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Book of Abstracts

Diversity and Identity in Applied Linguistics

IRAAL 2024

15th-16th November
University College Cork



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Professor Loraine Leeson

Trinity College Dublin

Language(s) and the (re) creation of identities in signing communities: examples from Ireland

Language plays a central role in the formation and negotiation of identity and belonging on both an individual and a societal basis. In signing communities, the use of a sign language is a crucial medium for self-expression and community cohesion, and long identified as one of the signifiers for recognition as a member of a Deaf community (e.g. Conama, 2022; Ladd, 2003; Lane, Hoffmeister, & Bahan, 1996; Matthews, 1996). The societal drive for recognition of sign languages has been a key impetus for European deaf-led NGOs, with all of the European Union's Sign Languages now recognised (Leeson & van den Bogaerde, 2020), including Irish Sign Language (Government of Ireland, 2017). These recognitions have resulted in Deaf communities across Europe anecdotally reporting on their increased sense of pride in their languages, and of increased public awareness of Deaf communities and their cultural identity (identities) as signing people – heightened across the Covid-19 pandemic (Mathews, Cadwell, O'Boyle, & Dunne, 2022; Sinclair, Byrne, & Le Maire, 2021)

At the same time, language deprivation is experienced by many deaf children and is a major ethical concern (Humphries et al., 2012), with significant practical barriers to ensuring access to a sign language for deaf children and their families. Where the family is a migrant family, the risk to maintenance of a heritage sign language may increase, if they have had access to a signed language at all (Duggan, 2024 and see European Centre for Modern Languages' DeafSign project 2024-7).

In Ireland, deeply embedded structural asymmetries remain which impact on deaf signers and their families. These require significant effort to challenge with the burden carried primarily by deaf people, their families, organisations of deaf people, and allies. At the same time, there is significant work ongoing that contributes to (re) imagining and iteratively (re) creating Deaf communities. One linguistic window on this is work to build glossaries of terms in ISL in a range of domains. Here, I consider how signing communities make choices when intentionally co-constructing new vocabulary that supports conceptualisations of Deaf communities as 'people of the eye', where cultural specificity leads to the profiling of iconic, depicting elements (Brennan, 1990; Liddell, 2003) – demonstrating intentional moves away from English language influences which were more prevalent in past language planning processes (e.g. National Association for the Deaf, 1979). I suggest that increased confidence stemming from legal recognition of Irish Sign Language plays a role in shaping contemporary ideologies around the future 'shape' of ISL, and with that, the communities who use ISL in an increasing range of domains.

References are available on the [IRAAL website](#)

Professor Li Wei

University College London

In *Liquid Modernity*, 'change is the only permanence, and uncertainty the only certainty' (Bauman, 2000). Individuals are compelled to spontaneously and simultaneously engage in multiplex virtual networks that support everyday life, requiring continuous expansions of our communicative repertoire. One has to adapt to new and different ways of being and interacting with others; in other words, one has to develop a capacity for Transpositioning. Transpositioning foregrounds a susceptibility to constant change, with a view to transcending any given position. It refers to a processual and iterative shifting of the identity position of an actor-in-communication; i.e., the process in which individuals allow their stance with regard to any given proposition to be in flow-and-flux as they interact with others. To be in flow-and-flux means to release oneself (one's self) from given frameworks and habitual patterns of thought, generating possibility spaces in which one develops new routes (cf. roots) of thinking in conjunction with other participants and cultivates an affect of empathy for others.

This talk focuses on the concept of Transpositioning in learning, with examples of classroom interaction and learning with GenAI, exploring spatial as well as relational transpositioning (Hawkins, 2021) to showcase transpositioning through translanguaging, transmodalities and co-learning in action. It invites the participants to think how institutional systems and practices such as education should adapt to ever-changing demands of life in liquid modernity and how they can enhance Transpositioning capacities needed for the 21st century.

PANEL 1a Asian Languages in Ireland

Chair: Ronrong GUO

Paper 1

Building community and proficiency: Reciprocal peer learning through social media among Chinese language learners

Presented by Aishowarza Manik, Dublin City University

Abstract:

Reciprocal peer learning (RPT) is a form of peer learning that involves students' shifting roles as both peer-teachers and peer-learners, resulting in a collaborative educational environment. Social media platform allows learners to have greater control over the timing, location, and pace of their learning experiences. This paper investigates how RPT offers mutual benefits for Chinese language learners in Bangladesh to learn from each other through social media interaction. Qualitative data was collected from interviews and student chat logs in WeChat, and data was subsequently coded by using NVivo software. The findings suggest that RPT through social media not only fosters mutual teaching and learning among students, but also provides a qualitatively distinct educational experience compared to traditional teacher-student interactions. This type of interaction additionally helps learners gain increased exposure to the target language.

Paper 2

Exploring the Role of E-Portfolios in Language Assessment: A Study of Irish Students Learning Chinese in Higher Education

Mengdi Wang, Dublin City University

Abstract:

This research is situated within a Language & Culture (L&C) Programme at Dublin City University, Ireland, which endeavors to standardize assessment practices by implementing digital portfolios across various language courses for undergraduates. The university offers elective modules in Spanish, German, French, Chinese, Japanese, Russian, and

Arabic. Recognizing the dynamic nature of language acquisition, the L&C Programme seeks to introduce and refine teaching methodologies that empower students to self-assess and reflect on their linguistic and intercultural communication skills.

This paper focuses on exploring the perspectives of Irish students regarding the use of e-portfolios in the context of Chinese language learning. Specifically, it addresses the following research questions:

Q1: How do Irish students perceive reflective e-portfolio assessments in enhancing their language and intercultural communication abilities?

Q2: What are the impacts and roles of e-portfolio assessments in an elective language course at the university?

Through a year-long study, both quantitative (questionnaires) and qualitative (e-portfolios) data are continuously analyzed to gain insights into the potential benefits of e-portfolio assessments for students at the introductory level of Chinese language learning. Overall, Irish students recognize the efficacy of e-portfolios in monitoring their learning progress compared to traditional written exams. The paper will discuss preliminary findings from multimodal analysis of e-portfolios and provide suggestions in the conclusion.

Paper 3

Bridging Gaps and Building Futures: Establishing Initial Teacher Education for Asian Languages in Ireland

Presented by Chang Zhang, Post-Primary Languages Ireland

Abstract:

This paper explores challenges and approaches associated with establishing Initial Teacher Education for Asian languages in Ireland. This study identifies educational needs in the context of Initial Teacher Education pathways through a three-year research project. It highlights the diversity in student cohorts, the demand for plurilingual and pluricultural awareness, and the need for alignment of teaching methodologies that would be effective in the Irish school context. Furthermore, it addresses the critical shortage of qualified teachers and makes recommendations for developing sustainable teacher supply chains. By analysing feedback from pre-service and in-service teachers, educational institutions, and policy frameworks, the paper aims to contribute to a discussion that would enhance the quality of and accessibility to Asian language education in Irish schools, ensuring it meets evolving educational and societal needs.

Paper 3

Asian language teaching policy in Irish Education: new challenges and opportunities

Presented by Mary Ruane, University College Cork

Abstract:

Diversification of languages to include those from beyond Western Europe, the traditional core of Irish language education, has long been a goal of Ireland's language education policy. As early as 2000, the DES established PPLI (Post-Primary Languages Initiative) with the purpose of 'diversifying, enhancing and expanding' the teaching of languages in post-primary schools (DES/Council of Europe 2007 / p.23). Almost 25 years later, and in a very different multicultural and multilingual Ireland, this paper reviews progress in East Asian language teaching, which had been identified as a main priority, ahead of other possible options.

Drawing on Government and EU Language and Globalisation policies, the paper looks at the historical context for introducing Japanese, then Chinese and more recently, a focus on Korean. It will consider the impact on primary to

tertiary sectors as well as the needs of heritage learners. While there has been considerable progress, the recent (March 2024) Languages Connect Interim Report 2017-2 singles out particular challenges facing Asian Languages and the need for national perspectives. In its Phase 2, Planning and Implementation to 2026, it identifies Higher Education as a key focus:

'Mechanisms for developing capacity in Asian languages need to be explored in the context of Higher Education.' Languages Connect Interim Report (2017-23, p.5). Perspectives on how collaborations can be nurtured across different sectors—HE Departments and Centres of Asian Studies, Schools of Education, Government DFERHIS & DES, and others—might cooperate, innovate and instigate will be considered with reference to the current and future context.

PANEL 2a Asian languages in Ireland

Chair: Rongrong GUO

Paper 1

A follow-up investigation on the use of character colour-coding in the beginner Chinese as a foreign language classroom

Presented by Caitriona Osborne, University College Dublin

Abstract:

It is well documented that learning Chinese characters is considered to be one of the more difficult aspects of learning Chinese as a foreign language (CFL) (e.g., Osborne et al. 2022; Shen 2005; Xu et al. 2013). Differing from Roman alphabet languages, the additional element of learning character shape presents a further cognitive load for the CFL learner (see Osborne 2018). Prolific learner strategy studies (Everson 1998; McGinnis 1995; McGinnis 1999; Shen 2005; Shen 2010; Tseng 2000) identify a variety of learner strategies including rote memorisation, handwriting and using flashcards, while mnemonic associations and the creation of idiosyncratic stories are also found to be popular among CFL learners. Another creative strategy of using colour in teaching and learning is not a new concept due to the strong influence that colour has on memory, including aiding attention span and retaining information (e.g., Dzulkifli & Mustafar 2013; Wichmann et al. 2002). In the context of using colour when learning Chinese characters however, there is scarce information in the literature despite some well-known online dictionaries adopting the approach of colour-coding characters according to tone. This study elaborates on Osborne et al.'s (2018; 2022) research into character colour-coding (CCC) in the CFL classroom. Following a cohort of 10 students enrolled in a beginner Chinese language module for 12 weeks, the study reports student feedback of their experience learning characters through CCC while also detailing assessment results in order to provide more information and context to the CCC approach.

Paper 2

Evaluating Shifts in Learners Perceptions Towards Generative AI in Chinese Language Education: A Qualitative Study Across Irish Higher Education

Presented by Hongfei Wang, Trinity College Dublin

Abstract:

This study explores the integration of ChatGPT as a tool for Technology-Enhanced Language Learning (TELL) in the context of teaching Chinese as an Additional Language (CAL) within the Irish higher education system. Employing qualitative research methods, it leverages interviews with CAL learners enrolled in a master's program over two distinct academic years to investigate changes in their perceptions, engagement, and feedback concerning the use of ChatGPT in CAL studies.

The first group from the 2022/23 academic year encountered ChatGPT shortly after its release, experiencing a mix of novelty and scepticism regarding the potential of generative AI in language education. In contrast, the 2023/24 cohort interacted with ChatGPT against a backdrop of wider acceptance and utility, reflecting a significant shift towards viewing it as a standard educational tool, characterized by increased comfort and reliance among students. Comparative analysis between these groups underscores a developing recognition of ChatGPT's value as an educational aid, especially for providing immediate feedback and learning support. Nonetheless, the research identifies ongoing issues regarding the linguistic precision and control in Chinese, underscoring areas for future enhancement.

This inquiry highlights the dynamic shifts in learner attitudes towards generative AI technologies in language education, offering valuable directions for subsequent research to refine AI tools like ChatGPT for improved educational outcomes. It significantly contributes to our understanding of generative AI's potential and challenges in advancing Chinese language education effectively.

Paper 3

From cultural awareness to emotional engagement: A novel approach to enhancing second language learning and well-being in higher education

Presented by Borui Zheng, University College Cork

Abstract:

This study investigated the application of positive psychology exercises to enhance the enjoyment and effectiveness of second language learning in higher education. The focus is on transforming traditional language education by advancing from cultural awareness as rote exercise to active emotional engagement. By incorporating positive psychology exercises, such as gratitude journals, strength identification, and mindfulness practices into language classes, this study examined their impact on students' motivation, emotional engagement, and linguistic proficiency in Chinese. The research employed a quasi-experimental design involving control and intervention groups within university Chinese language modules. Data collection methods included measuring engagement and enjoyment, pre- and post-intervention assessments of Chinese language proficiency, and observational data regarding classroom dynamics and student interaction. Preliminary findings indicated that students participating in positive psychology interventions reported higher levels of enjoyment and engagement in learning Chinese. They also demonstrated significant gains in language skills, particularly in areas of communicative confidence and fluency, compared to students in the control group. Additionally, these students exhibited increased emotional resilience and reduced anxiety related to language learning tasks, underscoring the importance of emotional engagement in enhancing educational outcomes.

This study highlights the transformative potential of positive psychology in second language education, advocating for a holistic approach that integrates emotional and cognitive learning aspects. The conclusion offers practical recommendations for embedding positive psychology exercises into Chinese language teaching practices in universities, aiming to foster a more emotionally supportive and educationally effective learning environment for students.

PANEL 1b Language Maintenance

Chair: Aisling O'Donnell

Paper 1

Translanguaging: Resisting Linguistic Erasure in Kosovo

Presented by Julie Kolgjini, Rochester Institute of Technology (RIT)/RIT Kosovo

Abstract:

In recent L2 and multilingual composition studies, substantial momentum has emerged around translanguaging. These dynamic linguistic repertoires, however, often elicit a reconsideration of established canons surrounding standard language culture, including concerning contemporary language usage. Such fissures in dominant language ideologies are particularly salient when considering the inclusion of these vibrant amalgams in academic writing. The present study centers explicit translanguaging in student writing, an under-examined subject in transnational higher education (TNHE) environments where English is the medium of instruction (EMI); this investigation aims to contribute to the field's knowledge of translanguaging, specifically highlighting undergraduate writing in Kosovo. This on-going inquiry seeks to examine various negotiation strategies made by student writers in a first-year writing-intensive course during four semesters over a four-year period. The current study highlights one student's linguistic quest and investigates various motivations for the observed translanguaging practices in the student-generated texts under examination. The mixed methodology consists of ethnographic consideration; grounded theory intertwined with various coding processes; and critical praxis that de-center appropriateness-based dispositions to language. The findings suggest the importance of including students, peer writing consultants, and faculty, among other stakeholders, in crucial discussions, in particular concerning integrating critical language awareness activities, scrutinizing monolingual biases, and shifting towards a multilingual pivot in writing studies. Such critical conversations could also underscore how utilizing such a translanguaging orientation in TNHE-EMI settings could foster a culturally responsive pedagogy as well as decolonial thinking, including by promoting linguistic diversity and safeguarding linguistic heritage while concomitantly resisting linguistic erasure.

