PARADIGM-SHIFTING IN APPLIED LINGUISTICS: NEW THEORIES AND NEW METHODS

19 November 2016, Trinity Long Room Hub
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Welcome to IRAAL – the Irish Association for Applied Linguistics

IRAAL connects language lecturers, language teachers, and researchers in linguistics, applied linguistics, and sociolinguistics with an active community keeping up with the latest language developments and offering lectures and seminars across Ireland.

IRAAL’s history dates back to its foundation in 1975 to support research in applied and general linguistics in Ireland. IRAAL is affiliated with the International Association of Applied Linguistics (AILA) and pursues its aim of supporting research by organising seminars, lectures, conferences and workshops.

Its publications include TEANGA, the peer-reviewed IRAAL journal, as well as special volumes on specific topics. This year TEANGA will become an online, open-access academic journal. Membership of IRAAL is open to everyone with an interest in languages or linguistics.

Affiliated organisations

AAAL
AILA
Beal

Membership

IRAAL benefits from the input of interested linguists, applied linguists and language teachers. The benefits for members include:
- a reduced fee for IRAAL conferences & events
- a reduced fee for AAAL and other AILA-affiliated conferences
- the opportunity to participate in a lively, friendly academic community
- invitations to academic events in cities across Ireland including lectures by invited speakers
- special discount rates for various important journals published by Edward Arnold, Blackwell, Cambridge University Press, Elsevier, Multilingual Matters and Oxford University Press
- AILA Membership, with access to the AILA Review

Current membership fees are as follows:
- Standard membership €40
- Discount membership (full time student, unwaged or retired) €20

Join at: www.iraal.ie
Conference Information

Conference venue
Trinity College Dublin is recognised internationally as Ireland’s premier university and as one of the world’s leading research-intensive universities. Founded in 1592, it is the oldest university in Ireland and one of the older universities of Europe, with a vibrant international community of some 17,000 students, 92,000 alumni and 3,000 members of staff. It is situated in the centre of Dublin, with a 47 acre campus of cobbled squares, historic buildings and green playing fields alongside state-of-the-art modern facilities, including our conference venue: the Long Room Hub Institute for Arts and Humanities.

The Long Room Hub Institute takes its name from the iconic eighteenth-century Library at Trinity College, and is one of five flagship research institutes of the University. It is dedicated to promoting and facilitating innovative research across its seven member Schools. Since 2010, the institute’s home is a signature building at the heart of the historic campus. Its prominent location aptly signifies the centrality of the Arts and Humanities for our university and for society, and makes it an ideal place for connecting academic research with a wider public.

Our plenary addresses will take place in the Neill Theatre on Level 1 of the Long Room Hub Institute. Our parallel sessions will take place in four rooms:

- the Neill/Hoey Theatre, in the Long Room Hub;
- the Galbraith Seminar room, in the Long Room Hub;
- Room 3071 located on Level 3 of the adjacent Arts Building;
- Room 3126 located on Level 3 of the adjacent Arts Building.

These classrooms are only a short walk from each other and from the Long Room Hub, and are clearly indicated in the Arts Building.
Registration
Registration will be open from 9am on the day of the conference in the entrance lobby of the Long Room Hub.

Wifi
Guest wifi passes are available at registration. Delegates may also use the EduRoam network. Free wifi is widely available in Dublin city centre, in many coffee shops and other locations, see for example http://dublingowexfreewifi.ie.

Eating and drinking
Coffee/tea breaks are included in the conference programme. There are many cafés located in the vicinity of the conference where you can buy a coffee or tea to go. There are water fountains in the Arts Building where you can fill up your water bottle, for example beside Staircase B on level 2 (just past the entrance to the Lecky Library). Lunch is not included in the conference registration fee, but there are many options for a reasonably priced lunch near TCD. If you want to purchase food to go, you can bring it back and eat it in the Ideas Space in the Long Room Hub, one floor above the main lecture theatre. On campus, located in Front Square (‘Parliament Square’ on some maps), the Buttery provides all-day hot food and a sandwich and salad bar. Beside our venue, the ‘Arts Café’ situated on the level 1 of the Arts Building has a coffee and snack bar. Vending machines are also available inside the Arts Building.

Just outside campus, KC Peaches on Nassau Street offers healthy and tasty food which can be eaten on the premises or purchased to go. Avoca, on Suffolk Street, contains a delicious restaurant (top floor), food hall and café (basement). The food blog, www.cheapeats.ie, can give further tips on where and what to sample.

Visitor attractions on campus
There are many attractions open to visitors to Trinity College. Detailed visitor information can be found at www.tcd.ie/visitors, and in the Pocket Guide to Dublin provided in your conference pack. The Book of Kells is housed in the Old Library, just opposite our conference venue. Visitors enter through the Library Shop on Fellows’ Square, and can visit the ‘Turning Darkness into Light’ exhibition, before viewing the Book of Kells and the magnificent Long Room which houses 200,000 of the College’s oldest books. The Douglas Hyde Gallery at the Nassau Street entrance of College displays Irish and international contemporary art, and is open to the public (no entrance charge). The Science Gallery (sciencegallery.com) in College (Pearse Street entrance) is a unique space where some of the latest scientific issues are presented in free interactive exhibitions. The Science Gallery is also home to an excellent café.
**Cloakroom**
Space is available on the ground floor of the Long Room Hub for coats and bags, please ask for details at the reception desk. This area will be unattended during the conference, and the organisers take no responsibility for loss or damage to items. A staffed cloakroom is available on level 0 of the Arts Building (bottom of the stairs beside the Arts Café) where coats, bags and suitcases can be left with a cloakroom attendant for a small fee.

**Just in case**
The emergency numbers in Ireland are 112 or 999. There is a small medical centre on campus, and there are many doctors’ surgeries located within walking distance of College. You must pay a fee to see a doctor or to attend the Accident & Emergency Department of a hospital. If a minor, non-urgent, medical matter arises, you can ask a pharmacist for advice. The closest pharmacists are Boots the Chemist, 12 Grafton Street, and Hickey’s Pharmacy, 21 Grafton Street.
## IRAAL 2016

### CONFERENCE SCHEDULE

**Opening Session (Registration desk opens in the lobby at 9am)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Trinity Long Room Hub, Neill Theatre</th>
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</thead>
<tbody>
<tr>
<td>9.25-9:30</td>
<td>Words of welcome: Dr Breffni O’Rourke, Centre for Language &amp; Communication Studies, Trinity College Dublin; Dr Lorna Carson, IRAAL President</td>
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<tr>
<td>9.30-10:30</td>
<td>Plenary Lecture, Professor Françoise Blin, Dublin City University</td>
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*Researching Second Language Acquisition and Learning in the digital age: still in search of new paradigms*

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**Morning Break Out Sessions**

<table>
<thead>
<tr>
<th>Time</th>
<th>TLRH, Neill Theatre</th>
<th>TLRH, Galbraith seminar room</th>
<th>AB Room 3071</th>
<th>AB Room 3126</th>
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</thead>
<tbody>
<tr>
<td>11:00-11:25</td>
<td>Kieran Harrington</td>
<td>Mona Syrbe</td>
<td>Lowai Abed</td>
<td>Saecha Stolhans</td>
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<tr>
<td></td>
<td>A ménage à trois of uncommon bedfellows: corpus linguistics, ethnography and conversation analysis</td>
<td>Teaching and Testing English as an International Language</td>
<td>Gulf Pidgin Arabic: A Sociolinguistic Investigation of its emergence and Social Attitude</td>
<td>Bringing together cross-linguistic analysis, language acquisition research and the language classroom: The case of genericity in English, French and German</td>
</tr>
<tr>
<td>11:30-11:55</td>
<td>Ann Devitt, Dee McGarry &amp; Sean Devitt</td>
<td>Lijie Shao</td>
<td>Jessica Garska</td>
<td>Liam Murray &amp; Fiona Farr</td>
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<td></td>
<td>Verb frequency, semantic centrality and utility in a longitudinal written corpus of adolescent ESL learners</td>
<td>Multiple Case Studies regarding EMI (English as Medium Instruction Language) in the Context of “Internationalised” Higher Education Worldwide</td>
<td>Speaking their Truth: Power, Identity, and Culture in Non-Native Students’ Academic Writing</td>
<td>Digital Literacies, Language Learners and Teachers: insights from the Digilanguages Project</td>
</tr>
<tr>
<td>12:00-12:25</td>
<td>Niall Curry</td>
<td>Elena Lopez Cuenca</td>
<td>Peter Sheekey</td>
<td>Francesca Magnoni &amp; Laura McLoughlin</td>
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<td></td>
<td>A corpus-based contrastive analysis of question functions in English and French research articles</td>
<td>What does Dali have to do with languages?</td>
<td>Narrative Inquiry as a method in migrant language identity development</td>
<td>The Moverne project: language MOOCs for academic purposes. Design, structure and pedagogical implementation</td>
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<tr>
<td>12:30-12:55</td>
<td>Sarah Sheridan</td>
<td>Iker Erdocia Iñiguez</td>
<td>Marie-Louise Brunner</td>
<td>Valérie O’Reilly</td>
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<td>Staying Grounded:</td>
<td>Complex dynamic</td>
<td>Autonomy in</td>
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*COFFEE BREAK (10:30-11.00) Ideas Space, Trinity Long Room Hub*
### Afternoon Break Out Sessions

#### 13:00-13.25

- **Chung Kam Kwok**
  Understanding language learners’ motivational types using cluster analysis

- **Anne Marie Devlin**
  Contact and Context: Exploring the Trajectory of L2 Sociopragmatic Development through the Prism of Loci of Learning

- **Des Ryan**
  Spelling pronunciation: a positive view, with implications for teaching pronunciation to EFL students.

