen presented a very well received paper on the experiences of teachers facing the reality of the increasingly multilingual nature of the Irish primary school.

The conference concluded with a working meeting of the LANGSCAPE partners and the announcement that the next LANGSCAPE Conference will be held in Augsburg in June 2007.

IVACS Conference

The third international biennial IVACS (Inter-varietal Applied Corpus Studies) conference took place at the University of Nottingham on June 23rd and 24th 2006. Following on from the successes of the first conference at the University of Limerick in 2002, and the second at Queen's University, Belfast in 2004, this year's conference was organised around the theme 'Language at the Interface'. Keynote talks consisted of four double acts: John Sinclair & Anna Mauranen, Susan Hunston & Paul Thompson, Srikant Sarangi & Chris Candlin, Martin Wynne & Peter Stockwell, so that participants had the unusual privilege of hearing no less than eight well known speakers and researchers, discussing and debating issues in their pairs. The format for the keynote lectures was very much enjoyed by all participants and was one of the central attractions this year. It was also particularly interesting to hear opinions from experts not working in mainstream corpus linguistics on the potential applications, advantages and disadvantages of this form of investigation on a number of diverse disciplines.

The University of Limerick and MIC were very well represented at the conference with no less than six papers presented by the following participants: Brian Clancy, Fiona Farr, Bróna Murphy, Róisín NiMhócháin, Anne O'Keeffe, Barbara Orfano, and Elaine Vaughan. CALS member Carolina Amador Moreno also presented a paper. Full details of the conference including a selection of papers are available at the conference website: <http://www.nottingham.ac.uk/english/IVACS/>

IVACS Annual Postgraduate Research Symposium

Since 2001, the Inter-Varietal Applied Corpus Studies (IVACS) research centre (an inter-institutional network linking researchers at MIC, UL, QUB and the University of Nottingham, among others) has been holding one-day research symposium. These are open to IVACS academics and postgraduate students. This year's symposium was held at MIC on February 10th, 2006 and eight papers were presented. The invited speaker this year was Dr Paul Roberts.

TEMCU Conference

The International Conference *Enhancing the Erasmus Experience: Teaching at Today's Multicultural University* took place at the University of Granada, Spain, on March 16th and 17th, 2006. The conference was the culmination of the three-year *TEMCU* project, funded under Socrates Action 6. The initial meeting of the participating universities (Granada, UL, Cyprus, Ljubjana and Liverpool John Moores) had taken place in Granada in 2003, and with this final conference, at which the results and some of the associated publications of the project were presented, *TEMCU* returned to the University which was responsible for the overall coordination of the project. The conference was extremely successful, attracting well over 100 participants from a wide variety of institutions and countries. Not even the rain (!) was able to dampen the enthusiasm of the delegates and it was overwhelmingly agreed that the conference was a fitting end to a highly successful project.

CALS Guest Lectures at UL 2005/2006

"What We don't Translate in Media Translation"

Laura Santamaria, Universitat Autònoma de Barcelona. 8 March 2006.

"Materials Development as a Bridge between Theory and Practice"

Dr Brian Tomlinson, Leeds Metropolitan University. 19 April, 2006.

"Self Evaluating Teacher Talk"

Dr Steve Walsh, Queen's University, Belfast. 24 April, 2006.

"The Symbiotic Relationship of Design, Communication Event and Readers"
Philip Rubens, Professor of English, East Carolina University and Adjunct
Professor in Technical Communication at the University of Limerick. 7 June,
2006.

Birth Rate Soars in CALS!!

In addition to our various research activities, CALS members have also been productive in other ways this year! Six new babies were born to CALS parents in 2005/2006. Congratulations go to Iuliana Banarie on the birth of her son George Banarie (30 November, 2005), Ornaith Rodgers on the birth of her daughter Eimear Rodgers (5 August, 2005), Stéphanie O'Riordan on the birth of her daughter Amélie O'Riordan (28 August, 2005), Vicky Kelly (Phelan) on the birth of her daughter Amelia Phelan (30 August, 2005), Fiona Farr on the birth of her daughter Siofra Farr Ní Mhaoláin (29 September, 2005), and Shaun Nolan on the birth of his daughter Alannah Noreen Zieler-Nolan (10 May, 2006).

Forthcoming events in UL

AY2006-2007 (date to be confirmed)

"Contemporary Issues in Applied Linguistics and Pedagogic Practices".
One-day seminar funded by College of Humanities Teaching Board.
For further information contact Dr Fiona Farr (Fiona.Farr@ul.ie)

AY2006-2007 (date to be confirmed)

Writing Research Forum
One-day conference funded by UL Seed Funding
For further information contact Caroline Graham (Caroline.Graham@ul.ie)

9 & 10 November 2007

"IN/DIFFERENCE: Perspectives on Cultures in Contact."
Royal Irish Academy Committee for Modern Languages, Literary and Cultural Studies. Thirty-Second Research Symposium.
For further information contact Dr Marieke Krajenbrink (Marieke.Krajenbrink@ul.ie) or Barbara Geraghty (Barbara.Geraghty@ul.ie)

January 2008 (date to be confirmed)

International MATSDA/ACELS conference
For further information contact Dr Freda Mishan (Freda.Mishan@ul.ie)

CALS Members

CALS currently has 48 members: David Atkinson, Gosia Barker, Marie-Thérèse Batardiere, Brendan Bolger, Nuria Borrull, Angela Chambers, Jean Conacher, Fiona Farr, Angela Farrell, Margaret Gammell, Barbara Geraghty, Caroline Graham, Catherine Jeanneau, Florence Le Baron, Michael McCarthy, Freda Mishan, Siobhán Murphy, Liam Murray, Maire Ní Neachtain, Shaun Nolan, Joan O'Grady, Tadhg Ó hIfearnáin, Anne O'Keeffe, Veronica O'Regan, Íde O'Sullivan, Joan O'Sullivan, Maria Palma Fahey, Frederic Royall, Nancy Serrano, Lucia Pintado, Dagmar Reschke.

Postgraduate researchers: Iuliana Banarie, Stephen Bearpark, Triona Hourigan, Barbara Malvaro Orfano, Mairead Moriarty, Bróna Murphy, Ornaith NiDhuibhir, Helena Ní Ghearáin, Róisín Ní Mhocháin, Elaine Vaughan, Stéphanie O'Riordan, Elaine Riordan, Matthew Wallen.

UL research scholar: Helen Kelly Holmes.

Associate members: Carolina Amador, UCD; Maeve Conrick, NUI Cork; Muiris Ó Laoire, Institute of Technology Tralee.