Paper 2

Language practices and experiences among active and heritage speakers of Romani: A cross-country comparison of Czech and Slovak Roma

Presented by Martin Plachetka, University College Cork

Abstract:

This study examines Romani language use, attitudes, and identity issues in the context of the Czech Republic and Slovakia. Qualitative data on Roma language experiences and attitudes surrounding Romani use, transmission, maintenance, and loss were collected through in-depth interviews. The research involved ten Czech Roma and ten Slovak Roma participants, thus allowing for a cross-country comparison. Thematic analysis provided findings that define the Slovak Roma as proficient and active users of Romani, whereas the Czech Roma emerge as heritage speakers of the language. The findings suggest that the Slovak Roma assign an affective value to Romani and a utilitarian language value to Slovak. On the other hand, the Czech Roma display both affective and utilitarian values to Czech since they are not proficient speakers of Romani. The Romani language is seen as a reflection of linguistic and identity oppressions and discrimination over time. Therefore, its usage evidences a functional split between private and public domains.

Although with some exceptions, the speakers positively recognise their membership in their ethnic group. However, unlike the Slovak Roma, the findings point to a slower and more gradual ethnic identity development among the Roma participants in the Czech Republic. This is attributed to their early integration within the dominant Czech society and realisation of their struggles throughout history. Overall, despite the positive attitudes towards Romani (at least in the private domains), the findings provide evidence of the presence of deep-rooted stigmas attached to the language and identity.

Paper 3

First language experiences of the 1.5 generation of immigrants in Ireland

Presented by Patricia Toth, University College Cork

Abstract:

Children who immigrated to Ireland in the mid to late 2000s during the largest peak in net-inward migration that the country experienced are now young adults. This group represents what is known as the 1.5 generation (Rumbaut, 1994; Rumbaut, 1997, 2004; Rumbaut & Ima, 1988), a group of immigrants who were born into a language community but migrated to another community where they completed their education. This study explores the language experiences of such immigrants through an exploratory questionnaire and semi-structured interviews. The descriptions of the participants' relationship to their first language indicates a combination of first language attrition relating to, for example, lexical retrieval, interference from the dominant L2, and incomplete language acquisition relating to specific domains of language use. The self-reported effects of this experience of their first language in the 1.5 generation migrant context impact their cultural and personal identity. Participants reported a range of emotions relating to their language loss. The findings of this study can contribute to the emerging field of research in first language attrition and may have implications for the development and implementation of language maintenance policy such as those outlined in Ireland's Strategy for Foreign Languages in Education 2017-2026: Languages Connect (Department of Education and Skills, 2017).

PANEL 2b Challenges in English language teaching and learning

Chair: Craig Neville

Paper 1

Decolonising ESOL provision through a pilot 16+ newcomers' course in Northern Ireland: Practitioner perspectives

Presented by Declan Flanagan, National Association for the Teaching of English and other Community Languages (Island of Ireland Branch)

Abstract:

This paper describes the evaluation of the first pilot ESOL 16+ course for newcomers in Northern Ireland. Inward migration and ESOL landscapes have changed considerably with increasing numbers of migrants, refugees, and newcomers resettling under European Union (EU) ascension and refugee resettlement schemes. However, ESOL provision has been reactionary and piecemeal, resulting in an educationally invisible or neglected cohort aged 16 to 19 from refugee and asylum seeker communities, including unaccompanied minors. These young people are in an indeterminate educational state due to their age, interrupted or little formal education, and English language proficiency. Therefore, they cannot access formal secondary, further, or higher education. Such invisibility or lack of recognition suggests a colonised education system underpinned by educational injustices (language dominance/marginalisation, limited support for language acquisition, implicit bias, educational inequalities, and access). In addressing these issues, a pilot 16+ ESOL programme was developed, delivered, and evaluated within community education settings, and 16 hours of structured education over 24 weeks were provided for 12 young people. A post-evaluation of the 16+ ESOL routes to learning resources (Richardson and Ma, 2019) focusing on ESOL practitioner's perceptions through the use of reflective notebooks and focus groups found that these materials provided the foundation for delivering and implementing a decolonising curriculum for ESOL provision. It is proposed that the emergence of bespoke ESOL language courses reflects the need to restructure the entire ESOL landscape in Northern Ireland and highlights their importance in this geopolitical context and elsewhere.

Paper 2

Non-native speaker teachers' discrimination in the English Language Teaching environment *in Spain*

Presented by Ewelina Urbanska, University College Cork

Abstract:

Spain continues to be one of the most popular destinations for English language teachers, as there is an unceasing demand for English educators. Although there is no shortage of employment in this particular sector, there is a visible division between native and non-native speaker teachers. Consequently, such a division creates often false preconceptions about educators, where non-native speaker teachers are subjected to marginalisation, discrimination and might be perceived as second best. They are faced with biased employment process, lower wages, favouritism towards their native counterparts and higher education requirements among other things.

Although there are numerous studies carried out on native and non-native speaker teachers of English, most of the research concentrates on the general concept or advantages of nativeness. On the contrary, little time is dedicated to the actual and personal perspective of the NNSTs, i.e. their thoughts, opinions and individual experiences in the ELT environment.

With that in mind, my research aims to visualise the issues that the non-native speaker teachers experience based on the label they were assigned, i.e. non-native speaker. Secondly, it is intended to show how the NNSTs perceive themselves as language teachers, how they position themselves in the ELT environment and why they do not see themselves as second best, but rather as well-prepared professionals. Finally, it is meant to let the discriminated subject(s) speak and be heard and therefore comprehend the problem from their perspective.

Paper 3

Exploring Resilience in Education: Iranian English Language Teachers' Responses to Crisis-Induced Challenges for Fostering Sustainable and Inclusive Education

Presented by Monireh Mokhtarzadeh, Dublin City University

Abstract:

In the pursuit of Sustainable Development Goal 4 (SDG 4), Ensuring inclusive and equitable quality education for all, education systems, particularly in developing countries like Iran, face significant challenges. This project examines the experiences of Iranian secondary school English language teachers (ELTs) amidst various hurdles, including social unrest, political international sanctions, natural disasters, economic hardships, and poor infrastructure. Understanding how educators navigate these challenges is crucial for fostering resilience in the educational system.

The study's objectives are in three parts. Firstly, it aims to identify the key challenges Iranian ELTs encounter in promoting educational equity during crises. Secondly, it examines the effectiveness of existing support structures and resources available to Iranian ELTs to promote equity amidst crises. Finally, it explores the strategies, adaptations, and innovations implemented by Iranian ELTs to ensure educational equity and sustainable alignment during crises.

Accordingly, the research adopts a mixed-methods approach. Initially, a quantitative survey (which includes some qualitative follow-on questions) will be distributed among Iranian ELTs through the 'VISION' platform. VISION is an online platform approved by the government, specifically tailored to aid Iranian ELTs and sponsored and supported by the Ministry of Education. This survey comprehensively explores challenges, support mechanisms, and strategies. Subsequently, semi-structured interviews which delve deeper into themes identified in the quantitative analysis will be conducted. Finally, the triangulation phase integrates findings from both methodologies to enhance validity and reliability.

This research aims to provide a holistic understanding of the pivotal role played by Iranian ELTs in fostering educational equity and inclusivity amidst crises. By contributing to Applied Linguistics and Teacher Training programmes, it seeks to stimulate discussions on mitigating educational inequalities and building resilience among ELTs.

PANEL 1c Identity and Irish language education

Chair: T.J. Ó Ceallaigh

Paper 1

An imní bhreise sin': féiniúlacht agus cinntí máithreachta i gcomhthéacs na géarchéime cúraim leanaí sa Ghaeltacht

Le Fionnuala Nic Pháidín, Coláiste na hOllscoile Corcaigh

Achoimre:

Is iomaí dúshlán atá roimh theaghlaigh in Éirinn atá ag iarraidh cúram leanaí a shocrú agus is amhlaidh an scéal do mhuintir na Gaeltachta. Tá ardchostas ar sheirbhísí cúraim leanaí in Éirinn le hais tíortha Eorpacha eile agus tá ainmneacha na mílte páiste ar liosta feithimh le haghaidh ionaid chúraim timpeall na tíre. I ngeall ar an scoilt inscne atá ann go fóill in Éirinn ó thaobh obair chúraim de, is ar mhná den chuid is mó a thiteann an fhreagracht réiteach a fháil ar na constaicí seo.

Tá dúshlán eile fós roimh mháithreacha Gaeltachta, agus iad ag iarraidh tosaíochtaí teanga a chur san áireamh nuair a bhíonn cúram leanaí le socrú. Is léir ó thaighde idirnáisiúnta go mbíonn féiniúlacht máithreacha ag croílár cinntí deacra cúraim leanaí, go háirithe na tuairimí a bhíonn acu faoin mhéid a dhéanadh 'máthair mhaith' i gcásanna mar seo.

Sa taighde áirithe seo, cuireadh agallamh ar mháithreacha Gaeltachta faoi na riachtanais a bhí acu ó thaobh an chúraim leanaí de, agus a mhéad a tógadh cúrsaí teanga san áireamh sna cinntí a rinne siad. Go hachomair, cuireadh an cheist: an féidir le máithreacha tosaíocht a thabhairt do chúram leanaí trí Ghaeilge i bhfianaise an ghanntanais seirbhísí atá ann faoi láthair?

Cuireann an staidéar seo leis an litríocht idirdhisciplíneach ina gcioraítear an nasc idir beartais shóisialta, an sealbhú teanga agus teoiricí feimineacha. Tarraingítear aird ann freisin ar na bearta pleanála teanga atá de dhíth chun tacú le teaghlaigh Ghaeltachta atá ag tógáil páistí le Gaeilge.

Paper 2

Féiniúlacht an phríomhoide iar-bhunscoile na Gaeltachta: na hionchais agus an fhírinne

Le Toirdealbhach Ó Lionáird, Coláiste na hOllscoile Corcaigh

Achoimre:

Glactar leis go mbíonn príomhoidí ag feidhmiú faoi chúinsí oibre a bhíonn ag síorathrú. Aithnítear iliomad dúshláin a ghabhann leis an bpost (Mac Donnacha et al. 2005; Ní Thuairisg 2014; O'Doherty agus Harford 2018; King agus Nihill 2019), bíodh sé mar a bhaineann sé le hearcaíocht (TUI 2023), cuntasacht (Bush 2019; Nieshce agus Gowlett 2019; McNamara agus O'Hara 2008), neamhionannais (Harris and Jones 2019) nó ceannaireacht atá líonra-bhunaithe agus tiománta ag an teicneolaíocht. I gcás na bpríomhoidí atá ag feidhmiú sa chomhthéacs tumoideachais, tagann athróa eile isteach san áireamh ar nós na cleachtais a bhíonn de dhíth sa chomhthéacs éagsúil sin (Ó Ceallaigh agus Ní Shéaghdha (2021); Ó Ceallaigh (2020); Calderon et al., 2011); (Alanís and Rodríguez, 2008; Howard et al., 2018; Tedick and Lyster, 2020)) agus easpa oiliúna nó tacaíocht ón gcóras (Murphy 2022). Aithnítear freisin an dúshlán suntasach a bhaineann le forbairt a dhéanamh ar do fhéiniúlacht mar phríomhoide tumoideachais (Murphy 2022) agus tionchar obair an Pholasaí don Oideachas Gaeltachta (2017-2022) orthu a oibríonn i scoileanna Gaeltachta.

Sa pháipéar seo, tabharfar aghaidh ar dtús ar atá sa litríocht maidir le féiniúlacht an phríomhoide iar-bhunscoile i gcoitinne. Cuirfear é sin i gcomparáid len' atá molta sa litríocht faoi na dea-chleachtais ceannaireachta i gcomhthéacsanna tumoideachais. Ina dhiaidh sin, féachfar ar atá geallta sa Pholasáí don Oideachas Gaeltachta agus na himpleachtaí d'fhéiniúlacht an cheannaire sinsearach sna scoileanna sin. Dá réir sin nochtfar eispéireas an phríomhoide i gcomhthéacs tumoideachais in Éirinn agus ach go háirithe i gcomhthéacs sainiúil na Gaeltachta. Mar chlabhsúr, pléifear na himpleachtaí ní hamháin d'obair an phríomhoide Gaeltachta amach anseo ach do na háisíneachtaí stáit agus an córas oideachais i gcoitinne.

Paper 3

Féineacha Ilghnéitheacha faoi bhláth: Córas an fhéin inspreagtha T2 agus foghlaimeoirí seachfhoirmiúla fásta na Gaeilge

Le Conchúr Mac Lochlainn, Fiontar & Scoil na Gaeilge, Ollscoil Chathair Bhaile Átha Cliath

Achoimre:

Sa pháipéar seo, pléim torthaí ó shuirbhé inár ceistíodh foghlaimeoirí fásta ilchineálacha Gaeilge mar chuid de thionscadal Ph.D. níos leithne. Dearadh an ceistneoir le hathróga ó chóras an fhéin inspreagtha T2 (féach Dörnyei, 2009) - mar aon le spriocanna foghlama agus úsáid na teanga - a thomhas, le háisiúlacht na teoirice a thástáil i gcomhthéacs aitiópúil; ollchúrsaí oscailte ar líne (MOOCs), forbartha ag an tionscadal Fáilte ar Líne in DCU/OCBÁC.

I roinnt cásanna, nochtadh difríochtaí suntasacha idir foghlaimeoirí de chúlraí éagsúla. Pointe lárnach a léirítear sna torthaí ná gaol láidir idir gnéithe an fhéin agus athróga úsáide/foghlama, agus go bhfuil comhchoibhneas an-ard idir féineacha inmheánacha agus inspreagadh foghlaimeora sa comhthéacs seo. Ritheann fianaise thaiscéalaíoch an staidéir le taighde eile a phléann comhthéacs na Gaeilge (e.g., Flynn, 2020) agus úsáid seasaimh T2 i dtaighde ar chóras an fhéin inspreagtha T2 (e.g., Papi et al., 2019). Is feiniméan idirnáisiúnta ar scála an-leathan í foghlaim na Gaeilge san 21ú haois, agus maím gur ceart do thaighdeoirí na pobail idirnáisiúnta seo, agus a nguthanna ilchineálacha, a fhiosrú ag leibhéal níos miona, chun cur le tuiscint agus fás na teanga.