- **Nobuko Ijichi**
  An innovative use of authentic video to support Japanese language learning and cultural discovery for CEFR A1.1/A1.2 levels

#### 14:00-14:15

#### 14:15-14:30

#### 14:30-14:45

### LUNCH (13.25—14:15)****

*IRAAL Executive Committee Meeting, Galbraith Seminar Room.*

### Afternoon Break Out Sessions

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Speaker(s)</th>
<th>Location</th>
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<tbody>
<tr>
<td>13:00-13.25</td>
<td>An example of how grounded theory methods have been applied to L2-M2 research</td>
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<td></td>
<td>Systems and second language acquisition</td>
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<td>Raising language awareness – Intercultural and multilingual approaches in the English and French language classroom</td>
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<td>Second Language Acquisition: Students’ Perceptions - Comparing Experiences at Third Level with Secondary School</td>
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<tr>
<td>13:00-13.25</td>
<td>Chung Kam Kwok: Understanding language learners’ motivational types using cluster analysis</td>
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<td>TLRH, Neill Theatre</td>
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<tr>
<td>13:00-13.25</td>
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<td>13:00-13.25</td>
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<td>Nobuko Ijichi: An innovative use of authentic video to support Japanese language learning and cultural discovery for CEFR A1.1/A1.2 levels</td>
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<td>AB Room 3126</td>
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<tr>
<td>13:00-13.25</td>
<td><em><strong><strong>LUNCH (13.25—14:15)</strong></strong></em></td>
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<tr>
<td>13:00-13.25</td>
<td>(IRAAL Executive Committee Meeting, Galbraith Seminar Room).</td>
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<tr>
<td>14:15-14:40</td>
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<td>AB Room 3126</td>
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<tr>
<td>14:45-15:10</td>
<td>Bozena Dubiel: Timeline of changes in heritage lexical acquisition across the primary school years: Evidence from Polish-English early sequential bilinguals</td>
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<td>TLRH, Galbraith Seminar Room</td>
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<td>14:45-15:10</td>
<td>Yongbin Xia: Overview of provision patterns in Chinese in Irish Schools</td>
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<td>14:45-15:10</td>
<td>Jane O’Connell: Irish in the Primary School: Engaging Children and Parents with the Is Tusa an Múinteoir Programme</td>
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<td>14:45-15:10</td>
<td>Ornaith Rodgers &amp; Labhaoise Ní Dhonncha: Video Production in the LSP Classroom</td>
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<td>14:45-15:10</td>
<td>Susanne Mohr &amp; Dunlop Ochieng: The use of English in everyday life and as medium of instruction in Tanzania: an attitude study</td>
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<td>15:15-15:40</td>
<td>Carmen Ortiz Granero: Evaluating Bilingual Programmes (Spanish-English) in Secondary Education in Rural Areas of Castilla-La Mancha (Spain)</td>
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<td>TLRH, Galbraith Seminar Room</td>
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<td>15:15-15:40</td>
<td>Yun Zeng: Character acquisition in L2: Towards an optimal strategy</td>
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<td>AB Room 3071</td>
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<td>15:15-15:40</td>
<td>Sylvaine Ni Aogáin: An Tionchar a Bhionn ag Aiseolas Cearaitheach ar Shealbhú Cruinn an Dara Teanga.</td>
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<td>AB Room 3126</td>
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<tr>
<td>15:15-15:40</td>
<td>Renfeng Jiang: Researching language learning motivation in Confucian philosophy</td>
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<td>15:45-16:10</td>
<td>Colin Flynn &amp; Noel Ó Murchadha: Perceptions of Irish language variety appropriateness among student teachers</td>
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<td>TLRH, Neill Theatre</td>
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<tr>
<td>15:45-16:10</td>
<td>Breffni O’Rourke: Defining and exploring engagement in classroom discussion</td>
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<td>TLRH, Galbraith Seminar Room</td>
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*COFFEE BREAK (16:10 – 16:30) Ideas Space, Trinity Long Room Hub*

### Lightning Talks & Panel Sessions, Neill Theatre, Trinity Long Room Hub

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>16:30</td>
<td>Lightning talks (followed by Q&amp;A)</td>
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<tr>
<td>17:30</td>
<td>- What can complex networks tell us about language? – Ann Devitt</td>
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<td></td>
<td>- Winding Roads to Languages (WIROLA) project – Klaus-Dieter Rossade</td>
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<td>- The Importance of Phonological Awareness Training for Teaching Irish as a Second Language – Tessa Berryman</td>
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<td>- Factors effecting ESL teacher motivation and ideas on how to retain skilled teachers – Christopher McLaughlin</td>
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<td></td>
<td>- Bilingual Education, First Language Maintenance and 21st century skills through coding – Chiara Liberio</td>
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<td></td>
<td>- Native and non-native speaker language teachers: Who's worth more? Emma Riordan</td>
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<tr>
<td>17:30</td>
<td>Panel &amp; plenary discussion, Conference Closing Ceremony</td>
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<tr>
<td>18:30</td>
<td>IRAAL Annual General Meeting (all welcome).</td>
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Plenary Talk

Researching Second Language Acquisition and Learning in the digital age: still in search of new paradigms*?

Professor Françoise Blin, Associate Professor and Head of the School of Applied Language and Intercultural Studies, Dublin City University.

Since the beginning of the 21st Century, a formidable shift has taken place in the ways language learning and language use take place across multiple sites and multiple timescales. As ‘computers’ (i.e., not only desktop computers but also laptops, tablets, smartphones, the Internet of things, etc.) have become ubiquitous, “technology has come to mediate all manner of professional, recreational, interpersonal, and educational activity” (Thorne, 2016: 241), and the physical classroom is no longer the primary site for second/foreign language learning and language use. While new digital spaces offer new affordances to language teachers and learners, they also increase the complexity of language teaching and learning. They also increase the complexity of researching second language acquisition/development. Over the last two decades, and in response to the cognitive-social debate triggered by Firth’s and Warner’s (1997) call for a better integration of “both the social and cognitive dimensions of S/FL use and acquisition”, ecological perspectives (Kramsch, 2002; van Lier, 2004), have attracted considerable interest within the SLA and CALL communities. Dynamic systems theory/complexity theory, ecological psychology, cultural historical activity theory (CHAT), to mention but a few, provide conceptual and methodological tools that can be called upon to investigate the complex language learning ecosystems that now provide the context for language learners’ “mediated and non-mediated cognitive and communicative activity” (Thorne, 2016: 244). In parallel, technology has provided us with new tools and techniques that allow us “to collect, organize and analyse [Learner Computer Interactions] LCI data in cutting-edge ways” (Caws & Hamel, 2016: 5). Together with more traditional methods (e.g., classroom observation, discourse analysis, conversation analysis, etc.), eye-tracking, video screen capture, multimodal transcriptions and analysis of learner interactions, learner modelling, etc., enable us to gain richer insights into the complex and dynamic processes that characterise second language development in the digital age. In this presentation, I will first explore the changing landscape of second/foreign language teaching and learning. I will then discuss how an ecological perspective on language learning and technology, together with new methods to elicit, collect, and analyse language learner data can help us define a research agenda that will “[open] up radically new approaches to language teaching and learning” (Garrett, 2009: 733).
* The title of this presentation is a nod to Carol Chapelle’s (1997) seminal article: CALL in the year 2000: Still in search of research paradigms?

**References**


[http://llt.msu.edu/vol1num1/chapelle/default.html](http://llt.msu.edu/vol1num1/chapelle/default.html)


Abstracts, Paper Presentations

Abed, Lowai
**Gulf Pidgin Arabic: A Sociolinguistic Investigation of its emergence and Social Attitude**

While there are many contact languages that have been covered by sociolinguistic research, to date, most of those documented contact varieties have emerged out of imperial forces driven by the European colonial expansion around the world and subsequently an active slave trade between the 16th and 18th centuries. However, there are contact varieties that have came about without any European influence, but rather through recent international migration and economic integration generated by globalization, such as the case with Gulf Pidgin Arabic in Saudi Arabia and the GCC states. This region has witnessed a rapid economic development since the early 1960s and 1970s generated by the oil industry. Hence, the region subsequently witnessed a large influx of unskilled migrant laborers mainly from the Indian subcontinent and South East Asia. However, due to the indentured labor environment that this specific community has to endure in Saudi Arabia and in the Gulf region, GPA has emerged as a communication tool between the local nationals in the region and the unskilled migrant laborers. This pidgin variety received little attention from the field of pidgin and creole studies. The rationale behind this research is primarily to bring a more globalized view on the study of contact languages by introducing GPA to the field and exploring it from a sociolinguistic point of view rather than solely linguistic.

Brunner, Marie-Louise
Diemer, Stefan
**Raising language awareness – Intercultural and multilingual approaches in the English and French language classroom**

Communication in a multilingual setting poses challenges from both a linguistic and a didactic perspective. In the European Union, the acquisition of at least two foreign languages demanded by the EU’s Barcelona objective (European Council 2002) has proven difficult to implement, prompting new concepts such as the European Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA, Candelier et al. 2012). FREPA advocates the integration of multilingual teaching in an intercultural setting and the use of new didactic approaches such as Awakening to Languages or Intercomprehension (Klein & Stegmann 2000). The Web as Corpus (Hundt et al. 2007) approach provides a useful resource for enhancing curriculum design, lesson preparation, and teaching across languages. These approaches focus on establishing awareness for different languages and cultures, and on demonstrating similarities between languages to create synergy effects for language learners. This paper considers and illustrates the use of various multilingual approaches:

- Intercomprehensive methods for teaching multiple languages simultaneously
- Awakening to languages
- Web-based media in the language classroom
- The Web as a Corpus approach and the use of online resources (e.g. GloWbE, Corpus français)
- Google Trends and marketing campaigns as teaching resources
- Examples from CASE (forthcoming), an international corpus of Skype conversations.
Curry, Niall

A corpus-based contrastive analysis of question functions in English and French research articles

Contrastive linguistics has seen a rebirth of interest over the last thirty years, largely owing to developments in corpus-based approaches to language study. Once again, contrastive linguistics serves to better inform language and genre pedagogies such as academic writing. In academic writing, the interpersonal nature of the research article genre has long been acknowledged. However, devices of reader engagement, such as questions, used by authors to include readers and position the audience, are largely neglected in contrastive studies. Building on this gap, this paper presents a contrastive analysis of reader engagement in economics research articles. Specifically, this study investigates the functional equivalence of questions as a means of reader engagement in the economics academic research articles in English and French. To do this the KIAP English and French sub-corpora will be used (Fløttum et al 2006) totalling 50 research articles in each language. As a framework, the analysis employs corpus-based contrastive analysis. The results highlight areas of important non-equivalence which illustrate the significance of contrastive linguistics as an area of research that continues to inform, in the case of this study, English and French academic writing pedagogy.

Devitt, Ann
McGarry, Dee
Devitt, Sean

Verb frequency, semantic centrality and utility in a longitudinal written corpus of adolescent ESL learners

This paper presents findings from a 4-year study of three adolescent learners of English in Ireland. The longitudinal study generated a corpus of 64,000 words of written texts produced in free writing tasks sampled at approximately one week intervals during the school year over the four years of the study. This study is conducted within a usage-based theory of language acquisition in which the cognitive organization of language is based directly on experience with language. In this context, learning is affected by a range of factors: factors relating to the form, such as frequency and salience; factors relating to the interpretation, such as prototypicality, generality, and redundancy; factors relating to the contingency of form and function (Boyd and Goldberg, 2009; Ellis and Collins, 2009; Ellis and O’Donnell, 2012; Goldberg, 2006; Luk and Shirai, 2009; Romer et al., 2014; Tomasello, 2003). The paper explores the lexical development of the learners, examining frequency, lexical diversity, semantic centrality and emergent contexts of verbs. The verb analysis provides an insight into the syntax-semantics interface exploring the patterns of emergent lexical development of verbs in terms of verb argument construction contexts and tense-aspect usage.

Devlin, Anne Marie

Contact and Context: Exploring the Trajectory of L2 Sociopragmatic Development through the Prism of Loci of Learning

With the aim of dismantling the monolithic view of learning contexts, this study introduces the innovative paradigm of Loci of Learning (micro-learning contexts) to explore the interplay between learning contexts, intensity and diversity of contact with the language and sociopragmatic development in three groups of highly-advanced non-native speakers of English. To examine the correlation, a two-fold study was conducted. Firstly a language contact profile questionnaire was completed. This provided detailed data of the learning contexts and the diversity of loci of learning to which the participants had access. Three groups were then formed and participants were put into dyads to enact the speech act of asking for advice in two socially-differentiated situations. The performance data were subsequently analysed, using a discursive practice framework, to show how differential degrees of cross-contextuality and the consequent differential interaction with loci of learning shape learners’ patterns of sociopragmatic development vis-à-vis the strategies of conventionalization and directness as well as the substrategies of solidarity and non-solidary moves.
Results indicate a strong correlation between breadth and complexity of sociopragmatic repertoire and access to a balanced range of loci of learning which is dependent on a learning context profile encompassing more than one year of L1 submersion.

Dubiel, Bozena

**Timeline in heritage lexical acquisition across the primary school years:**

*Evidence from Polish-English early sequential bilinguals*

In this paper we present findings from a study that investigated lexical development in early sequential bilinguals based on cross-linguistic data from Polish-English speaking children and age-matched monolinguals across the primary school years. The aim was to evaluate early changes in heritage lexical acquisition, their characteristics and the age at which they occur, and to determine whether they form a pattern that precedes a switch in language dominance in middle childhood. A new test, the Child HALA, was introduced to measure shifts in relative language strength by comparing lexical accuracy and speed with which speakers access words in both languages. The results show that child heritage speakers display overall levels of noun acquisition comparable to monolinguals, however, they demonstrate slower language access, and a reduced range of low-frequency nouns. Their relative language strength shifts from the initially stronger Polish to more dominant English between the age of eight and eleven. We establish a timeline of changes in heritage lexical acquisition across the primary school years. We also find that the Child HALA test produces reliable results across age groups and languages, and therefore may be considered as a valid method in assessing language strength and maintenance in children.

Erdocia Iñiguez, Iker

**Complexity Theory and Second Language Teacher Education**

Research in second language acquisition and learning plays a major role in language teacher education programs. However, it can be stated that language teacher training research has not reached a comparable development. It is important to stress the necessity of a deeper inquiry focused on novice language teachers and their own learning process in an initial training stage that will lead to progressive teacher competence. Learning to be a second language teacher can be considered as a complex and a long-term process. In this presentation, I will speak about an investigation in a pre-service Spanish teacher program at a Master level at the Université de Montréal in Canada. The boundaries of the theoretical framework are applied linguistics (language learner/teacher autonomy) and educational psychology (self-regulated learning). The research design is summarized by the following features: qualitative and interpretative methodology; ethnographic approach; and complex dynamic systems theory. I will discuss the most significant issues and phenomena that have emerged from the data and I will provide a general interpretation of the results following the focus of complexity theory. Finally, I will expose the implications and limitations that the complex perspective has for research in both second language teacher education and applied linguistics.

Murray, Liam

**Farr, Fiona**

**Digital Literacies, Language Learners and Teachers: insights from the Digilanguages Project**

This paper reports on an on-going project (funded by the National Forum for the Enhancement of Teaching and Learning in Higher Education) which aims to develop a national framework for digital literacies for language learning and teaching in an Irish HE context, and to curate and create a wide range of OERs to facilitate its implementation. One of the broad research questions for the project is: to what extent are digital literacies part of the curriculum at third level and what gaps do students and lecturers identify in this provision? We will focus on exploring attitudes and perceptions, as well as skills in the area of digital literacies and how they are integrated into teaching. The results and gaps identified will contextualise a description of the on-going Digilanguages electronic platform, which presents online resources and activities for third level
language learning in three broad areas: Digital Literacies for Language Development; Language Learning Strategies and Practices; Transitions to Third Level Language Learning Environments.