PANEL 2c The Irish language

Chair: Hilary Ní Chonchubhair

Paper 1

Multisensory languaging with the Irish natural world

Presented by Mel Engman, Queen's University Belfast

Abstract:

The rising interest in reclaiming indigenous language and in reconnecting to land in Ireland (e.g., Flynn, 2020; Magan, 2022) appear to indicate growing desires for identity rooted in place. Yet, it is unclear whether modern enactments of 'traditional' or 'indigenous' ways can disrupt the culture-nature boundary—a pervasive view in Western scholarship that sees humans as separate from nature (Bang, 2016). In order to better understand the nature of language and its role in constructing and sustaining human-land relations, our study draws on Indigenous theory, rejecting the culture-nature boundary (Cajete, 2004; Kimmerer, 2013), and de-centering human-human interaction as the sole site of languaging (Engman & Hermes, 2021).

The study asks: How do people with varying histories of migration and belonging enact their relationship(s) to land and place? What interactional resources emerge in human-land interactions? And how are these interactions experienced? Participants in the study took part in foraging walks in urban and rural green spaces in Ireland. They wore point-of-view cameras to record what they were seeing and hearing, and they wore EmbracePlus wristbands to measure any changes in pulse rate and electrodermal activity (indicators of stress and mood). Along with audiovisual and physiological data, interviews were conducted with participants about their experiences on the walks. Interview data were analysed thematically and then combined with annotated transcripts and walking route coordinates to create relational languaging maps that are multilingual, multimodal, and multisensory, pointing to new directions for research with land and language in Ireland.

Paper 2

Teanga Mheafarach agus Choincheapúil

Le Máirín Mackinnon, Ollscoil na Gaillimhe

Achoimre:

Is gné choitianta den chaint é an meafar, gné a úsáidtear go minic i gcomhráití laethúla. Is minic a cheaptar gur rud é a bhaineann le teanga amháin, ach tá teoiricí ann a léiríonn go bhfuil dlúthbhaint ag meafair le córas smaointearachta agus coincheapúla an nduine. Baineann coincheapanna an duine leis an gcaoi a bhfeiceann sé an saol, leis an gcaoi a mbíonn caidreamh aige le daoine eile, agus leis an gcaoi a dhéanann sé ciall as a saol laethúil agus a thimpeallacht. Úsáideann daoine meafair le cur síos ar an saol, agus léirítear an choincheap taobh istigh den mheafar sin.

Sa bpáipéar seo, pléifear samplaí de theanga mheafaireach agus choincheapúil atá tagtha chun solais i taighde corpasbhunaithe atá déanta ar Ghaeilge na hÉireann agus Gàidhlig na hAlban. Pléifear na tuiscentí, na córais tagartha agus an cruinneshamhail dúchais a léirítear tríd na meafair seo. Déanfar anailíse ar céard a thugann teanga mheafarach agus choincheapúil le fios dúinn faoi phobal teanga na Gaeilge agus na Gàidhlig, a bhfuil ceangail stairiúla eatarthu a théann i bhfad siar.

Paper 3

Turas trí thionscadal taighde Chorpas Náisiúnta na Gaeilge

Le Úna Bhreathnach agus Mícheál J Ó Meachair, Ollscoil Chathair Bhaile Átha Cliath

Achoimre:

Tionscadal atá i gCorpas Náisiúnta na hÉireann (corpas.ie) le corpais mhóra chomhaimseartha Gaeilge a thiomsú a chuimsíonn foinsí scríofa agus labhartha. Tá ceithre chorpas tiomsaithe ag grúpa taighde Gaois, Fiontar & Scoil na Gaeilge, DCU, le maoiniú don tréimhse 2022-2024 ón Roinn Turasóireachta, Cultúir, Ealaíon, Gaeltachta, Spóirt agus Meán.

Is iad sin: Corpas Náisiúnta na Gaeilge; oll-chorpas ~150 milliún focal a bhfuil cothromú inscne, seánra, agus meán déanta air. Rinneadh an cothromú seo le deimhniú go raibh oiread údar, ábhar, agus blas ann agus d'fhéadfaí. Corpas Monatóireachta na Gaeilge; sainchorpas is ea é seo ina bhfuil milliún focal in aghaidh na bliana ón mbliain 2000 i leith. Rinneadh sampláil ar théacsanna éagsúla, de réir oideas seánraí, leis an milliún focal seo a bhaint amach. Corpas na Gaeilge Urlabhra; sainchorpas is ea é seo ina bhfuil breis agus 7 milliún focal a dúradh agus tras-scríobhadh. Corpas na Gaeilge Scríofa; sainchorpas is ea é seo a dhíríonn ar an teanga scríofa amháin. 100 milliún focal atá sa chorpas seo, 50 milliún focal ón Idirlíon agus 50 milliún focal a foilsíodh i ndoiciméid nó a cuireadh i gcló.

Míneofar dearadh na gcorpas agus an chaoi a mbeidh daoine ábalta ceisteanna éagsúla taighde a fhreagairt leis na corpais éagsúla de bharr na ndearaí seo. Pléifear freisin na dúshláin cothromaíochta a sáraíodh agus atá le sárú amach anseo. T abharfar an chéad léiriú ar an gcomhéadan corpais agus an chaoi le cuardach simplí a dhéanamh nó le cuardach casta CQL a dhéanamh de réir na gclibeanna, na leamaí, agus na dtéacscomharthaí.

PANEL 1d Language Policy and Inclusion

Chair: Dragan Miladinovic

Paper 1

Intersectional Linguistic Justice for Inclusive Language Policies

Presented by Cecilia Gialdini, Centre For Research and Documentation on World Language Problems (CED)

Abstract:

Linguistic justice, a rapidly evolving field, examines linguistic disadvantages and language barriers, often serving as a crucial parameter for assessing language policies, encompassing ethics, fairness, and efficiency. Scholars acknowledge the interconnection between social inclusion, well-being, and linguistic justice. Yet, linguistic minorities are frequently reduced to mere "speakers," overlooking vital aspects of their identity such as gender, race, ethnicity, and social determinants like varying abilities and socio-economic backgrounds. The linguistic disadvantage, also known as *insécurité linguistique* or "disagio linguistics," arises from language choice and its imposition by the state. Given the intricate nature of language-related challenges and their significant impact on the daily lives of marginalized individuals, there is a pressing need for a holistic approach. However, policy planning often overlooks this complexity and fails to incorporate an intersectional perspective on linguistic justice.

This article proposes redefining linguistic justice through an intersectional feminist lens, challenging the traditional portrayal of individuals solely as "language users" and recognizing the multifaceted nature of their identities. Drawing from intersectional approaches to public policy and sociolinguistic research on the correlation between language and gender, power relations, and race and decolonization, it outlines an operational paradigm. Additionally, the paper provides recommendations to guide policymakers toward formulating more inclusive public policies, acknowledging the diverse linguistic landscape and the importance of equity and justice in language policy formulation and implementation.

Paper 2

Legislating for inclusion: Language acts and policy making in Ireland and the UK

Presented by Deirdre Dunlevy, The Open University

Abstract:

This study conducts a comparative corpus-based discourse analysis of language legislations and policies in Ireland and in the devolved administrations of the UK, focusing on the implications for fostering inclusion of the minoritized and autochthonous languages. By analysing the language used in legislative text and language policies and strategies, we can understand the distinct approaches taken, reflecting nuanced socio-political dynamics.

Through a discourse analysis framework, this study will examine a corpus based on key legislative texts, policy documents and government strategies on language planning with a particular focus on the autochthonous languages. By exploring linguistic ideologies embedded in the texts and the strategies employed to promote inclusion or marginalization, this study indicates the ways in which language policies intersect with broader socio-cultural agendas. By critically examining divergent approaches to language legislation in the UK and Ireland, this study offers insights into the intricate relationship between language legislation, policy implementation, and societal inclusion and aims to

highlight how discrepancies in language use in the development of legislation can lead to exclusionary language policies.

Paper 3

Pluri-..., multi-..., emerging..., minorised....? Exploring terminology used in policy and practice to refer to multilingual learners: a linguistic hospitality approach

Presented by Craig Neville, University College Cork

Abstract:

The contemporary educational landscape is increasingly shaped by the richness of linguistic diversity. As education systems welcome newcomers to education systems as a result of migratory movements, education policy has responded by providing varying levels of support for learners who do not speak the main languages of learning. A by-product of this process is the adoption or creation of terms that are used in education policy and practice to denote such learners (e.g. English as an Additional Language or EAL Learners). Cummins (2021, p. xxxvii) explains these terms often reflect, but are not limited to, multilingual learners' shifting identities, their communities and their acquisition contexts. However, as Garcia (2009) points out in her adoption of the term 'emergent plurilingual, many of these terms can be problematic (e.g. deficit-based rather than asset-based).

The aim of this paper is to present our own comparative analysis of some of the terms used in education policy and practice from different educational contexts across the globe gathered via an online questionnaire. We adopt the theory of Linguistic Hospitality (Derrida, 2000) to measure analytically how linguistically hospitable these terms are, using an innovative methodology developed for the purposes of this project. The second part of the presentation will then discuss our analysis and provide categories of policy terms that used according to our linguistically hospitable they are. We will conclude with recommendations regarding how policy terminology can see to be more asset orientated.

PANEL 2d Language Policy and Inclusion

Chair: Aisling O'Donnell

Paper 1

Language Policy in Action: Positioning Curricular Multilingualism

Presented by Tobias Schroedler, University of Duisburg-Essen, Germany

Abstract:

This paper addresses the design and implementation of the foreign language curriculum in the German state of North-Rhine-Westphalia through the lens of language policy analysis. Based on the state's legislation, 12 languages can be offered as foreign languages in secondary schools (Chinese [sic], Dutch, English, French, Greek, Hebrew, Italian, Japanese, Latin, Russian, Spanish and Turkish) (MSB NRW, 2024). While English, followed (with a rather wide margin) by French, Spanish and Latin are offered by a majority of secondary schools, the remaining eight languages are taught to (far) less than 1% of the learner population. To better understand the ordering and proportionality of this foreign language offer, we systematically analyse the underlying language policy in two steps. First, we document the legal administrative conditions by synthesising all relevant decrees, laws and other types of public policies in order to capture the degree of freedom in decision-making processes (e.g. to what extent are schools free to offer the languages they want), and which boards, committees and authorities play a role in these processes. Second, we conduct semi-structured interviews with school principals (n=5). In this qualitative study, we aim to analyse how key stakeholders in schools (e.g. principals) perceive their freedom of choice in designing their own foreign language supply, and (possibly more importantly) how they view limiting factors.

Ministry for Schools and Education North-Rhine-Westphalia [Ministerium für Schule und Bildung des Landes Nordrhein-Westfalen] MSB NRW (2024). Foreign Languages [Fremdsprachen]. <https://www.schulministerium.nrw/fremdsprachen>

Paper 2

Diversity and Identity in Irish Sign Language (ISL)

Presented by John Bosco Conams, Trinity College Dublin.

Abstract:

This presentation delves into the intricate relationship between diversity and identity within the Irish Sign Language (ISL) community. It examines how cultural, social, and educational factors influence the formation of identity among ISL users. The presentation explores the unique linguistic characteristics of ISL and how these contribute to a distinct sense of identity within the Deaf community in Ireland.

Paper 3

The social value of didactic audio description: diversity, disability, and inclusivity awareness in foreign language education

Presented by Adriana Bausells-Espín, Universidad San Jorge

Abstract:

Foreign language education (FLE) seeks to create spaces for learners to simultaneously develop linguistic, communicative, social, and pluricultural competences. Language is understood as a means of connecting with others (Eaton, 2010), and learners, as active users and social agents (CEFR, 2020), foregrounding the role of mediation as a key communicative competence. However, mediation is still often reduced to notions of interculturality. Considering disability to expand the concepts of identity and diversity within FLE would help promote learners' development of richer mediation competences and of accessibility awareness.

In this context, didactic audiovisual translation (DAT; Talaván, 2020) emerges as the ideal methodological innovation. DAT is a student-centred, action-oriented methodology which emphasizes media-accessibility practices (Bolaños & Ogea Pozo, 2023; Fernández-Costales et al., 2023), where learners create the text for a given modality—subtitling, dubbing, or audio description (AD)—, engaging with language use considering its social value, and its role in facilitating communication for sensory-diverse people.

This paper provides an example of how DAT—specifically, AD—can be used to promote integrated skills development alongside diversity awareness raising. It presents an AD-based, three-lesson plan sequence designed for the educational innovation project TRADILAB, where students complete reading, listening, speaking, and writing tasks around themes of visual accessibility, gender, migration(s), ageism, or unwanted loneliness. By integrating linguistic, thematic, and media-accessibility contents, this sequence provides an ideal space for meaningful learning, enabling students to broaden not only their linguistic-communicative skills, but also their understanding of diversity, disability, and the role of language for social inclusion.

PANEL 3a Multilingualism and Family

Chair: Dragan Miladinovic

Paper 1

Families of Migrant Backgrounds and the Irish Language

Presented by Cassie Smith-Christmas, University of Galway

Abstract:

Based within a 'Family Language Policy' ('FLP') framework, this paper explores how families of migrant backgrounds orientate to the Irish language, and how they use it as an additional resource in their linguistic repertoires. The paper centres on data gathered within the MSCA project LaFS (Languages, Families, and Society)- which on families who use Polish and families who use Kurdish as a home language living in Galway, as well as data from the new SFI-IRC-funded project GAELFAM, which focuses on families living in Gaeltacht areas who use a language other than/in addition to Irish or English in the home. The paper draws on a self-recorded family interactions and researcher recordings of family interactions/interviews in analysing how learning Irish provides both children and caregivers additional way in which they may index belonging to the new society in which they live. It also analyses how Irish provides a tool for parents to foster children's metalinguistic awareness of their home language. The paper concludes by discussing the key language policy implication of this paper: that in order to strengthen the impact of Irish-in-education as a revitalisation strategy, as well as to build a more inclusive Irish society, there needs to be greater emphasis on providing parents of migrant backgrounds access to Irish, rather than focusing solely on the children's access to the language.