**Festa, Anna**  
*Knowledge and Learning of Inflection in Bilingual First Language Acquisition*

One central question in child language acquisition is how much of what is ultimately acquired is provided by an innate endowment and how much must be learnt from the linguistic data. The present study addresses this issue by investigating the emergence of Inflection in the speech of two children based on longitudinal and experimental data. The participants are in the early stages of combinatorial speech and are acquiring two native languages that vary in morphological richness. BFLA children represent ideal testers for the investigation of the dichotomy between knowledge and learning because the linguistic experience that they gain in each of their languages is reduced in comparison with their monolingual peers. The aim of this study is twofold: to contribute to the debate about competing models of language development and to identify operational criteria for the analysis of productivity that are appropriate for naturalistic speech sampling. The final results show that the two children exhibit productive use of the inflectional items targeted in the analyses of the spontaneous speech data and that no cross-linguistic asymmetries are identifiable in the acquisition of Inflection. Critical to the analysis of productivity are instances of morphological mixing because of the sophisticated linguistic knowledge that they presuppose.

**Flynn, Colin**  
Ó Murchadha, Noel  
*Perceptions of Irish language variety appropriateness among student teachers*

This paper reports data from ongoing research on attitudes and orientations among student teachers towards linguistic variation in modern Irish. It explores how relationships between previous learning experiences, orientation towards Irish and its speakers, and participants’ self-concept may impact upon their classroom practices. Research in applied linguistics and sociolinguistics concerned with the empirical investigation of prestige language varieties and target language varieties has illustrated that a level of consensus emerges in many communities of practice on issues of variety prestige, acceptability, correctness, authenticity and legitimacy. This paper builds on previous research in applied linguistics (e.g. Cook; Piller; Dalton-Puffer & Smit; Mckenzie) by investigating perceptions of language variation and views on the target language varieties for Irish that are deemed appropriate for the classroom context. We present data from semi-structured interviews concerning prospective teachers’ views on their own varieties of Irish and their responses to audio recordings of some of the main varieties of modern spoken Irish. The data reveal that although the participants feel that they do not themselves align fully with prestige traditional varieties of Irish and that such models are not appropriate for beginners, they nonetheless represent an appropriate ideal for learners.

**Garska, Jessica**  
*Speaking their Truth: Power, Identity, and Culture in Non-Native Students’ Academic Writing*

Issues surrounding English for Academic Purposes in regards to non-native English speakers at tertiary schools have become increasingly important in recent years. While academic literacies research has identified that power, identity, and culture play a role in academic writing, the presence of and attitudes towards these aspects in academic writing has not been studied thoroughly. Therefore, this study analyzed the attitudes towards and presence of power, identity, and culture in academic writing of non-native students at a tertiary institution in Ireland. The research methods were a questionnaire analysis followed by in-depth case studies, analyzed through discourse analysis. The findings suggest that, while participants generally have positive attitudes towards these aspects, there is a high level of negotiation and conflict between dominant norms and the expression of power, identity, and culture of the individual. Significantly, the
analysis of writing samples did find a presence of power and identity within their academic writing to some extent. Possible implications of these findings for the English language teaching field could be to increase the focus on academic literacies in tertiary institutions to aid in the negotiation of these aspects and increase the academic success of non-native English speakers.

Harrington, Kieran
A ménage à trois of uncommon bedfellows: corpus linguistics, ethnography and conversation analysis
This paper will demonstrate how the unlikely blend of corpus linguistics, ethnography and conversation analysis can synergise to provide a powerful and robust framework for characterising a lingua franca and analysing the way that it is used by a community of immigrants, none of whom speak its base form, English, as a native language. It is an unlikely blend given the mutual distrust of proponents of ethnography and conversation analysts and the highly quantitative, non-contextual, software search for linguistic features in corpus linguistics. However, I will show how the combination both works as a linear investigative progression, moving from ethnography, which provides the context, to corpus linguistics, which provides the characterization of the language, to conversation analysis, which facilitates detailed examination of language in use, and as a cyclical synergy when corpus linguistics is harnessed to gather quantitative information on the language use of individual speakers and also to calibrate observations coming from the turn by turn analysis of the use of minimal responses, while the ethnographic background information is also used to elucidate decisions and motivations of the speakers.

Iijichi, Nobuko
An innovative use of authentic video to support Japanese language learning and cultural discovery for CEFR A1.1/A1.2 levels
Japanese language and culture is an increasingly popular module elective amongst higher education students. However effective teaching of Japanese presents challenges. While students have great interest in Japan and its culture, opportunities to travel to Japan as part of study and/or engage with Japanese speakers is limited. In this situation, the use of video materials to support learning and cultural discovery is invaluable. This presentation describes a Japanese video project initiated in 2015 and funded by the Japan Foundation for use with CEFR A1.1/A1.2 students. The innovative aspect is that, while most Japanese videos are created in a Japan-based context, this project shows the use of Japanese in Irish/EU-based contexts and seeks to generate short real-life examples of Japanese language usage (based on the CEFR construct) that can appeal to students and be integrated into teaching (A1.1/A1.2). This approach allows strong localised, multi-tasking input from students, teachers, course designers and the video production team. It is a cost-effective flexible approach allowing ‘beyond the classroom’ learning and discovery. This presentation looks at the design, production and usage of the material in the classroom and for independent study. It presents a review of student attitudes to this approach to teaching/learning Japanese.
Jiang, Renfeng
Researching language learning motivation in Confucian philosophy
In the process of language learning, motivation is commonly associated with the human nature which plays a significant role. Despite the fact that such human nature can hardly be discriminatingly analysed under different culture backgrounds, there has been a call for ‘a more oriental approach’ of researching motivation. For that reason, this paper explores the possibility of applying an ‘oriental approach’, namely, Confucian philosophical concept of learning motivation, as the theoretical framework to language learners. The proposed Confucian analytical concept derives from one of the ‘Four Books’ (sishu), The Great Learning (daxue), which is also considered as a masterpiece of educational theory in ancient China. In the work, self-cultivation, serving as the core value, was explained in a brief of three principles and eight steps. These principles and steps have been frequently examined by researchers as ‘a connection between individual self-cultivation and civil conduct in the social and political order’ (Keenan, 2011, p. 37). The study aims to apply the Confucian philosophical theory to a particular group, language learners, on indentifying motives and aspirations in their language learning. This is discussed by generalising the Confucian motivation approach based on the self-cultivation principles and steps. A further aim of this study is, by comparing the Confucian approach with Self-Determination Theory, to build a constructive relationship between the oriental and approach western motivation theory, promoting the development of the Confucian philosophy of learning in the domain of language acquisition. It is noted that, even after two thousand years, the Confucian philosophy of learning can describe and explain the motives of modern learners acquiring foreign languages.

Kwok, Chung Kam
Understanding language learners’ motivational types using cluster analysis
This study aims to identify motivational types of language learners drawing on the framework of L2 motivational self system. In the past few decades, research on second language motivation often focused on identifying variables that predict learning behaviour and achievement. This research focus is based on the assumption that motivation is static and therefore the relationship between current motivation and future performance can be predicted using linear statistics. However, recent studies found that learning motivation often fluctuates in the learning process, and different learners are likely to be driven by different and more than one motives. These characteristics of motivation call into question the predictability of motivation and whether it is appropriate to focus on the best predicting motivational factor. Departing from the tradition of identifying factors in predicting learning behaviour and achievement, this study sets out to better understand the motives that give impetus to learners using a non-linear statistical technique: cluster analysis. Cluster analysis is a technique that allows researchers to group learners with similar motives together. With better knowledge of learners’ motivation, teachers and researchers can make better decision on types of interventions they can make in order to facilitate learning of learners with different motivational types.

Lopez Cuenca, Elena
What does Dali have to do with languages?
The use of visual aids became a core element in the development of early teaching ideologies and teaching methods during the second third of the twentieth century. With the shift from behaviorism to cognitivism in the 1970s, the use of visual aids has continued to play an important role in the development of instructional materials, mostly to elicit speech or to support adequate strategies to teach the four language skills in the Communicative Language Teaching Approach (CLT). The present study explores a new perspective of the use of visuals in the classroom and draws on action-based pedagogical practices. Rather than focusing solely on language development, the proposed study also aims to examine how the use of art works and Visual Thinking Strategies might develop students’ cognitive skills in the Spanish-as-a-second-language classroom. This art-based strategy, that has been predominantly used by museum educators, serves to support teaching and learning and shifts from the confines of communicative competence to multimodal communicative competence. This strategy helps students talk about, interact with and ultimately understand
images. Visual Thinking Strategy lessons follow a sequence designed to provide time to think, to contribute observations and ideas, to listen, and to build understandings together. The Visual Thinking Strategy is then used as part of a new pedagogic practice observed in Spanish Second Language lessons, in which students deploy a wide range of cultural and multimodal resources to make sense of complex art works.

Magnoni, Francesca
McLoughlin, Laura
The Moveme project: language MOOCs for academic purposes. Design, structure and pedagogical implementation
The paper will present the Move-Me project, financed by the European Commission under the Erasmus+ programme. The project aims to support university students who undertake mobility programmes in Europe and are faced with the challenge of academic discourse. Whilst many students have already acquired a B1-B2 level before their mobility, this is often confined to standard vocabulary, syntax and discourse, which can hamper their ability to interact fully in an academic context and ultimately undermine the long-term goal of training highly qualified workers and researchers able to function at inter-European level. Move-me therefore proposes the creation of integrated resources aimed at reflection on and acquisition of academic language in various disciplines, and the delivery of two MOOCs, for Academic Italian and Academic English, which focus on the development of learning to learn skills. This presentation will outline the methodological framework for the development of our MOOCs, highlighting our position as regards xMOOC and cMOOC types, the inclusion and positioning of metacognitive activities aimed at triggering and enhancing participants’ awareness of their learning process and suggest further developments.

Mohr, Susanne
Ochieng, Dunlop
The use of English in everyday life and as medium of instruction in Tanzania: an attitude study
While Kiswahili is the official language of Tanzania, English is the medium of instruction (MoI) from secondary school onwards, despite being a minority language. Studies show that using English, a foreign language for students and teachers, impairs learning outcomes (Qorro 2002), leading to English-Kiswahili code-switching in the classroom (Tibategeza 2010). Various policies have suggested strengthening Kiswahili in education as “the society Tanzanians work and live in does not demand […] English” (Rubanza 2002:45). This paper investigates the use of English and Kiswahili in everyday life and education, in correlation with language attitudes by means of a questionnaire (45 participants from Arusha). The analysis shows that age (younger participants prefer English, older participants (> 43 years) Kiswahili) and domain (in receptive language use English is preferred, Kiswahili in production) influence language use. Interestingly, 80% of the participants generally prefer English as MoI for all subjects, confirming a positive attitude towards English as a sign of socio-economic status. Nevertheless, 45% of the participants report teachers often or always having to switch to Kiswahili in class. Overall, the results show that language use and competence are in opposition to attitudes towards English in Tanzania and that reconciling these in order to improve teaching and educational success is necessary.

Ní Aogáin, Sylvaine
An Tionchar a Bhíonn ag Aiseolas Ceartaithe ar Shealbhú Cruinn an Dara Teanga.
Léirionn an taighde idirnáisiúnta a rinneadh le blianta anuas ar an gcóras tumoideachais go mbaineann fóghlaimh eolais ard-lifacht amach sa sprioc teanga ach nach n-éirionn leo ardchaighdeán cruinnis a bhaint amach a bheadh inbhearna le cainteoirí dúchais (Day & Shapson, 1996; Fortune & Tedick, 2015; Ó Dubhbir, 2009; Ó Dubhbir et al., 2010; Swain, 2005; Tedick & Young, 2014). Faraor, tá na torthaí taighde seo tagtha chun cinn in Éirinn chomh maith (Duibhir et al., 2010; Ó Dubhbir, 2009). Diríonn an páipéar seo ar Aiseolas Ceartaitheach (AC) mar mhodh muinte le dul i gcion ar an mi-chruinnis gramaidí seo sa chóras tumoideachais in Éirinn. Cé nach bhfuil mórán taighde déanta in Éirinn ar straitéisí AC, léiritear go hidernáisiúnta go bhféadfaidh AC cur le
sealbhú an dara teanga má bhaintear úsáid as i mbealach córasach (Lyster, 2007; Lyster & Saito, 2010). Ach é sin ráite, ní straitéis é a bhíonn mar thosaíocht múinteoireachta nó foghlama ag múinteoirí sa seomra ranga (Hernández Méndez, Cruz, & del Rosario, 2012). Sa pháipéar seo, pléifear an taighde is déanaí ar straitéisí AC go hidirnáisiúnta. Taispeánfar na nortaí taighde a tháinig chun solais le linn tionscadal réamh-thaighde ar AC, a spreag an taighdeoir díubh i mbun taighde níos doimhne. Sa réamh-thaighde seo, baineadh úsáid as modhanna measctha le heolas a bhailiú ag anailís a dhéanamh orthu. Ghlac múinteoirí (n=2) agus páisti bunsíle (n=47) páirt sa tionscadal. De réir na torthaí taighde a tháinig chun solais le linn an tionscadal taighde seo, bhheartaigh an taighdeoir taighde níos doimhne ag níos leithne a dhéanamh ar straitéisí AC ar leith le teacht ar na cinn is éifeachtai le tabhairt faoi sealbhú cruinn an dara teanga i suíomh an tumoideachais. Sa páipéir seo, pléifear leagan amach an taighde seo atá le teacht.

Ní Mhurchadha, Máire
Tástáil F: measúnú fónaice chun feabhas a chur ar litriú agus léiththeoireacht na Gaeilge
Is bealach an-éifeachtach é tástáil fónaice chun na deacrachtaí is bunúsaí i litriú agus i léiththeoireacht na Gaeilge scoláire a mheas. Tá tástáil fónaice, bunaithe ar chanúint an Iarthar, forbartha ag an údar – Tástáil F. Cuífear i lathair an Tástáil seo agus mineofer an bealach chun é a thabhairt, a thuiscint agus a scóráil. Cuífear comhairle maird leis an díogha inár féidir dul i ngleic leis na deacrachtaí fónaice a thagann chun solais de bhrátaí sa Gaeilge. Ceaptar, go háirithe, go mbeidh Tástáil F usáideach do theagascóirí agus do mhúinteoirí a bheith cealóideach i scoileanna an Gaeilge i scoileanna ná Gaelscoileanna nó Gaelscoilístí.

O’Connell, Jane
Irish in the Primary School: Engaging Children and Parents with the Is Tusa an Múinteoir Programme
The context of the Irish language in English-medium language schools will firstly be examined; while the levels of Irish language attainment in Irish-medium schools has been commendable, Harris (2006) has identified a significant decline in the level of proficiency of L2 learners of Irish in English-medium schools over a 17-year period. Thus the researcher asks: What can be done to engage primary school learners of Irish and their parents with the Irish language in English medium schools? The rationale of a school-based participatory action research study which draws on the latest research in L2 pedagogy, student voice, parental involvement and computer assisted language learning (CALL) shall be presented. Entitled ‘Is Tusa an Múinteoir’ (You are the Teacher), the study has empowered primary school students to evolve into Irish tutors for their parents at home. The pedagogical interventions undertaken during the study such as peer tutoring, blended learning and student-parent tutoring shall be discussed with reference to student and parent evaluations and interviews. In addition, the impact of the programme on student motivation shall be explored.

O’Reilly, Valérie
Autonomy in Second Language Acquisition: Students’ Perceptions - Comparing Experiences at Third Level with Secondary School
This research examines autonomous language learning in Second Language Acquisition (SLA) in the transition from secondary school to third level in a university Applied Language Centre. Objectives included measuring autonomy learning in both contexts from the learner and teacher perspectives through questionnaire work with learners and qualitative interviews with students and teachers. Building on linguistics, psycholinguistic, cognitivist and constructivist perspectives, the core questions survey how first year language learners’ beliefs and attitudes at third level reflect autonomous language learning, and how these factors compare to their recent experiences in a teacher-directed learning environment at second level. Autonomy is affected by numerous individual internal and external factors and teachers’ levels of professionalism, adaptability, flexibility, creativity and understanding of the processes that promote autonomy. Analysis revealed that the contexts are challenging and complex systems for learners and teachers alike. Central to the success of autonomous language learning is the learners’ beliefs, attitudes and
experiences in SLA, and the role of the teacher. In formal environments, teachers need to have the knowledge, and social and cultural skills to facilitate efficient language acquisition along with institutional support such as continuous professional development. Innovative work targeting language learning policy is ongoing, including that contained in the Framework for Consultation on a Foreign Language in Education Strategy for Ireland (2014) and the Erasmus+ (2014-2020) Online Linguistic Support (OLS) programme. Further research into student and teacher beliefs, attitudes and experiences needs to be undertaken in order to enhance existing SLA pedagogies.