Paper 2

Dynamic Multilingual Identities: Interactions between language-in-education policy and family language policy

Presented by Chelsea Whittaker, Trinity College Dublin

Abstract:

Ireland has experienced significant immigration in the last thirty years, resulting in an increasingly diverse ethnolinguistic landscape (Central Statistics Office, 2016; Devine, 2005; O'Connor et al., 2017). This has presented challenges in supporting multilingual learners in Irish schools (Central Statistics Office, 2022; Faas et al., 2018; Nowlan, 2008). Migrant families must constantly navigate linguistic issues, such as deciding which languages to use in which contexts, which languages to maintain and which languages to learn (Hirsch & Lee, 2018). They frequently experience a linguistic reality in which minority or heritage languages are spoken in the home and dominant, majority languages are spoken in the wider community (Schwartz, 2010).

This linguistic ethnography investigated the language practices, proficiencies and ideologies of migrant, multilingual heritage language speakers attending English-medium primary schools within homes and schools. Evidence demonstrated disjunctures between official language-in-education policy, classroom practice and the experiences of participating learners (Dillon, 2016; Hornberger, 2006; Ricento 2000, 2009). Learners employed agency navigating differences in linguistic environments, establishing dynamic, multilingual identities (Curdts-Christiansen, 2018; Smith-Christmas, 2021). Homework spaces proved a particular period in which disjunctures were evident, affecting the interaction between learners, caregivers and homework tasks.

This research demonstrates how learners' experiences of integration and language learning may impact on their development as dynamic, multilingual individuals. This research also contributes to broader social and migration policy research in Ireland considering recent unrest, and multilingualism and language policy research, by providing a sociolinguistic perspective on how migrant, heritage language speakers' linguistic identities are developing in 21st century Ireland.

Paper 3

Empowering parents to (re-) engage with the Irish language: Adult community Irish language engagement to support children's Irish language learning journeys

Presented by Jane O'Toole, Independent Researcher

Abstract:

This research study proposes a collaborative inquiry whereby parents of children in English-medium primary education are invited to (re-)engage with the Irish language through a facilitated exploration of Irish language learning opportunities and services for learners within the local community.

School remains the principal domain of use for learners of Irish to encounter the language notwithstanding serious concerns in relation to decreasing levels of attainment in Irish over recent decades in English-medium education (EME) (Ó Duibhir & Harris, 2023; Walsh, 2022). In terms of parental engagement with Irish in EME, parents can be particularly challenged in supporting their child's engagement with the language compared to other subjects (Martinez Sainz et al., 2023; Darmody & Daly, 2015; Harris & Murtagh, 1999). Support and opportunities for parents to engage with the Irish language are therefore recommended.

Through a participatory action research (PAR) approach, parents are initially invited to reflect on their Irish language engagement and attitudes towards the language. This informs a series of Irish language workshops which include

discussion about the Irish language with invited speakers, in addition to taster tuition sessions. The project seeks to provide both communicative and learning space for the parent community of learners to reflect on the Irish language itself, one's own language engagement, and potential next steps as a community of learners. Informed by participant reflections and questionnaires, and parent research advisory group meetings, the project outcomes are explored, and recommendations for supporting parents as learners of Irish in both the school and broader community are made.

Paper 4

It's something like home" Language(s) as a means of creating a sense of family – Insights from an ethnographic study on multilingualism in families

Presented by Clara Dettki, University College Cork/Ludwig Maximilian University Munich

Abstract:

In my dissertation project, I am studying multilingualism in the context of families in Germany. For this purpose, I used an ethnographic approach (Breidenstein et al. 2020) and accompanied two multilingual families in their everyday lives over the course of a year. I conducted observations at the families' homes as well as interviews with children, parents and other family members. In addition, the children documented their (linguistic) everyday life with the help of photos and made drawings about their understanding of language(s). In this way, I was able to gain deep insights into the linguistic practices within the families and the way they deal with different languages in the home.

My research is based on an understanding of language as a social practice that is closely intertwined with the respective social and societal context (Heller 2007). Accordingly, multilingualism is not a fixed object but a social construct which needs to be described and interpreted as “an element of social and cultural practices of sets of speakers” (Heller 2008: 249). Consequently, multilingualism in families is constantly being produced and re-negotiated by family members through (linguistic) practices.

In my paper, I would first like to briefly introduce my dissertation project. I will then use data from my study to show how multilingualism is negotiated in families and how family members (parents and children) use linguistic practices to create a feeling of family and family identity.

PANEL 3b Study Abroad

Chair: Anne Marie Devlin

Paper 1

Studying abroad as a heritage language learner: What does the research show?

Presented by Janire Zalbidea, Maynooth University

Abstract:

Heritage language learners are increasingly choosing to study abroad in regions where their heritage language is spoken. As native bilingual speakers of a minoritized language, heritage language learners' time abroad is often characterized by distinct complexities that vary from those documented for their second language peers (e.g., George, 2023; Pozzi, Quan, & Escalante, 2021). We conducted a scoping review with the goal of understanding the state of the research that has investigated heritage learners' experiences abroad, including studies on identity development and the expansion of linguistic and sociolinguistic skills. To this end, we implemented a systematic search of empirical peer-reviewed and gray literature in major databases and Google Scholar, and we also hand-searched specific journals focused on heritage language and/or study abroad research. Titles and abstracts were screened for the following criteria: (a) incorporate primary data, (b) consider heritage language learners as participants, (c) focus on study abroad as defined by Kinginger (2009) and expanded upon by Tullock and Ortega (2017) (i.e., a temporary sojourn of pre-determined length, pursued for educational reasons, with the aim of learning language), and (d) be written in English or Spanish. After screening over 300 entries, we extracted key data to identify major conceptual and methodological themes in the literature and identify gaps that merit further research. We discuss findings in the context of current discussions about the importance of critical approaches for promoting heritage language maintenance and development. Pedagogical directions for supporting the diverse needs of heritage learners who go abroad are also considered.

Paper 2

ICOMAP: A research project about participants' intercultural and conflict management development after study abroad

Presented by Judith Borràs, Universitat de Lleida, Spain

Abstract:

The Study Abroad (SA) context has been repeatedly regarded as the most optimal one in terms of L2 linguistic development. Nonetheless, we tend to forget that lack of intercultural competence, even when students are advanced language users, can also lead to many flaws in L2 communication. In fact, lack of sufficient intercultural competence might contribute to a failed international experience, which is why prospective international students need to be prepared before-stay (Kural and Bayyurt, 2016).

This project explores the potential problems that may take place in a SA setting in an attempt to create a pre-departure orientation course that helps future SA participants to make the most of their international experience at a personal and academic level. With this objective, different focus group interviews (FGI) were conducted with students from Spain (n= 4) and Turkey (n= 6). Of the 10 participants, 5 had been part of the ERASMUS programme while the other 5 remained at

home. The interviews were used to qualitatively investigate the international experiences of the participants (or lack thereof) and the potential (linguistic, personal, and intercultural) gains they had made as a result of their sojourn. Results show that an international experience may lead students to 1) changing academically and personally, and to 2) become more interculturally aware. Large differences were found between those students with previous ERASMUS experiences and those without. The different obstacles and opportunities mentioned by the participants were used to inform the creation of a pre-departure orientation course.

Paper 3

Trajectories of Social Network Construction Among Chinese Sojourners in Ireland: an Ecological Perspective

Presented by Yuyao Xiao, University College Cork

Abstract:

This presentation is part of a larger PhD project aimed at understanding the establishment and transformation of Study Abroad students' social network(s) during their time abroad, focusing particularly on Chinese university students studying in Ireland. Additionally, drawing from an ecological perspective, the present study also endeavours to investigate the language learning affordances that emerge within this process.

Informed by an ecological perspective where the interplay between organisms and environment is highlighted, this study adopts not only four diachronic social network surveys but also an ethnographic-like method. Through observations in/outside of the classroom and follow-up semi-structured interviews conducted after the surveys, this paper explores the social network development and concomitant language learning affordances among 8 Chinese students enrolled at the same tertiary educational institution. The findings suggest that, despite initially expecting to broaden their interpersonal relationships beyond Chinese nationals, all Chinese participants generally preferred to maintain close ties with co-nationals throughout their time abroad. However, differences in social network trajectories were identified between participants enrolled in the dual BA programme and those in the postgraduate programme, which may be attributed to the nature of their respective academic programmes.

Regarding language learning affordances, for participants who managed stable contact with non-Chinese actors to a certain degree, not all interactions were perceived as conducive language learning affordances. On the other hand, the lack of continuous socialization with other nationals did not prevent participants from accessing language learning affordances while abroad.

Paper 4

Transformative Experiences of an Irish Student in Japan: Multilingual and Multicultural Identity Development

Presented by Mariko Takishita, University College Cork

Abstract:

This paper explores the development of multilingual and multicultural identity in an Irish student, Emily, during her nine-month study abroad programme in Japan. Despite the rarity of Japanese being less commonly taught in Ireland, Emily is

an English, German, Korean, and Japanese user. While previous research on identity and overseas study experiences has been underway since the mid-1990s, there remains a gap in Irish students' identity development while they are in Japan. This study aims to fill this gap by focusing on the transformative experiences and identity shifts of multilingual Irish students studying Japanese abroad. In this study, framed by Benson et al.'s (2013) "model of potential second language outcomes of study abroad", data was collected through two semi-structured interviews and a written survey, and was subsequently analysed thematically. The findings reveal several key insights: (1) Emily's journey of losing and regaining confidence in her second language and "linguistic self-concept" (Benson et al. 2013), by highlighting her coping mechanisms. (2) The bolstering of her confidence through an expanded understanding of the diverse concept of beauty, alongside self-affirmation. (3) Emily's identity transformation was significantly influenced by her active social participation and the pivotal move from university housing to an independent apartment. (4) Emily's new habits shaped a multicultural identity, hinting at an intercultural identity formed by overcoming cultural adaptation challenges (Kim, 2015). These insights into the factors that enhance multilingual and multicultural identity development can provide valuable understanding for psychological support to future study abroad students and their supporters.

PANEL 3c Irish English

Chair: Craig Neville

Paper 1

“Ah, uhm, yeaaaah, maybe.” Developing a New Data Collection Instrument to Explore the Gendered Realisation of Refusals by Young Adult Speakers of Irish English

Presented by Eimear O’Riordan, University College Cork

Abstract:

Presenting the development of a specifically created data collection tool, the online spoken discourse completion task (OSDCT), this study aims to shed light on how young adult Irish-English speakers aged 20-30 realise refusals and the factors which influence linguistic choice. The novel OSDCT was created using Google Forms and the Mote browser extension. Eight situationally controlled audio prompts eliciting refusals were recorded onto the form. The 18 participants (9 male and 9 female) responded orally to the prompts by recording their own audio response via the Mote browser extension. The use of the OSDCT resulted in more natural responses and facilitated the consideration of both linguistic and paralinguistic features. The oral-based nature of the tool highlighted, in particular, the prominence of (para)linguistic modifiers such as elongations, pauses, tuts and dysfluencies as pragmatic phenomena present in refusals. The results indicate that the social need to avoid threatening face played a greater role than gender in realising the speech act of refusal; however, gender-based differences emerged when the age of the prompter was taken into account.

Keywords: Online spoken discourse completion task; Irish English; refusals, gender; age, (para)linguistic modifiers

Paper 2

Where are you from, how old are you, and what are your gender pronouns? Variation in contemporary Irish English from County Cork.

Presented by Nicola Bessell, University College Cork

Abstract:

The conditions under which Irish English speakers adopt speech norms that erase phonetic cues of regional origin are not fully understood. A very general hypothesis is that public expression of regional identity became less and less desirable during the Celtic Tiger and the years following, as people from all over the country moved to Dublin for work opportunities. A consensus has developed that supraregional norms now dominate in Ireland, particularly in younger speakers. In this paper we investigate markers of non-regional speech from two non-urban areas in County Cork, and consider the relationship of these markers to age, gender, occupation and involvement in local community GAA.

Recordings of 20 speakers (10 male, 10 female, aged 18-60 years) from two non-urban settings in County Cork (Mitchelstown and Kilbrittain) were impressionistically and acoustically analysed. Each participant read a set of words designed to elicit all of the vowels of Irish English and a subset of vowels followed by /r/. The data were analysed for position in vowel space and examined for features characteristic of regional and/or supraregional IrE speech.

Variation was found both within and across speakers, indicative of change in progress. Evidence for supraregional norms

is more prominent in female speakers. Age as a predictor of adoption of supraregional norms was more nuanced than the literature suggests and several young speakers from both regions retain strongly local norms. Occupation is also implicated in speaker's choices of linguistic variant, as are local community sporting ties.

We conclude that variation in Irish English continues to be nuanced despite the indisputable rise of supraregional norms in the last 30 years. The study of speakers who are residents of non-urban centres is rich in detail about speech variants that have resisted change, and can provide insight into community factors in language change.

Paper 3

I will send sufficient force to fetter your arrogance' A Corpus-assisted Analysis of Pre-Famine Threatening Letters

Presented by Chris Fitzgerald, Mary Immaculate College

Abstract:

Online communication via video platforms such as Zoom and Microsoft Teams is a ubiquitous component of workplace interaction. The uptake of these platforms was accelerated by the necessity to work from home for many during the COVID pandemic leading to a widespread adoption of virtual and hybrid meetings as a primary means of communicating with colleagues. The Interactional Variation Online (IVO) project assesses both verbal and non-verbal communication in a multi-modal corpus of recorded virtual meetings.

This paper investigates the IVO project multi-modal corpus to determine how chairs manage turns in meetings, when restricted by the physical constraints of the virtual environment. We outline how chairs navigate through an agenda, particularly through turn allocation and management. We show how silence plays a role in opening the floor, and how participants indicate intention to speak. Our analysis offers insights into the important role of nomination by the chair in turn management, access to the floor and ensuring inclusivity through nomination, as well as efficient meeting progression. Three overarching nomination patterns were identified in the analysis: a) direct nomination (i.e. using a participant's name or title); b) indirect nomination (i.e. naming the agenda item for which it is implicitly understood that a given participant is responsible for); and c) self-nomination (i.e. participants take a turn where the chair has not nominated or named an agenda item). The paper will showcase the value of using a multi-modal approach to corpus analysis in bringing impactful insights to workplace discourse.