O'Rourke, Breffni

Defining and exploring engagement in classroom discussion

It is generally agreed that learning requires engagement. Engagement, however, is a construct more often operationalised than defined; indeed since it is used in so many different domains (engagement with tasks, projects, interactions, topics, institutions, the educational process in general…), one might expect it to resist a unitary account. This paper outlines work in progress aimed at identifying an underlying unity to engagement in these domains, and focuses in particular on engagement in the educational activity of classroom discussion. Discussion engagement is a particularly interesting case because it involves the intertwining of engagement with topic through engagement with others, and vice versa. It will be suggested that a key element of engagement is the notion of contingency, and that discussion can be fruitfully analysed through the lens of discourse contingency as elaborated by Leo Van Lier.

Ortiz Granero, Carmen

Evaluating Bilingual Programmes (Spanish-English) in Secondary Education in Rural Areas of Castilla-La Mancha (Spain)

The present study examines the implementation and effectiveness of bilingual programmes recently implemented in rural areas of Castilla-La Mancha (Spain), which have been established as a result of the new educational policies introduced in 2014 with the Integral Plurilingualism Plan. The study was carried out in a secondary school in the region of Cuenca, involving the participation of the principal of the school, a bilingual teacher, 29 teachers, and a total of 45 students divided into two groups. The methodology used followed a mixed methods approach by means of interviews directed to the principal of the school and the bilingual teacher, which gathered general information regarding the programme; classroom observations, which allowed to draw conclusions of the teaching and learning processes; and questionnaires, which collected the views of students and teachers. The results of this study were built on the basis of the correct implementation of the programme, following the instructions specified by the Regional Government of Castilla-La Mancha; and the effectiveness of such implementation, based on the characteristics of effective bilingual programmes proposed by researchers such as Carter and Chatfield (1986), Villarreal and Solis (1998), Brisk (2006), Baker (2011) and Navés (2009). The analysed data situate the effort made by school administrators, bilingual teachers and students as the key element for the current functioning of the programme. The issues concerning implementation seem to be associated with the lack of involvement by the Regional Government (i.e. contradictions in the regulations, lack of monitoring); the lack of collaboration between the Department of Education and the school (i.e. lack of training programmes for teachers); and the necessity for more activities involving the use of oral skills (i.e. extracurricular activities, or activities taking place in the language laboratory). In addition, the lack of human resources (i.e. conversation assistant), the lack of information about the programme among teachers and parents, together with the low level of English among the students might be regarded as the three main factors affecting the programme effectiveness.

Rodgers, Ornaith

Ni Dhomnchadha, Labhaoise

Video Production in the LSP Classroom

The twenty-first century world of digital media and multimodalities demands a rethinking of approaches to languages for specific purposes (LSP). This paper seeks to examine the potential of video pre-production, production and post-production as a learning tool in the LSP classroom.
While the pedagogical role of video in the foreign language classroom has been well-established, little has been explored with regard to the pedagogical advantages of using video production. This paper is based on a pilot project involving the use of video production with second-year Biotechnology students from NUI Galway studying French as part of their degree programme. It explores the pedagogical advantages emerging from an initial evaluation of this project through teacher observation and informal student feedback. It argues that video production is an effective means of helping students to enter the discourse community of their discipline, and also of assisting them in the acquisition of “21st century skills” such as critical thinking, presentation, creativity, ICT and guided reflection. It further explores how video creation empowers the language learner to embrace the multimodality of language, to transcend the physical limitations of the language classroom and to practically engage with the specialised language of their discipline.

Ryan, Des

**Spelling pronunciation: a positive view, with implications for teaching pronunciation to EFL students.**

‘Spelling pronunciation’ usually refers to words whose pronunciation has been influenced by its spelling, especially isolated incidences, such as omega, (nowadays often /ʌʊmɪɡə/ or /əʊmɪɡə/, rather than the traditional /aʊmɪɡə/, Wells 2007). Seeing the phenomenon as marginal is consistent with the 20th century view in linguistics that speech has primacy over writing, and literacy has no influence on phonology. Nevertheless, a few researchers have rejected this analysis (Householder 1971, Giegerich 1999, Montgomery 2001, Neuman 2009). My argument (Ryan 2016) is that spelling pronunciation is a fundamental design feature of the English writing system, and that all new, borrowed or polymorphemic spellings are formed on the assumption that readers will use the spelling as a guide to pronunciation (as one might expect). Systemic evidence comes from cases such as plan – planning, or plane - planing, where the changes (adding <n>, dropping <e>) require the reader to have an implicit understanding of higher level phonological forms such as the rhyme, syllable and foot (Evertz 2014). These forms may not be obvious to the non-native speaker. I will introduce a simple notation for explaining such alternations, and then show how readers can identify pronunciations from spelling, including whether vowels ought to be stressed or unstressed.

Shao, Lijie

**Multiple Case Studies regarding EMI (English as Medium Instruction Language) in the Context of “Internationalised” Higher Education Worldwide**

In the context of English as a global language and the internationalisation of higher education, this doctoral project aims to conduct multiple case studies on EMI in undergraduate business programs at three universities from Japan, China and Netherlands respectively. This cross-sectional research will present an update of current EMI at tertiary level in these three countries representing the Expanding Circle of Global Englishes. A combination of quantitative and qualitative method has been employed. By far 300 surveys have been circulated among second and third year students in China and Japan while 30 semi-structured interviews with students and teaching faculty have been taken. The data firstly reveals a holistic picture of the degree of internationalisation by implementing EMI in business programs at each institution. Meanwhile the positive outcomes and side effects of EMI have been elaborated. Discussions have centered on controversies pertaining to the pros and cons of EMI in current literature and further analyses has been pursued regarding causes that have possibly resulted in positive outcomes and side effects in three cases. Lastly, through the contrast and comparison, further recommendations are proposed for business programs of similar type at the higher education level worldwide.

Sheekey, Peter

**Narrative Inquiry as a method in migrant language identity development**

This paper will present the approaches and some findings from my doctoral study of the lived language socialisation experiences of migrant English language learners in an intercultural drop-in centre in Dublin. Social learning approaches and the research method of narrative inquiry were combined in this study as an innovative praxis of problem-posing pedagogical theory and
collaborative methodology to both foster and investigate the meaning-making of lived experience and the construction of stronger English language identities for border-crossing learners. The stories of the lived experiences of members of English literacy groups at the drop-in were collected in two phases over the course of a year using collaborative, problem-posing practices. The second phase included other members of the drop-in centre in a published storytelling project. Finally, follow-up narrative interviews were carried out with thirteen core members of the groups to expand their stories and reflect on their experiences of the whole project. Based on the findings of this study, this paper proposes that this praxis would benefit teachers and researchers in the field of second or other language learning by providing further insights into the challenges and opportunities presented to these learners.

Sheridan, Sarah

*Staying Grounded: An example of how grounded theory methods have been applied to L2-M2 research*

In the case of L2-M2 studies (second language, second modality), the research published thus far has been largely experimental in nature. In addition, the use of grounded theory methods across all applied linguistic fields remains limited. In contrast, grounded theory is one of the most popular approaches used by qualitative researchers in health and social science disciplines. The aim of this presentation is to encourage researchers to consider this method by demonstrating how it has been applied to an ongoing doctoral study. This research is focusing on L2-M2 acquisition, specifically the learner experience. The aim is to discover the primary concerns that participants have when becoming proficient in a visual-spatial language and how they process or resolve these concerns. The objective is to generate a theory, which is grounded in data, rather than proving/disproving an existing belief. This presentation will document how grounded theory has underpinned each step of the research process thus far and how it will continue to guide the researcher moving forward. It is hoped that this practical presentation will be of assistance to those considering emerging methodological approaches.

Stollhans, Sascha PAPER CANCELLED

*Bringing together cross-linguistic analysis, language acquisition research and the language classroom: The case of genericity in English, French and German*

This paper will provide a brief cross-linguistic analysis of English, French and German generic noun phrases, focussing specifically on the selection of articles. Depending on the semantic nature of a generic noun phrase, different restrictions seem to apply, suggesting the existence of at least three sub-groups of genericity (cf. Krifka et al. 1995):

1. Kind-referring noun phrases:
   a. Dinosaurs are extinct.
   b. Dinosaurier sind ausgestorben.
   c. Les dinosaures ont disparu.

2. Characterising sentences:
   a. Cats eat mice.
   b. Katzen fressen Mäuse.
   c. Les chats mangent des souris.

3. Kind-denoting noun phrases:
   a. I like tea.
   b. Ich mag Tee.
   c. J'aime le thé.

Generally, the use of no article seems to be preferred in English and German, whereas French tends to prefer the definite article. Despite the structural similarity, it appears that genericity presents a challenge even for advanced L1 English learners of German. I will discuss potential explanations for
this phenomenon and present an idea for an experimental study design seeking to explore how English native speakers process and acquire genericity in French and German. This will lead on to a brief discussion of implications for language teaching and task design (cf. Stollhans 2012).

Syrbe, Mona
Teaching and Testing English as an International Language
This study investigates the representation of Global Englishes in large-scale international English tests and textbooks. The aim of this research is to understand the underlying episteme on these texts via content analysis, in which the researcher evaluates the underlying paradigms of reference. The criteria for this analysis include depictions of varieties of English, ownership, role models, norms, and cultures. In order to analyze these criteria, the research will focus on the linguistic background of textbook characters and target interlocutors, as well as the countries of origin of the cultural material. Focusing on the tasks, the research will look at communication strategies vs. formal accuracy and further investigate the dialogues in terms of the participants of English use. This study makes a significant contribution to the field, as it will broaden our understanding of the way English is taught and tested with regards to English as a global language.

Xia, Yongbin
Guo, Rongrong
Ruane, Mary
Chinese Language and Culture in the Junior Cycle: context, rationale and design
Introduced as part of the Department of Education and Skills (DES) Junior Cycle Reform initiative, the teaching of Chinese Language and Culture is available (September 2016), as a Short Course in Irish post-primary schools. The DES Reform initiative, which advances a new vision for Junior Cycle students, is informed by a set of core principles, statements of learning and key skills. These have to underpin the development of all subject specifications (syllabuses) and be fully reflected in learning outcomes (‘can do’ statements). The first task, therefore, was to align the Junior Cycle principles and statements of learning showing how these, together with the key skills, could be represented and developed through Chinese language learning. The second stage was the development of a course of four interconnected thematic strands, 16 sub-strands and 53 learning outcomes. To support teachers in materials and planning, the NCCA sought a full set of language and culture exponents. An integrated template covering different components in teaching Chinese was devised referencing receptive and productive skills, new vocabulary, use of characters, authentic texts/tasks and cultural knowledge/awareness. This integrated instrument provides a user-friendly ‘at a glance’ guidance source applying a pedagogical approach fully aligned with notions of developing best practice in China and Europe.

Xia, Yongbin
Overview of provision patterns in Chinese in Irish schools
The teaching of Chinese language and culture in Ireland has expanded greatly in recent years. This expansion has happened nationally extending beyond the main urban centres to all parts of the Ireland. Chinese has been taught in all education sectors from primary to higher education, from adults to business students. A particular focus has been on the provision of Chinese in the Transition Year where an NCCA-approved programme has been successfully offered in recent years. This presentation provides an overview of Chinese in a range of schools around Ireland with which UCC Confucius Institute has links. While limited statistical data was available in the early years, information under a range of headings is now collected annually through survey data. This focusses on areas such as the number, type and location of schools; the number of students, their satisfaction levels and prior experience of Chinese and China; and other relevant information. The data gathered provides a valuable source of information on which to base decisions for the future.
UCC Confucius welcomes the opportunity to share this information with members of IRAAL and receive feedback on the methodology and results of the annual data-gathering on Chinese.

Zeng, Yun

Optimal Chinese character recognition strategy for Irish students in higher education learning Chinese as L2

This paper is focused on investigating the learning strategies used in recognising and cognitively processing high-frequency Chinese characters of Irish students in higher education learning Chinese as L2. Two student-groups, respectively constituted by beginners and advanced students, are being investigated in order to find out the ways they use to recognise and process characters. Different priming types (graphic, phonological and semantic) and SOA (stimulus onset asynchrony) are manipulated as variables in the priming-category judgement task. Priming effect is examined in the experimental process to show the different sequence and priority of form and meaning of characters used by these two student-groups. The results are analysed and compared to illustrate students’ methods in processing graphic, phonological and semantic information in character recognition. Previous Japanese kanji learning experience of Irish students is considered as a possible factor which might affect learning strategy. Strategies used by students who have better academic performance in Chinese learning in each group will be further analysed. It is hoped that the conclusions from this paper can be helpful and applied to the future of teaching Chinese to Irish students in higher education.
Abstracts, Lightning Talks

Berryman, Tessa

The Importance of Phonological Awareness Training for Teaching Irish as a Second Language

Children are implicitly aware of the phonemes in their native language from a young age (Gillon, 2004). To read and write, they must explicitly understand that spoken words are made up of these phonemes (a skill known as phonological awareness) (Gillon, 2004), and learn how to map these phonemes to the corresponding letter(s) (Byrne & Fielding-Barnsley, 1989). The same process is required for reading and writing in a second language. However, second-language learners are often unfamiliar with any phonemes that do not exist in their native language. This is the case for many Irish school-children who have had limited exposure to Irish prior to the onset of school, and are consequently unaware of phonemes that exist in Irish but not in English (e.g. /x/, often symbolized with the letters “ch”, as in amach). To learn which letters correspond to which sounds in Irish, children must first be taught these phonemes. This can be achieved with phonological awareness training, which teaches learners to recognise the phonemes, rhymes and syllables of a language aurally. Providing phonological awareness training for Irish school-children in their Irish lessons would assist them in learning letter-sound correspondences, and improve their reading and writing abilities in Irish.

Devitt, Ann

What can complex networks tell us about language?

Linguistic structure and meaning are dependent upon the relationships that hold between words. Across a range of linguistic fields, language can and has been represented appropriately as a network of some form (e.g. syntax trees, dictionaries and thesauri, corpus co-occurrence matrices, communities of language users, etc). From some seminal works on small world networks (Watts and Strogatz, 1998) and complex networks (Barabasi and Albert, 1999) in the 1990s, the field of complex networks has evolved to provide insights into natural and artificial phenomena as diverse as disease propagation, electricity grid performance, genetic modelling, social media, academic publishing and many more. In the area of language, the structure and growth models of complex networks have been used to examine language complexity, language evolution and first and second language acquisition across a range of contexts and dimensions. This lightning talk aims to provide a vision of the insights from complex networks research on language to date and illustrate the possibilities with reference to ongoing research work in the area of language acquisition.

Liberio, Chiara

Bilingual Education, First Language Maintenance and 21st century skills through coding

This talk addresses the need to identify strategies to promote home language maintenance in a multilingual society and posits parental involvement as crucial in this process. It will present the affordances of coding using the programming language “Scratch” to foster home language maintenance and literacy while promoting digital skills. Thanks to its multilingual function, “Scratch” allows to create animations by writing the algorithms in different languages. This feature allows to promote language awareness and biliteracy as well as the ability to switch between languages. While coding can be introduced in schools, online resources make it easily accessible to parents, who can develop their own digital skills and support children in the native language.

McLaughlin, Christopher

Factors effecting ESL teacher motivation and ideas on how to retain skilled teachers

Most teachers enter the teaching profession with purest intentions and determination to assist and nurture students’ development in learning, however along the way many teachers become
exhausted and suffer from burn out. What is the secret to surviving as a teacher if as research states that 25%-45% of ESL teachers leave the profession within the first five years? (Hiver, 2015). Teacher motivation is an important concern for English Language Training Organizations (ELTO) leaders and managers because of its huge impact on students and the effects it has on the retention of skilled teachers. This talk presents some of the salient demotivating factors that force teachers to leave the profession so quickly and offers some options and ideas on improving motivation and increasing the awareness of teacher professional development.

**Rossade, Klaus-Dieter**

**Winding Roads to Languages (WIROLA) project**

I will talk about a longitudinal research project with the title 'The Winding Roads to Languages' at The Open University in the UK. From September 2016, we will follow 200 students as they study part-time at a distance for a BA (Honours) Language Studies (two from English, French, German, Spanish). We know that studying languages changes people, their proficiency, their knowledge and understanding, their confidence and how the construct their own identity and that of the world around them. Many studies deal with these aspects one at a time, but none look at all of them over the seven years of the WIROLA project — the 5.8 years (on average) it takes part-time learners to complete their degree and one extra year to assess what people do with their qualifications and competences. The project is multi-disciplinary and will combine a range of quantitative and qualitative methods. It will include quasi-experimental studies on aspects of language acquisition as well as in-depth phenomenological enquiries about student’s lifeworld experiences. Most of all though, we hope to collect and share stories of brave and curious individuals, mature students who have dreams and are prepared for years of hard work to change themselves and the world around them.