Paper 4

aWaterford Older Speakers and Extended Family Corpus (WOSEFC)

A corpus-based intra-varietal pragmatic analysis of intimate discourse of extended family members from Waterford City aged 65-75 (1949 – 1959)

Dr Shane Grant

South East Technological University

This paper will outline the results of a MA dissertation which controlled for the macro-social factors of age and gender, adopting a corpus-based intra-varietal pragmatic approach to analyse the language use of a group of six older speakers aged 65-75 from Waterford city, Ireland. The study draws on a 48,228-word corpus entitled *Waterford Older Speakers and Extended Family Corpus* (WOSEFC). The data, gathered through sociolinguistic interviews is intimate in nature (interactions between a nephew with aunts and uncles) and the study argues for the inclusion of the extended family within the definition of intimate discourse, which heretofore has only included couples, immediate family and long-term friends. The

study explores the use of the D-PM *you know*, and adjunctive and disjunctive general extenders from an age and gender perspective and the preference in terms of function of *you know* and the type of general extenders employed are discussed. Whereas social distance is perceived minimal among immediate family, extended family need to engage in further pragmatic work to re-consolidate shared knowledge, bring to the fore their shared experiences and demarcate solidarity. The high level of positive politeness strategies (through the use of *you know* and adjunctive general extenders) is argued to be emblematic of the extended family interactions in this study. This high involvement style, as noted in other intimate sites, is coupled with higher levels of hedging when faced with difficult conversation topics or as a means to temper the sustained appeal to shared knowledge (Clancy 2016). This allows the intimates to manoeuvre linguistically and interpersonally to consolidate their inherent closeness based on trust, emotional intimacy, open communication of feelings and reciprocity.

PANEL 3d Language Assessment and Proficiency

Chair: Sara Ventura

Paper 1

Beyond translation: The development of the MDLI-G diagnostic literacy assessment, and a framework for literacy test adaptation in a minority-language context

Presented by Aoife Ní Ghloinn, Maynooth University

Abstract:

This paper proposes a framework for the adaptation of literacy assessments from a base to a target language. Guidelines for test adaptation exist (e.g. International Test Commission, 2017), however they are not specific to language or literacy-related tests. While the aim of general assessment adaptation is typically to produce semantic equivalence, language or literacy-test adaptation must take account of orthographic, morphological, syntactic or phonological features of the target language, in order to achieve overall construct equivalence between the two tests.

We utilise the recent development of the Measúnú Diagnóiseach Litearthachta don Iarbhunscoil Lán-Ghaeilge (MDLI-G) to illustrate the implementation of the framework. MDLI-G is designed to provide an Irish-language equivalent to the Post-Primary Assessment and Diagnosis - English (PPAD-E), a standardised English-language diagnostic assessment developed by the National Educational Psychological Service to identify students in need of additional literacy support. Both assessments contain five subtests: single word reading, reading fluency, spelling, reading comprehension and writing samples.

A guiding principle of the proposed framework is the foregrounding of context-specific requirements – linguistic, sociolinguistic and pedagogical – at all stages of development. Key challenges for the minority language context will be discussed. These include the tension that can exist between achieving linguistic equivalence and measurement equivalence between two assessments, the challenge of catering for a broad range of language backgrounds within a single assessment, as well as accounting for dialectal variation.

Paper 2

Developing an assessment of vocabulary proficiency for Irish-English bilingual children: The Irish Crosslinguistic Lexical Tasks.

Presented by Ciara O'Toole, University College Cork

Abstract:

Assessing vocabulary knowledge is an important part of establishing language proficiency in bilingual children. The crosslinguistic lexical tasks (CLTs) provide a framework for testing vocabulary development in three-to-six year-olds using a standard procedure and comparable items for multiple languages. This study describes the development of the Irish CLTs to test receptive and expressive vocabulary for nouns and verbs. The test was then used in a pilot study to measure the vocabulary development in both Irish and English of 41 bilingual children attending Irish-immersion education in an Irish-speaking region of Ireland. The results showed that, as expected, children found lexical comprehension to be easier than production, and nouns easier than verbs. As a group, those from Irish dominant homes performed similarly on both the Irish and English versions of the CLTs, but those from bilingual and English-dominant homes performed significantly

better on the English version. The amount of home-language exposure to Irish and English showed advantages on production tasks in each language. However, all groups performed relatively poorly on the production and comprehension of Irish verbs. We explore the findings in relation to the importance of language exposure in a minority language context.

Paper 3

How does L2 proficiency influence the acquisition of an L3?

Presented by Yanyu Guo, University College Cork

Abstract:

The existence of the other non-native language (L2 Interlanguage) constitutes the main difference between L2 and L3 acquisition. Current L3 acquisition models assume that the learner's L2 grammar is in a ready state to transfer (cf. Rothman et al., 2019). Nevertheless, in the real world, a massive number of trilinguals start their L3 before their L2 has reached a mature state. To address the key issue about how L2 proficiency impacts L3 initial stage grammars, an empirical study was designed to investigate the acquisition of Chinese ditransitive sentences by English monolingual and English-Irish bilingual learners of Chinese at a beginner level. To test L2 and L3 learners' online and offline knowledge of Chinese grammar, a self-paced reading task (SPRT) and an acceptability judgement task (AJT) with two types of Chinese ditransitive sentences. Our results show that transfer is from the structurally more similar language when both the L1 and L2 are mature. If the L2 has not matured and there is no evident typological closeness between the background languages and the target L3, the L2 becomes the primary transfer source. We contend that the L2 factor does not operate independently of typology. A new approach is necessary to encode the interaction between the two factors in L3 acquisition.

Paper 4

Dual curriculum, intramural exposure, and micro-aggressions strain teenagers' English proficiency dynamics in a French international school

Presented by Isabelle Jouinot, University College Cork

Abstract:

In the current context of the internationalisation of education and the problematic rise of international schools worldwide (Tanu, 2020), I will present selected findings from my PhD, focusing on the variability of L2 learning rate among pre- and mid-adolescents during a short intensive program in the international school (IS) context. The mixed-methods longitudinal design created for this study drew on background and exposure questionnaires, holistic written tests, and semi-guided interviews. The interviews were coded for accuracy and fluency via CHAT/CLAN and analysed thematically based on Ofelia García and Li Wei (2021, 2014, 2011). The 28 L1-French participants, including 14 students aged eleven, and 14 others aged 15 years, were learning English in a fast-track program designed for FL learners aged 11 and 15 to join the British Section of a French IS. The semi-intensive program boosted oral accuracy and holistic proficiency, but only one aspect of fluency, despite its potential for increased contact with English speakers inside and outside the school. By the end of the program, initial proficiency still eclipsed almost all effects of exposure and age on proficiency. These mixed results were explained via the IS prestigious education type, its dual curriculum, intramural exposure and micro-aggressions between perceived English 'L1 speakers' and 'L2 learners' that constrained the teenagers' language contact, and their accuracy and fluency growth. Among other implications, low intermediate proficiency learners should be targeted when introducing short semi-intensive programs late in the FL curriculum, while major transformations need to be enacted in international schools to promote equal, inclusive, diverse quality education.

PANEL 4a Language in Higher Education

Chair: Isabelle Jouinot

Paper 1

So many parts of Irish like, you don't construct the sentence in the same way whatsoever." Language ideologies and crosslinguistic awareness among university learners of Spanish in Ireland.

Presented by Leire Sarto-Zubiaurre, University College Dublin

Abstract:

Crosslinguistic awareness (CLA), the ability to reflect on and establish comparisons between one's languages (Angelovska, 2018), is one of the factors that contributes to enhanced language learning among multilinguals (Hopp & Thoma, 2021). Monolingual ideologies and ideologies of language separation may hinder the development of CLA (Leonet et al., 2017; Woll & Paquet, 2021), yet the relation between said ideologies and CLA has not been investigated directly.

Indeed, the language learning context in Ireland is a site of confluence of monolingual Anglophone ideologies (Bruen, 2021; Howard & Oakes, 2021) and elite multilingual discourses which construct modern European languages as economic assets (Barakos & Selleck, 2019; Martyn, 2022). Irish is positioned as lacking both functionality and authenticity (Atkinson & Kelly-Holmes, 2016), as a marker of Irish identity of complex ownership around which speakers often experience linguistic insecurity (Nic Fhlannchadha & Hickey, 2018; O'Rourke & Walsh, 2020; Walsh, 2019).

This paper aims to investigate ideologies of language separation and language functionality espoused by eight university learners of Spanish in the Republic of Ireland and their interaction with crosslinguistic awareness. Using data from semi-structured interviews, it will investigate how learners of Spanish from diverse linguistic backgrounds and levels of use of Irish situate Irish within their experiences learning Spanish and how this interacts with their crosslinguistic reflections between Spanish, Irish and English. Findings are consistent with ideologies of language separation and lack of functionality in relation to Irish, even for structures where Spanish is typologically closer to Irish than to English.

Paper 2

Language Provision in the Irish Technological Higher Education: Student Transformation at the Atlantic Technological University

Presented by Sarah Berthaud, Atlantic Technological University, Galway City

Abstract:

The Higher Education sector has changed in recent years and these changes have consequences for language provision. The Technological Higher Education sector was impacted by the advent of Technological Universities (TUs) that saw the merging of Institutes of Technology (Government of Ireland, 2018) and the implementation of the National Technological University TransfOrmation for Recovery and Resilience national project (N-TUTORR, 2023) to support changes to the sector. In addition, in 2017, the Irish government published its first foreign language policy document: Languages Connect: Ireland's Strategy for Foreign Languages in Education 2017-2026 (Department of Education and Skills, 2017).

The changes have led to a study being conducted in 2023-2024 at the Atlantic Technological University (ATU) to investigate the language provision from the students' perspective. The present paper discusses the goals of the study that are aligned with Languages Connect and supported by N-TUTORR. It aims to (i) capture student interest and expectations towards language learning, (ii) strengthen linkages with external partners and evidence requirements for graduate skills and

attributes, (iii) and take recommendations with the intention of enhancing how TUs support the transformation of the language curriculum.

This paper provides quantitative and qualitative data analysing the interests and expectations of students who were enrolled in language modules and students who were not given the opportunity to enrol. It provides information on the students' profiles, their motivations, as well as what and how they want to learn. The results are discussed in light of language policy, multilingualism, student and curriculum transformation.

Paper 3

Fostering Inclusion through Informal (Digital) Language Learning

Presented by Erika Marcet, University of Limerick; Paul Finn, University of Galway

Abstract:

Engaging in diversified language learning experiences outside the classroom is as important as L2 learning in formal teaching environments (Reinders, Lai and Sundqvist 2022). In the academic year 2023/24, the Japanese Section at the University of Limerick (UL) hosted an informal L2 learning platform, the Lunchtime Game Club, for students of Japanese to connect with native speakers and deepen their language and cultural skills in a fun and supportive environment. Simultaneously, the Japanese Section created an Instagram account to connect students through an informal digital learning platform. This account offers reading and vocabulary quizzes, on-campus and off-campus event information, linguistic insights and cultural posts.

In this presentation, we examine the social, psychological and cognitive affordances that the Lunchtime Game Club and the social media platform have provided to students. We conducted focus group discussions with three cohorts: 1) Japanese section students who frequently attended the Game Club (n=10), 2) Japanese section students who rarely or never participated (n=10), and 3) L1 speakers of Japanese who volunteered (n=10). The focus group discussions gathered qualitative data about the potential reasons and benefits of (not) being involved in these informal L2 learning experiences.

The results indicate that sustained engagement with informal language learning opportunities leads to an increased sense of identity and belonging to the university's Japanese-learning community. Participants also reported increased social connections and heightened confidence in interacting in the L2. These findings highlight the broader sociocultural, affective, and cognitive implications of informal learning opportunities

PANEL 4b Language and Integration

Chair: Anne Marie Devlin

Paper 1

Céad Míle Fáilte Romhat! A qualitative analysis of Ireland's approach to linguistic hospitality in school settings

Presented by Mireia Gómez i Martínez, University College Cork

Abstract:

Increasing awareness and recognition of (linguistic) diversity is shaping school settings around the globe, due to the way in which such settings act as a zone of encounter between host and guest communities (Ager & Strang, 2008). Since Ireland is not an exception, this paper aims to give an overview on the responses of Irish school settings to the inclusion and integration of newcomers through the lens of Linguistic Hospitality.

The concept of Linguistic Hospitality (LH) —based on Derrida (2000) and developed by Barnett (2005), Davidson (2013), Holmes (2023), Inghilleri (2012), Kearney (2007 and 2019), Phipps (2012), Ricoeur (2006) etc. — accentuates the welcoming and inclusive dimensions of language learning environments. LH guiding principle is the promotion of an environment where linguistic diversity is not viewed as a challenge but as an asset. Students feel empowered to embrace and celebrate their linguistic (and cultural) heritage by assuming it is a central part of their identity.

Beginning with a discussion of the significance of linguistic hospitality as a holistic approach to comprehend multilingualism in schools, I will explore how Irish-medium and English-medium schools across Cork County are embracing this concept. Therefore, by drawing on qualitative analysis of observations made in eight schools, this research delves into the diverse practices and policies implemented to foster an environment that nurtures linguistic hospitality. To conclude, I will outline the practices that have proven to be effective, as well as recommending future actions.

Paper 2

Language engagement of Ukrainian Temporary Protection Holders residing in Cork City, Ireland

Presented by Nataliya Ryzhova, University College Cork

Abstract:

Language engagement of refugees, particularly temporary protection holders, is an underrepresented topic in applied linguistics. Refugees have not been separated from migrants in research for a long time, and recently, there have been calls to study refugee language engagement from a different perspective, acknowledging the disparities inherent to their migratory trajectories.

This study examines the language engagement of Ukrainian temporary protection holders (UTPHs) in the Irish context, specifically focusing on Cork City. The present research uses narrative inquiry to investigate what language practices UTPHs access, their spaces for language engagement, what obstacles and facilitators they encounter, and their willingness to invest in language development.

Drawing from a case study design, the research includes six participants, four females and two males, all residing in Cork

City, Ireland. The analysis of the collected data reveals that UTPHs engage in language practices in five distinct spaces. Female participants strongly commit to language investment using existing facilitators to overcome multiple language engagement barriers. In contrast, male participants are tentative towards language investment, reserving their intentions to invest in language for future.

The current study tries to address the critical gap in the studies of language engagement among refugees, specifically temporary protection holders.

Paper 3

When I say 'we' I'm making a distinction between people coming from other countries, other languages, and people born and reared here who might be monolingual": The (Un)expected consequences of internationalisation"

Presented by Stephen Lucek, University College Dublin

Abstract:

Recent studies on internationalisation in higher education have demonstrated both the strength of internationalisation through English (Kuteeva, Kaufhold & Hynninen, 2020), the struggle between national languages and English (Soler, 2019) and the interplay of minority indigenous language plus a national language plus English (Doiz, Lasagabaster & Sierra 2013). An area that has attracted less attention is how internationalisation has affected higher education in English-first countries (cf Bonacina-Pugh, Barakos & Chen 2022).

This paper presents data from a series of focus groups held recently at an Irish university, focusing on how internationalisation is viewed by students and staff as well as on the role languages other than English and Irish play in the (work) life at university. There is an explicit message that comes through of first bring in foreign staff to work through English and then ignore their other languages once in Ireland.

PANEL 4c Immersion Education

Chair: T.J. Ó Ceallaigh

Paper 1

An tumoideachas déanach: deis eile le tapú? Anailís ar chleachtas idirnáisiúnta"

Presented by Hilary Ní Chonchubhair, Coláiste na hOllscoile Corcaigh/University College Cork

Abstract:

Late immersion is a bilingual education model where learners begin to receive instruction in a second language at a later stage in their education following years of schooling in a dominant or majority language (Cummins, 1981; Genesee, 1987; Liang & Cortazzi, 2013). In Ireland, early immersion is most common. However, in some instances, late immersion occurs, with learners opting to transition from English-medium primary schools to Irish-medium post-primary schools (Gaelcholáiste/Aonad lán-Ghaeilge). While 76%-100% of learners transition from an Irish-medium primary school (Gaelscoil) in most Gaelcholáistí/Aonaid lán-Ghaeilge, in some cases, less than 50% of learners have attended a Gaelscoil (Ó Duibhir et al., 2017).

While some advantages of late immersion are recognised e.g. greater cognitive maturity (Cummins, 1980) and transferable, developed learning strategies and L1 literacy skills (Johnstone, 2002; Lindholm-Leary & Genesee, 2014), challenges exist due to the considerable proficiency gap, lack of suitable resources (Johnson & Swain, 1994), higher levels of learner anxiety (Ó Muircheartaigh & Hickey, 2008) and lower levels of parent/guardian involvement at post-primary level (Nig Uidhir et al., 2016).

This paper will explore the profile of late immersion in Ireland today, examining context and learner identity. Implications for immersion teachers who must manage pre-existing challenges of content and language integration will be discussed (Cammarata and Tedick, 2012). A comparative analysis of international late immersion practices will be conducted to identify effective strategies and supports for the late immersion community in Ireland.

Paper 2

Soláthar reatha sna haonaid lán-Ghaeilge: Saincheisteanna, aincheisteanna agus cruacheisteanna

Le T.J. Ó Ceallaigh, Coláiste na hOllscoile Corcaigh

Achoimre:

Is múnla saibhriúcháin dhátheangaigh é an múnla tumoideachais a bhíonn in úsáid i scoileanna lán-Ghaeilge in Éirinn .i. is é an dátheangachas suimitheach agus an délitearthacht an aidhm atá leis, mar aon leis an mionteanga agus an cultúr mionlaigh a fhairsingiú agus a athbheochan i measc an phobail agus go náisiúnta. Is aonad oideachais iar-bhunleibhéil é an t aonad lán-Ghaeilge, ina leantar curaclam arna leagan síos ag an Roinn Oideachais, agus ina gcuirtear múnla an tumoideachais i bhfeidhm. Feidhmíonn aonad lán-Ghaeilge faoi bhainistíocht agus faoi uimhir rolla óstscoile a fheidhmíonn trí mheán an Bhéarla. In ainneoin an chorpais fhairsing taighde ar an tumoideachas, níor sainithníodh go sonrach i staidéir ná i dtreoirínte curaclaim ar bith na sainriachtanais soláthair a bhaineann go sonrach leis na haonaid lán-Ghaeilge.

Is é aidhm an taighde seo iniúchadh a dhéanamh ar an soláthar oideachais reatha trí mheán na Gaeilge atá le fáil sna haonaid atá nasctha le scoileanna a fheidhmíonn trí mheán an Bhéarla. Baineadh leas as ceistneoir fairsing ar líne,

agallaimh aonair agus as fóraim plé ar líne chun sonraí ó na príomhpháirtithe leasmhara a ghiniúint, i. príomhoidí óstscoileanna, múinteoirí i bhfeighil, bunaitheoirí aonaid, eagrais Ghaeilge agus pátrúin. Rinneadh anailís chainníochtúil agus cháilíochtúil ar na sonraí a bailíodh agus tháinig trí théama leathana chun cinn – bunú agus buanú, bainistiú, agus soláthar. Sa pháipéar seo, cuirfear torthaí a bhaineann go saineúil le tosca éagsúla atá idirnasach a théann i gcion ar acmhainneacht an aonaid ábhair a sholáthar trí Ghaeilge, i láthair. Ag deireadh an pháipéir, cuirfear conclúidí agus moltaí ábhartha i láthair mar aon le táscairí i dtreo feabhsúcháin a bhaineann le múnla nua athchoincheapithe tumoideachais.

Paper 3

Féiniúlachtaí claochlaithe – múinteoirí iar-bhunscoile Gaeloideachais ag dul i ngleic leis an gcleachtas trasteangeolaíoch chun freagairt do dhúshlán sa chleachtas

Le Ailín Ní Chonchúir, Ollscoil Mhá Nuad

Achoimre:

Aithnítear gur cleachtas conspóideach é úsáid an T1 i suíomh tumoideachais (Ballinger et al. 2020), agus go bhfuil ceist maidir le conas go díreach is féidir tacú le foghlaimoirí tumoideachais naisc thrasteangeolaíocha a chruthú (Fortune agus Tedick 2019; Tedick agus Lyster 2020). Tá an scaradh teangacha ina shaintréith agus ina dhearbphrionsabal den tumoideachas riamh (Piccardo 2018; Fortune agus Tedick 2019; García agus Otheguy 2020; McPake agus Tedick 2021), agus síltear dá réir sin go bhfuil neamh-chomhoiriúnacht idir an trasteangú agus an tumoideachas agus iad ag teacht salach ar a chéile ó thaobh na hoideolaíochta de (Ó Broilcháin 2017; Ó Ceallaigh agus Ó Broilcháin 2020; McPake agus Tedick 2021). Aithnítear, mar sin féin, go mbíonn an Béarla in úsáid ar aon nós ag múinteoirí agus tá teannas ann dá bharr (Duff 2019; Peace-Hughes 2022; Gartziarena et al. 2023). Is minic a bhíonn braistintí diúltacha ag múinteoirí faoi úsáid an dara teanga – ciontacht, imní, amhras agus ceilt (McPake et al. 2017; Yuvayapan 2019; Fortune agus Tedick 2019; Gallagher 2020; Birello et al. 2021; Cenoz et al. 2022). Is beag taighde, áfach, atá déanta go dtí seo ar bhraistintí múinteoirí faoin gcleachtas trasteangeolaíoch sa chomhthéacs Gaeloideachais. Díreoidh an páipéar seo ar thaighde atá á dhéanamh sa réimse sin. Tabharfar spleáchadh ar dtús ar an litríocht ábhartha agus cuirfear an próiseas taighde i láthair. Ansin, roinnfear na torthaí taighde, i. tuairimí, dearcadh agus féiniúlachtaí múinteoirí iar-bhunscoile Gaeloideachais agus iad ag dul i ngleic le hoiliúint agus le plé ar an gcleachtas trasteangeolaíoch sa seomra ranga. Pléifear mothúcháin agus féiniúlacht ghairmiúil na múinteoirí ag dhá phointe ama – roimh na hoiliúna agus tar éis na hoiliúna. Léireofar gur tháinig forbairt agus claochlú ar dhearcadh na múinteoirí faoi úsáid an Bhéarla sa seomra ranga de thoradh na hoiliúna. Ag deireadh an pháipéir, déanfar plé ar na himpleachtaí atá ann don fhorbairt ghairmiúil agus don taighde amach anseo.

PANEL 5a Language and Media

Chair: Sara Ventura

Paper 1

Representation of minorities in Irish media discourse: From underrepresentation and differentiation to 'Tell Your Own Story'

Presented by Marta Giralt and Maria Rieder, University of Limerick

Abstract:

This paper examines representations of marginalized groups in Irish media (national newspapers with a focus on local news sections) to establish how citizens from both Irish and other diverse backgrounds are portrayed. As research has shown, narratives in media and news exercise great power over their audiences (Tamul & Hotter, 2019): prolonged exposure to media content of a certain kind can translate into particular beliefs, attitudes and behaviours towards the self and the various 'Other' (Bellardi, 2021). Media reflect but also influence identity formation as a society and how identity is translated into lived experiences. In relation to our local study, the news analysis combined corpus linguistic tools with a Critical Discourse Analysis approach. Results show a pronounced focus on and preoccupation with Irish national topics and a perpetuation of a mindset focused on what is culturally Irish, with a significant underrepresentation of the marginalized communities.

Besides reporting results from the news analysis, the paper presents a media initiative to counteract current trends – the Tell Your Own Story (TYOS) project – which aims to provide space in media for diverse identities and voices. TYOS produces narratives with a focus on transcultural aspects of lived experiences and therewith endeavours to develop a consciousness in the audience of interconnectedness and transculturality, as opposed to nation-based associations, and to spread a cosmopolitan mindset.

Paper 2

IrelandIsFull: How anti-migrant groups utilise critical incidents to spread their message

Presented by Stephen Lucek, University College Dublin

Abstract:

Recent studies on internationalisation in higher education have demonstrated both the strength of internationalisation through English (Kuteeva, Kaufhold & Hynninen, 2020), the struggle between national languages and English (Soler, 2019) and the interplay of minority indigenous language plus a national language plus English (Doiz, Lasagabaster & Sierra 2013). An area that has attracted less attention is how internationalisation has affected higher education in English-first countries (cf Bonacina-Pugh, Barakos & Chen 2022).

This paper presents data from a series of focus groups held recently at an Irish university, focusing on how internationalisation is viewed by students and staff as well as on the role languages other than English and Irish play in the (work) life at university. There is an explicit message that comes through of first bring in foreign staff to work through English and then ignore their other languages once in Ireland.

Abstract:

In pragmatics, politeness is regarded as key to smooth communication and successful interpersonal relationships. With the widespread use of the internet in various life sectors, it can be said that Computer-Mediated Communication (CMC) has been revolutionised. In this respect, emails have lately become one of the very popular means of communication especially in education (Hassini 2006, p. 30). In this regard, studying students' email communication from a politeness perspective has been a subject that triggered many researchers' curiosity. Accordingly, many studies around this topic (Biesenbach-Lucas 2007; Hallajian and David 2014; Al Khatib 2021; among many others) exist, yet their findings seem not to have a clear consensus. Further, the former studies usually focus on looking at the emails exchanged between teachers and their students. Little focus, however, has been put on studying emails sent to/ from supervisors and supervisees. On that basis, this research puts email communication at the core of the study and analyses it from an (im)politeness perspective. It endeavours to look closely at the kind of (im)politeness strategies used by Algerian supervisees, enrolled in an ISPhD program at the University of Limerick -Ireland, to their supervisors. This study adopts a third wave politeness approach that is basically a synthesis of different classic and postmodern theories to politeness (Brown & Levinson 1987; Culpeper 1996; Watts 2003; Spencer-Oatey 2008; Leech 2014), for the sake of ensuring that the phenomenon is comprehensively studied. To this end, a mixed methods approach was followed. To be more specific, a small corpus composed of email threads, written by Algerian students exchanged with their supervisors, was compiled. Further, 12 follow up interviews were conducted with Algerian students to explore their perceptions about the topic. Initial findings suggest that Algerian PhD students' emails tend to include more politeness markers than impoliteness ones, through the use of a variety of positive and negative strategies. Also, supervisees heavily make use of academic titles when addressing their supervisors (Dr./Prof.). More importantly, the type of relationship between the supervisee and their supervisor(s), being formal or friendly, was found essential in choosing the kind of politeness strategies used by students. Tracking the intercultural transition, of the first cohort of Algerian PhD students, to the new Irish educational and cultural setting might help in reducing the potential friction in academic communication for the next cohorts. Therefore, the final findings of the current study may contribute in providing some useful insights into how effective supervisor-supervisee email communication looks like. Furthermore, it is hoped that the research results could be integrated in English for Academic Purposes (EAP) modules, pre-sessional courses, and study abroad programmes.

PANEL 5b Linguistic Variation and Diversity

Chair: Isabelle Jouinot

Paper 1

The 'i' Rhyme in Tujia

Presented by Shihua Li, Trinity College Dublin

Abstract:

Tujia, an endangered Tibeto-Burman language of Central South China, exhibits significant linguistic variation and grammaticalization in the treatment of the 'i' rhyme across its dialects. This study examines the identification and use of the 'i' rhyme in Northern and Southern Tujia, focusing on its inconsistent documentation and variable treatment due to grammaticalization processes within the language.

The rhyme /i/ shows less uniformity compared to /i/ and /a/, with its phonemic status varying across different sources. This inconsistency necessitates a thorough analysis to understand the phonemic relationships and linguistic functions of /i/. Notably, while Tian (1986) and Zhang (2006) present a consistent use of /i/, it significantly diverges from the /ɪ/ and /ɨ/ rhymes, suggesting a closer relationship to the /u/ rhyme, with the exception of Li (2000), which classifies it distinctly.

Furthermore, the Duogu dialect showcases a clear phonetic and phonemic distinction between /i/ and /ɨ/, evidenced by minimal pairs with contrasting meanings—a distinction not observed in other Longshan Tujia dialects. Additionally, Xu (2017) highlights the distinct roles of /i/ and /ɨ/ following /p/ and /p^h/ initials, emphasizing their importance in lexical differentiation within Tujia.

The grammaticalization of the 'i' rhyme sheds light on its linguistic evolution and the underlying mechanisms of its varied representation across dialects. For example, the aspect marker [ɪ], derived from the verb 'yi', may explain the variation between /i/ in Li (2000) and /ɨ/ in Zhang (2006).

By analyzing the allophonic relationships and phonemic distinctions within Tujia's vowel system, this paper highlights the complex phonological and grammatical intricacies of the 'i' rhyme. Such a detailed examination provides a nuanced understanding of Tujia's linguistic structure and its evolutionary processes, emphasizing the critical role of the 'i' rhyme in the language's phonology.

Paper 2

A Theory of Extra Territorial Languages

Presented by Aisling O'Donnell, University College Cork

Abstract:

A Theory of Extra Territorial Languages

This paper addresses the evolution of transplanted languages, languages brought to overseas colonies via colonisation, slave trading and population movement, as extra territorial varieties in a post-colonial context. The purpose of this study is to uncover similarities in the way that varieties of different languages emerge from transplantation and the processes by which this evolution occurs. The aim of the study is to propose a Theory of Extra territorial Languages which maintains

that the development of language varieties in the colonies results in three predicted outcomes: i) language retention and change “colonial lag”, ii) dialect mixing and iii) language contact. The paper employs a qualitative research methodology undertaking content analysis to review existing theories regarding the development of extra territorial varieties of language (Marckwardt 1958, Görlach 1987, Trudgill 1986, 2006, Chambers 1992) and highlight features responsible for their development found in the specific varieties of English, French, Spanish and Portuguese analysed and discussed. Additionally, the theory proposed addresses the role of Koinéization, defined by Mufwene (2015, p.134) as “the compromise variety that emerges by competition and selection from the contact of dialects of the same language”, in the evolution of extra territorial languages as proposed by Blanc (1968), Trudgill (1986) and Siegel (1985), and Mufwene’s (2001) Founder Principle which emphasises the extent to which founder populations influence emerging language varieties in colonial contexts. The paper’s findings demonstrate that the extra territorial languages discussed demonstrate evidence of the predicted outcomes, and the influence of koinéization and the founder population.

Paper 3

Engendering Identities: The depiction of Masculinity and Femininity in Bilingual French-English Dictionaries (1960-2000)

Presented by Chris Mulhall, South East Technological University

Abstract:

Bilingual dictionaries are traditionally viewed as linguistic tools to help their users understand or translate from one language into another language. This predominant function means bilingual dictionary users tend to interact cursorily with lexicographic texts extracting only necessary linguistic information. While such fleeting interaction resolves the user’s linguistic needs, it obscures the socio-cultural richness of a bilingual dictionary text filled with identities, stereotypes and beliefs. Any dictionary, be that monolingual or bilingual, is not exclusively a linguistic object, but rather an amalgam of linguistic and cultural systems as identified by Rey and Delesalle (1979). Before the midpoint of the twentieth century, little attention was paid to the cultural dimension of dictionaries, but thereafter both linguistics and sociologists devoted increasing levels of attention to the extralinguistic features of lexicographic texts (Frawley, 1989).

One under-investigated area of metalexigraphy is the production of gender identities in bilingual dictionaries. Although no dictionary sets out to communicate, either implicitly or explicitly, gender-driven stereotypes, the conflation of numerous linguistic, socio-cultural and institutional factors, means that lexicographic texts inherently exhibit many of the stereotypes and beliefs of their host society. This viewpoint is encapsulated by Dubois and Dubois (1971:8), who state that dictionaries also ‘bear witness to a civilisation.’

The objective of this paper is to present lexicographic evidence from the entries *avoir*, *être* and *faire* in bilingual French-English dictionaries in the period 1960-2000. Data from this metalexigraphical analysis reveal the emergence of stereotypical, gender-driven examples mirroring the gender identity constructs of French society of the stated period.

PANEL 5c Irish Language and Pedagogy

Chair: T.J. Ó Ceallaigh

Paper 1

Based on research, what teacher knowledge is effective in advancing plurilingualism competencies in the elementary school classroom?

Presented by Julia Collins, University College Cork

Abstract:

This paper attempts to synthesize teacher knowledge in advancing plurilinguistic competencies in the elementary school classroom concurrently with an empirical definition of 'effective practice'. Through a corpus of 87 studies forming the basis of a systematic literature review (PRISMA, 2009), a comprehensive data search exploring peer-reviewed journals, relevant modern foreign language (MFL) terminology, geographical locations and educational policies underpinning the role of teacher knowledge in the plurilinguistic classroom, helped inform and develop this study. The People Exposure Outcome Framework (PEO) was utilized as means of collecting, extracting, and interpreting such qualitative data in concordance with focus groups, reflective journals, questionnaires, observations and surveys.

The rationale for this research stemmed from the recent implementation of Ireland's 'Strategy for Foreign Languages in Education 2017-2026' (DES, 2017) and has given primary school educators the opportunity to enhance plurilinguistic values and pedagogical competencies in the classroom. Therefore, the purpose of this research is to investigate what current research unearths in relation to the demands on elementary teacher knowledge in cultivating plurilinguistic repertoires in classrooms.

Findings of this systematic literature review integrate the current evidence regarding the critical factors conducive to plurilinguistic competencies in the elementary school classroom. This paper will present a critical review of the relevant literature base and synthesize findings in an attempt to ascertain what is known from extant studies. Following on from this, the research gap will be identified and research evidence on specific factors in relation to MFL and plurilinguistic pedagogy. The paper will conclude with a discussion on re-imagining teacher knowledge, effective pedagogical practice and the development of plurilinguistic repertoires driven through new imperatives and creative responses.

Paper 2

Improving learner outcomes in DEIS immersion settings: A university-community partnership model

Presented by Hilary Ní Chonchubhair, University College Cork

Abstract:

Barr na gCnoc is a community partnership which aims to provide academic, human, and material resources in the Irish language for the benefit of the community of Knocknaheeny, Cork. In 2017, a partnership was formed between Ionad na Gaeilge Labhartha, University College Cork and DEIS (Delivering Equality of Opportunity in Schools) school, Terence MacSwiney Community College, to support the establishment of an Aonad lán-Ghaeilge (Aonad). Its aim is to foster educational success in immersion among students from low socio-economic status (SES) backgrounds. An Aonad is a unit which operates under the management of an English-medium host-school and in which a model of immersion education is followed (Gaeloideachas, n.d.). Immersion education is a form of bilingual education in which students normally receive at least half of their subject matter instruction through an additional language (Lyster & Genesee, 2012).

Additional immersion education supports are needed to address the needs of low SES immersion students (Ní Chlochasaigh et al., 2021, p. 35). While parental support is integral to the success of immersion education programmes (Howard et al., 2003; Ó Duibhir et al., 2017), lower levels of parental support for learning at home are reported in DEIS schools than in non-DEIS schools (Nelis et al., 2021). Creative engagement with parents/guardians will be integral to Barr na gCnoc.

This paper will explore the identity of the community of the Aonad, and the research-informed objectives and initiatives of Barr na gCnoc in the areas of teacher, student, and parent/guardian support to improve outcomes in language acquisition.

Paper 3

Ag dul i ngleic le Comhtháthú an Teagaisc-Fhoirm-Dhírithé sa Chomhthéacs Tumoideachais: Éilimh eolais agus peirspictíochtaí forbartha gairmiúla a nochtadh

Le Cairtriona Ní Mhurchú, Coláiste na hOllscoile, Corcaigh

Achoimre:

Sainmhínítear an tumoideachas mar chineál amháin d'oideachas dhátheangach suimitheach ina ndéantar teagasc ábharbhunaithe a sholáthar trí mheán an dara teanga ar feadh tréimhse ama leanúnaigh (Tedick & Lyster, 2020). In ainneoin iliomad buntáistí a bhaineann leis an tumoideachas, maítear gurb é an cumas oideolaíocht fhoirmdhírithé agus bhrídhírithé a chomhtháthú atá mar chroílár chur i bhfeidhm éifeachtach an tumoideachais (Ó Ceallaigh et al. 2019). Is constac suntasach leanúnach é d'oideachasóirí cur chuige comhtháithe mar seo a chur i bhfeidhm (Cammarata & Ó Ceallaigh, 2020).

Cuirtear Teagasc Foirn-dhírithé (TFD) chun cinn mar réiteach féideartha ar an dúshlán seo mar chur chuige oideolaíoch éifeachtach a thacaíonn le daltaí tumoideachais foirmeacha teangeolaíoch a thabhairt faoi deara a d'fhéadfaidís neamhaird a dhéanamh díobh murach sin. Léirítear go bhfuil an cumas TFD agus teagasc ábharbhunaithe a chomhtháthú mar ghné riachtanach de bhonn eolais an mhúinteora tumoideachais (Tedick & Lyster, 2020). Dá réir, bíonn impleachtaí suntasacha ag TFD ar fhorbairt ghairmiúil múinteoirí tumoideachais.

Is faoi scáth na paraidíme pragmataí a tugadh faoin tionscadal taighde seo d'fhonn an bonn eolais idéalach nó inniúlachtaí gairmiúla a cheaptar a bheith riachtanach do TFD sa chomhthéacs tumoideachais a aithint mar aon le hachóimre a thabhairt ar na tréithe criticiúla d'eispéiris forbartha ghairmiúla an mhúinteora tumoideachais. Bailíodh sonraí cainníochtúla ó mhúinteoirí fud fad na tíre trí cheistneoir ar líne (n=101).

Sa pháipéar seo, cuirfear príomhthorthaí an cheistneora in iúl. Pléifear iad i gcomhthéacs na litríochta reatha. Le linn anailíse, aithníodh na héilimh eolais maidir le comhtháthú agus cur i bhfeidhm TFD ó pheirspictíocht an mhúinteora tumoideachais de mar aon le tréithe criticiúla d'eispéiris forbartha ghairmiúla na múinteoirí seo a imríonn tionchar dearfach ar fhorbairt eolais TFD. Léiríodh freisin an géarghá le forbairt ghairmiúil phearsantaithe dírithe ar chur chuige oideolaíoch sainiúil don chomhthéacs tumoideachais a bheachtú agus scileanna teangeolaíoch na múinteoirí a fhorbairt. Pléifear na torthaí seo mar aon le himpleachtaí na dtorthaí taighde i leith cleachtais, taighde agus polasaithe sa pháipéar seo.

Poster Presentations

Understanding the power of the learning experience in motivating L2 learning: An investigation of study-abroad Chinese EFL learners in an Ireland university

Dai Shi

Trinity College Dublin, Ireland

It is a widespread belief that studying abroad is one of the most effective ways of learning a language, especially for those who have little chances to immerse in the second language (L2) learning environment. However, although there have been a few studies focusing on English as a Foreign Language (EFL) learners' motivation in a study abroad setting, the dynamic changes in their English learning motivation throughout the study abroad journey, as well as the reasons for these changes, have yet to be specifically explored. This research tracks the study-abroad experience of seven Chinese postgraduate EFL learners enrolled in an in-session English for Academic Purposes (EAP) course at a university in Ireland. Semi-structured interviews, which were conducted five times from September 2023 to May 2024, were applied in this research to examine the changes (or not) in participants' L2 motivational self and English learning motivation, the in-classroom and out-of-classroom reasons that affect participants' English learning motivation, their English learning behaviors, and English learning achievement. The findings show that the study-abroad environment could be an important factor in promoting English learning motivation among EFL learners. Within this context, factors contributing to the change in their English learning motivation might be classroom climate, classroom tasks, the influence from significant others, the willingness to communicate, the need to integrate into the local community and culture, the pressure of finding jobs, the pressure of exams, and the effect of artificial intelligence (AI) technologies such as ChatGPT.

Understanding the perceptions of Chinese ELT students on their teacher identity at an Irish university

Yujia Jiang

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The topic of language teacher identity is widely discussed by researchers in recent years, exploring the relationships between identity constructions and different factors, such as educational policies, teaching practices, and so on. However, there are few studies on students who are studying teacher education programmes and are experiencing their identity (re)constructions. In that, this study aims to discover the teacher identity formation of Chinese English Language Teaching (ELT) students who are studying the one-year M.Phil. programme at a university in Dublin, Ireland. Six participants who are studying M.Phil. in ELT programme were volunteered to take part in this research. Four rounds of semi-structured interviews are conducted during their one-year studying abroad experience, starting from November 2023 to August 2024. It is hypothesised that while learning ELT courses, participants may develop deeper understandings regarding the

role of being English teachers, for example, by designing teaching plans, taking part in micro-teaching activities, and so on. Also, they may develop their own teacher identities while engaging with the ELT courses, interacting with study abroad contexts, being influenced by educational policies in Ireland and China, and so on. Moreover, during their one-year study abroad experiences, they may experience the ever-changing thoughts of future career aspirations, such as becoming an English teacher or not after finishing their ELT programme due to the fluctuation of their teacher identities.

Causes of the Loss of the Internal Passive in Bedouin Hijazi Arabic

Majidah Almeahmadi

University College Cork

The inquiry about the causes of language change has been characterised by a debate on whether they are internal or external to the linguistic system. Investigations of internal change often put emphasis on how language is used by the individual speaker during the language acquisition process. The external causes of language change, particularly those that are linked to language contact, are also considered a key source of the internally-caused change. This study aims to understand the role of both internal and external factors in motivating linguistic change by investigating language variation in the use of the passive voice among three generations of speakers of Bedouin Hijazi Arabic (BHA), a dialect spoken in the west of Saudi Arabia. To do so, the study examines the effect of factors that are internal to BHA with respect to the morpho-syntactic similarity among three of its grammatical constructions: passives, inchoatives, and reflexives, as well as the effect of contact as an external factor in inducing the observed change in BHA. The findings of the study indicate that the passive voice is undergoing a change in progress by which its morphology has changed from an internal to an affixed form. The study postulates that the emergence of the affixed passive in BHA is the result of a contact-induced change that has created a situation in which both internal and affixed passive forms co-exist in BHA. However, the study also assumes that the eventual change towards the complete loss of the internal passive will take place through language acquisition when the internal passive disappears from the input which children are exposed to. Furthermore, contact alone cannot be conceived of as the only cause that would make speakers abandon linguistic items that still constitute part of their linguistic repertoire.

Motivational Factors, Barriers, and Facilitators related to reading comprehension among EFL Learners in Ireland and Saudi Arabia

Noha Maakafi and Stanislava Antonijevic-Elliott

University of Galway

This study aims to explore the experiences of English as a Foreign Language (EFL) learners related to reading comprehension in English in the context of their studies. Grounded in existing literature (Ahmadi, 2016; Hairul et al., 2012; Al-Qahtani, 2016) this research seeks to understand the complex dynamics of factors influencing reading comprehension in EFL in higher education settings. The prevalent hurdles encompass vocabulary deficiencies (Hezam et al., 2022; Becker et al., 2010), diminished self-confidence (Arabsarhangi & Noroozi, 2014), and a dearth of background knowledge (Richardson, 2012).

Research Question: What are the motivational factors, barriers, and facilitators that can be employed to develop better English as a foreign language (EFL) in Saudi learner, specifically in reading comprehension?

This study employed mixed-method design. In the present research, the qualitative phase which as an exploratory sequential design, precedes the quantitative phase. Sixteen Saudi Arabian students, 2 studying in Saudi and 14 in Ireland were interviewed to explore their experience of reading in English. Semi-structured interviews were used with prompts and the topics focused on four main areas: the participants' experiences learning English, the difficulties they faced reading academic materials in English, the support that was available, and the motivational elements that shaped their

growth in comprehension.

Applying Reflexive Thematic Analysis (Braun & Clark, 2006) four themes have surfaced: 'Language Proficiency and Usage', 'Academic Background knowledge', 'Leisure Activities', and 'Personal Factors'. We aim to pave the way for an enriched educational journey, wherein reading becomes a beacon lighting the path to academic excellence.

Examining Chinese Language Teacher Education Curriculum in Ireland: A Comparative Analysis

Xiaoling Ma

University College Cork

Since the establishment of Chinese or Chinese-related degree programs in Irish universities in 2007, there has been a growing demand for Chinese language education. However, concerns persist regarding the quality and quantity of Chinese language teachers in Ireland. This study addresses this gap by examining existing Chinese language teacher education curricula in Ireland, with a focus on differences and similarities in structure, content, practice, and beliefs from a comparative perspective.

The study investigates Chinese language teacher education curricula in three universities: two in Ireland, and one in China. Through comparative analysis, it explores structural differences, commonalities, and contextual factors influencing curriculum development. By delving into educational policies and cultural contexts, the research aims to provide insights for future curriculum reform and development, benefiting language teacher educators.

Situated within the field of Second Language Teacher Education (SLTE), which has expanded towards sociocultural perspectives, this research addresses the limited understanding of SLTE curriculum planning, particularly regarding the knowledge base of language teaching. Adopting a framework proposed by Richards (1998), the study examines curriculum structure and content within contextual differences.

The study aims to answer the following questions:

- (1) What are the variations in different components of the curricula across and within Chinese language teacher education programs in the three universities?
- (2) What contextual factors shape the curricula of Chinese language teacher education programs in the three universities?

Utilizing a mixed qualitative approach, the study will analyze curriculum documents and conduct interviews with academics involved in curriculum development. Richards' framework guides the analysis of curriculum documents, while contextual factors are identified through document analysis and interviews. Data collection includes website information, teacher education policies, and relevant documents, with interviews conducted either face-to-face or via video/audio calls.

This research provides valuable insights into the development of Chinese language teacher education curricula across different cultural contexts. By analyzing structural differences and contextual influences, the study contributes to a deeper understanding of curriculum design in language teacher education. The findings offer practical implications for curriculum reform efforts and evidence-based practices in language teacher education, ultimately enhancing the quality of language teaching and learning programs globally.

Isotopies of identity and diversity in the Italian Translations of Dubliners 100

Andrea Binelli

University of Trento, Italy

This paper employs tools from the areas of cognitive pragmatics and textual semiotics in order to analyse how figurative as well as thematic isotopies (Denis Bertrand, 2003) related to diversity and identity emerge from the short stories collected in *Dubliners 100* (edited by Thomas Morris, 2014) and are dealt with by their Italian translators, including myself (edited by Mirko Zilahy, 2014). To this objective, the notion of frame as a cognitive pattern of recognizable data and representations is examined in its capacity to connect situational contexts with cultural codes and subcodes, and to provide readers with relevant interpretive categories and coherent lines of meaning throughout the short stories. Such threads of sense, especially those underlying the fashioning of individual identities against collective and often stereotyped backdrops, are investigated through the semic and isotopic analysis proposed by A.J. Greimas and Joseph Courtes (1997) and refined by Umberto Eco in his study on the semiotics of translation (2003). In addition, the paper focuses on those culture-bound isotopies of identity, diversity and otherness that can only make sense within frames of Irishness unknown to Italian readers, thus questioning how such isotopies are maintained, narcotised or magnified by translators in an attempt to convey their import to the Italian readership by framing them within somehow equivalent, pre-determined and recognizable social, political, religious, moral or aesthetic discourses.

Response tokens across the CEFR: A spoken learner corpus study

Mateus Souza

University of Limerick

Until recently, learner corpus research has almost exclusively used data that is calibrated to the year-of-study of the learner, which can prove rather arbitrary when comparing across cohorts of first language groupings. The Common European Framework of Reference (CEFR) is becoming the international benchmark for language competence, and more corpora of learner data are being built so as to align with it, thus moving away from the less robust year-of-study model. Although much has been done on written corpora calibrated to the CEFR, research on calibrated spoken corpora is in its nascence. This paper presents a brief description of the design of a new spoken learner corpus, with more than 100 transcribed recordings calibrated to the CEFR. Additionally, it focuses on an investigation that describes learner listener behavior through response tokens that learners use to show good listenership across proficiency levels. According to O’Keeffe et al. (2007, p. 142), response tokens are “vocal, verbal and non-verbal non-floor-holding devices that a listener may use to respond to the floor-holding message in a conversation”. The methodology takes form-to-function and function-to-function approaches with quantitative and qualitative methods. The pragmatics of good listenership is an under researched area in spoken learner language, with implications for pedagogy that must be addressed for students to successfully communicate in the English variety they choose to learn (McCarthy 2002; O’Keeffe et al. 2007).

Founding statement for a new Coalition for Language Education: What are your thoughts?

Declan Flanagan

Coalition for Language Education / NATECLA; Island of Ireland Branch

The Coalition for Language Education aims to improve language education in the UK and beyond by embracing language diversity, promoting linguistic sameness, and fostering dialogue. The coalition consists of six tenets: language in our lives, linguistic diversity, social and cultural change, and classrooms. It emphasises the importance of understanding and embracing language diversity, promoting linguistic sameness, and fostering dialogue. The coalition identifies six broad tasks for positive linguistic development, including identifying collective problems, acting on policy, reinvigorating language models, engaging with linguistic stratification and diversity, probing traditional boundaries, supporting language teachers, and enriching teacher education.

Multilingualism in Ireland’s Post-Primary Modern Foreign Language Classrooms— a study on teachers’ beliefs

María Victoria Natalizio

Mary Immaculate College

Research in applied linguistics on the challenges associated with Ireland's plurilingual linguistic landscape, invite us to think about the modern foreign languages (MFL) in Irish education, and the role of teachers' beliefs and attitudes in facilitating the effective use of students' whole linguistic repertoires and supporting learners' skills and competence as global citizens.

Through quantitative and qualitative data collection and analysis, this study describes teachers' beliefs and attitudes towards multilingual pedagogies in the post-primary MFL classroom as well as their beliefs regarding the existing support and incentives to promote them.

The questionnaire used to collect data reached eighteen MFL post-primary teachers in Ireland, in Galway, Clare, Donegal, Kerry Limerick, and Meath. The languages best represented in the findings were Spanish, French, and German. The study shows that teachers' beliefs and attitudes towards multilingual pedagogies are influenced by a positive perception of multilingualism, teachers' language learning ideologies, their prior training and language experiences, and adequate teaching resources. Teachers acknowledge the positive effect that a multilingual approach has on students' motivation and, thus, carry out spontaneous translanguaging practices. They highlight the role that language teaching education and institutional support play in the promotion and implementation of multilingual pedagogies. Bearing resemblances with some European teachers' studies, this study evidences an overall dissatisfaction with the support provided by schools, and other stakeholders as well as the training received in multilingualism, consequently feeling inadequately equipped to implement a sustainable multilingual approach.

This study identifies areas in language policy and teacher education that may need improvement. It also reveals teachers' role in facilitating the space for flexible pedagogies that integrate multilingual students' rich linguistic repertoire, promote inclusivity of their linguistic and cultural backgrounds, increase their agency and motivation to learn languages, and improve their language proficiency.

How ideologies shape Chinese study abroad students' motivation for learning English: neoliberalism and Neo-Confucianism in focus

Jordan Carolan

University College Cork

Set against a body of research which tends to either overlook ideological differences between Eastern and Western conceptualisations of motivation or which positions Chinese students as ideologically monolithic, this study aims to explore the dynamic interaction between neoliberal and Neo-Confucian paradigms in shaping motivation for English language learning. By incorporating primary concepts from the Neo-Confucian motivational construct and Dörnyei's (2005) L2 Motivational Self System, this study bridges the gap between Eastern and Western L2 motivational research and investigates how neoliberal/Neo-Confucian ideologies interact to influence Chinese university students' motivations for learning English. More specifically, it explores how this develops during Study Abroad in Ireland. It was found that the motivational trajectories of eight participants comprised a complex synthesis of both ideologies during Study Abroad. Furthermore, their ought-to L2 selves and ideal L2 self-imagery underwent dramatic alterations.

The chronology of Old Chinese coda cluster simplification

Jinqi Ying

Trinity College Dublin

Linguists generally believe that the Old Chinese sound change *-ps > *-ts took place early enough to affect rhyming in the Book of Odes, i.e., during the Zhou Dynasty (Karlgren 1923, 1931, 1933, 1940, Pulleyblank 1962, Bodman 1980, Starostin 1989, Baxter 1992, etc.). However, some scholars in Chinese paleography hold the more cautious view that

the rhyme patterns in the Odes are not enough to prove that this sound change occurred in the Western Zhou Dynasty. They argue that these patterns may be due to the paucity of characters with the *-ps coda, and that the sound change took place later. Such scholars point to the evidence of Xiéshēng (graphic structure) and Tōngjiǎ (spelling variation) in Warring States excavated documents as more reliable evidence that the sound change occurred no later than this period (Fuhai Zhang 2021[2019b]).

In this paper, I examine Shang and Western Zhou excavated documents and use the evidence of Xiéshēng and Tōngjiǎ to argue that the sound change *-ps > *-ts did indeed occur in this period.

The Impact of the Pandemic on the Language Learning Experience during Study Abroad: The Case of Saudi Learners

Rana Alhazmi

University College Cork

If the folk benefits of study abroad are built on the premise that it constitutes a learning context where the second language (L2) learner putatively has extensive opportunities for language contact, interaction and socialisation conducive to L2 development, the COVID-19 pandemic offered a rare and unique opportunity to explore its impact on changes in such input and interactional opportunities and, in turn, their impact on L2 learning experiences and outcomes during study abroad. Thus far, few second language acquisition (SLA) studies have investigated such issues based on COVID-19 data (but see Arvidsson 2022; Heinzmann et al. 2022). Against this background, this study aims to investigate such theoretical issues as a means of enhancing our understanding of their role in study abroad as a learning context in SLA. The study is based specifically on COVID-19 learner experiences over the course of a year, exploring learner contact with the language, culture, and academic life in Ireland at different stages during the pandemic and how the pandemic influenced their overall sojourn experience. It adopts a qualitative research approach to data collected among twelve Saudi university students. This is a longitudinal study based on data stemming from semi-structured interviews guided by three research questions about how the COVID-19 pandemic influenced the learners' experience abroad regarding social and learning aspects and their overall perception of the study-abroad experience. Participants were interviewed twice. The first interview took place at the peak of the pandemic. The second one was conducted after the lifting of the pandemic restrictions when life had mostly returned to normal. The data from the interviews were thematically analysed under the objectives of the study using computer analysis software. The findings are considered in relation to different theoretical constructs underlying the role of learning context in L2 learning, such as language contact and exposure, social integration and socialization, and socio-personal factors.

Self-regulation during study abroad – a longitudinal investigation

Ahmed Alhazmi

Reflecting a growing focus on the role of individual differences during study abroad, this paper focuses on self-regulation which has received minimal attention in the study abroad literature (but see Pawlak & Csizér 2022). Self-regulated learning is defined by Pintrich (2000, p. 453) as “an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment.” Pérez-Vidal (2017) stresses the importance of enhancing our understanding of this multidimensional concept in its contribution to the learner’s experience of study abroad and its correlation with linguistic development while abroad. In an attempt to fill this gap, the present study aims to examine how self-regulation potentially contributes to language learning experiences and engagement among university learners (n = 16) of English with different source languages during a sojourn in Ireland. The longitudinal study is based on spoken interviews over the course of three months with data collected at the beginning of the sojourn abroad and three months later. Qualitative thematic analysis of the data provides insight into the evolving role of self-regulation in different dimensions of the learners’ language learning experiences. Through a longitudinal prism, the paper will focus especially on the type of self-regulated learning strategies reported by the learners, the relation between such strategies and language engagement more generally and willingness to communicate during interactional engagement with other speakers more specifically, and finally the role of other individual factors such as learner motivation and personality in the self-regulation strategies and language engagement observed.

Speaking ‘good English’: Italian university students’ relationship with nativeness and non-nativeness

Chiara Cigliano

University of Naples Federico II

Despite its status as the global lingua franca, the English language still seems to ‘belong’ to a minority of its speakers – those who are defined and recognised as ‘natives’ (NS). NS are seen as an ideal benchmark for language competence at all levels and are thus accorded greater prestige compared to non-native speakers (NNS; Dragojevic et al., 2021).

In the past decade, there seems to have been an increase in conflict between NS and NNS in anglophone countries, where the English language has become a defining part of NS’s national identity (as emerging from Sebba, 2017 and Musolff, 2018). On the other hand, NNS themselves seem to have internalised the notion that speaking ‘good English’ entails a strong comparison with NS (Piller, 2002); this, however, paints learners as “defective native speaker” (Cook, 2002: 20) unless they shed their own non-native identity and accent (Jenkins, 2009).

This paper has the goal to explore the complex relationship that Italian learners of English have with the nebulous figure of the NS, employing interviews so as to allow them to narrate their experiences and express their individual and collective identities (De Fina, 2015). University students from different curricula were chosen as the main respondents due to the variety in their language needs and goals: it was hypothesised that they may thus represent different attitudes towards the

'sounding native' ideal.

The corpus obtained from the interviews was analysed with the Grounded Theory Method (Glaser and Strauss 1967/1999) to observe the recurring themes emerging from the narratives; they were later related to subjects' changing self-positioning, according to Harré's Positioning Theory (Harré & van Langenhove, 1998), and link the textual dimension with social practices and ideological implications (Fairclough, 1995; Van Dijk, 1993).

A stark difference appears in the respondents' definition of NS and proficient learners, which seems to correspond to a strict NS-NNS binary. Surprisingly, however, conflict does not appear to be relegated to these categories: many respondents stressed a type of 'Us vs. Them' distinction (van Dijk, 1998) with other Italian learners who were described as 'stereotypically Italian-sounding' and thus unskilled, ultimately reinforcing the perceived need to shed one's own NNS identity to be recognised as a successful learner.