**Riordan, Emma**

**Native and non-native speaker language teachers: Who’s worth more?**

This lightning talk takes its title from the 1992 article by Péter Medgyes which was integral to opening the discussion of the perceived disadvantages associated with non-native speaking language teachers as well as the taken-for-granted preference for native speaking teachers in second language education. Keeping in mind criticisms of the interlanguage continuum and the native-speaker ideal, I argue that the non-native speaker teacher has much to offer in language education, not only as an imitable model of a second language learner but as a mediator between linguistic and cultural systems.
Presenters

Abed, Lowai
Lowai Abed is a PhD candidate at Trinity College, the University of Dublin. He received his B.A. in Communication Studies at The University of North Carolina at Greensboro, and his M.A. in Communication at Western Illinois University. His research interests focus on intercultural communication and sociolinguistics with specific emphasis on language contact.

Berryman, Tess
Tessa’s current research interest is in language acquisition from various perspectives, including linguistic, psychological and pedagogical. Tessa will receive her Masters’ degree with distinction from Trinity College Dublin in December 2016. Her dissertation evaluated research on the relationship between phonological awareness and developmental dyslexia. Supervised by Ailbhe Ni Chasaide, this research prompted Tessa’s interest in examining what appears to be an Anglo-Centric approach to the teaching of the Irish language in Irish schools. Tessa’s undergraduate studies resulted in an Honours degree (First Class) in Psychology, with a double major in Linguistics, from the University of Sydney, Australia.

Brunner, Marie-Louise
Marie-Louise Brunner is PhD researcher and head of the intercultural communication programme at Trier University of Applied Sciences and lecturer in the department of English linguistics at Saarland University, Germany. Her Master’s degree is in English, American, and Anglophone Studies (focus: English Linguistics), with a minor in Intercultural Communication. For her PhD thesis, she investigates the negotiation of intercultural communication, specifically discourse strategies in English as a Lingua Franca (ELF) Skype conversations. Her research interests are in the areas of discourse analysis, pragmatics, corpus linguistics, and intercomprehension. She is also interested in the use of online media and corpora, as well as intercultural and multilingual approaches in the foreign language classroom. She is co-founder and partner of Teaching Solutions Brunner & Diemer partnership corporation, consulting companies, educators and government institutions on intercultural and educational issues, and offering further education courses as well as student workshops in the areas of intercultural, multilingual, and web-based teaching and learning.

Curry, Niall
Niall Curry is a PhD researcher at the School of Modern Languages and Applied Linguistics in the Faculty of Arts, Humanities and Social Sciences at the University of Limerick. His background centres on applied linguistic research and English language teaching and his current research falls under the broad field of Contrastive Linguistics. Currently, he is focusing on corpus-based contrastive analyses of academic writing in English French and Spanish and he is particularly interested in comparing evaluative devices employed by academic writers in order to engage readers in these languages.

Diemer, Stefan
Stefan Diemer is professor of international communication and digital business at Trier University of Applies Sciences and associate professor of linguistics at Saarland University, Germany. He is head of the team compiling CASE, the Corpus of Academic Spoken English, a corpus of international Skype conversations. His research interests include language and the Web, English as a Lingua Franca, and the didactics of English in an online context. His corpus work and his interest in intercultural communication and special-purpose language have also led him to focus on interdisciplinary research fields such as intercomprehension, language and identity, and food discourse. He is co-founder and partner of Teaching Solutions Brunner & Diemer partnership corporation, consulting companies, educators and government institutions on intercultural and educational issues and offering courses in the area of intercultural and multilingual teaching methods and web-based learning.
Erdocia Iniguez, Iker

Iker is a lecturer in Spanish at Dublin City University (SALIS). He holds a BA in Hispanic Philology (UNED), and MPhil in Literature and Theatre (UNED), and an MA in Applied Linguistics for teaching Spanish as a Foreign Language (Universidad Internacional Menéndez Pelayo). He completed an International PhD on Language Teaching Education (Universidad de Alcalá). He has taught in several countries. Before joining Dublin City University, he held the position of Invited Teacher at Université de Montréal (2013-2016). He lectured in SLA and foreign language pedagogy at both undergraduate and postgraduate levels. Iker’s research interests include SLA, foreign language teaching and learning, bi/multilingualism, and language policy and planning.

Flynn, Colin

Colin Flynn is lecturer in Irish at Dublin City University. He holds a PhD in Applied linguistics from Trinity College Dublin and teaches and researches in the areas of Bilingualism, Second Language Acquisition, and Irish Language Teaching and Learning. He was previously the Stiofán Ó hAnnracháin Postdoctoral Fellow at St. Patrick’s College (2014-15). Colin has presented his research at many major international conferences and he has published a number of journal articles and book chapters on this research. He is currently working on a book in Irish, which will be published by Cló Iar-Chonnacht, on Instructed Second Language Acquisition research and its implications for Irish language learning.

Garska, Jessica

Jessica Garska received her master’s degree in English Language Teaching from Trinity College, and wrote a dissertation looking at themes of and attitudes towards power, identity, and culture in academic writing. Her main area of interest is sociolinguistics and includes pedagogical practices in EAP, specifically academic literacies and curriculum development, and academic writing. Additionally, in recent years, she has taught English to students of a range of levels and contexts.

Harrington, Kieran

Kieran Harrington is a member of the IVACS group of researchers and is linked specifically to Mary Immaculate College, University of Limerick, where he completed a PhD on the use of English as a lingua franca by a community of speakers of other languages in their communication with native speakers of English and with one another.

Ijichi, Nobuko

Originally from Tokyo, Nobuko Ijichi has taught Japanese and English and lectured in drama in both Irish and Japanese universities. A graduate of Meiji University (Tokyo) and UCD, she is qualified as a teacher of Japanese. She is currently the Coordinator for Japanese Language in UCD having taught there since 1997. She contributes to the national development and promotion of Japanese in Irish education (early learning to higher education) and has a wide range of teaching and publication interests including plurilingualism and pluriculturalism, European Language Portfolio, action-oriented language learning and developing cultural and intercultural awareness.

Lopez Cuenca, Elena

Elena graduated in Humanities (Complutense University, Madrid) and holds a Masters in Islamic Art (University of Edinburgh) as well as a Masters in Teaching Spanish as a Foreign Language (University Antonio Nebrija, Madrid). She has a wide range of experience teaching Spanish Language and Culture in different Institutions across Europe; DCU University Ireland where she currently teaches, College of Europe in Belgium, Instituto Cervantes (Athens, Brussels) and the Institute for Applied Language Studies (Edinburgh) where she held the post of Assistant Course Director of the Spanish Section. During her professional career she has participated in different teacher training programs and research projects.

Mc Laughlin, Christopher
Christopher has been in the English language industry for over 12 years and worked as a teacher trainer for TEFL International in several countries, mainly in South and Central America. He has been the director of studies of various institutes of language immersion and teenage summer camps. He has recently completed a Masters in TESOL in UCD and is currently preparing trainee teachers for the CELT course, as well as teaching exam classes in Dublin city.

**Mohr, Susanne**

Susanne Mohr is a postdoctoral researcher and lecturer at the University of Bonn, Germany. She received her PhD in linguistics from the University of Cologne for her thesis *Mouth Actions in Irish Sign Language – Their System and Functions*. Subsequently, she documented hunting signs used by hunter-gatherers in Southern Africa and is currently working on second and foreign language variety distinctions of varieties of English in Subsaharan Africa, language attitudes in Tanzania and target accents in German and Swedish schools after Brexit. Her research interests include sociolinguistics, language policies, language documentation, corpus linguistics, and morphosyntax.

**Ní Aogáin, Sylvaine**

Sylvaine Ní Aogáin is a Michael Jordan Fellowship PhD scholar in the Institute of Education, St. Patrick’s College Campus, Dublin City University. Her current research investigates the effects of correct feedback on immersion students’ second language (L2) learning, in particular, the grammatical accuracy of the L2. The context of the study is all-Irish primary schools in Ireland. She is also lecturing in Teagasc na Gaeilge in the School of Language, Literacy and Early Childhood in Dublin City University.

**Ní Dhonnchadha, Labhaoise**

Labhaoise Ní Dhonnchadha is a learning technologist with the Centre of Excellence in Learning and Teaching (CELT) in the National University of Ireland, Galway. Her work focuses primarily on modern language learning and the pedagogical use of video and audio in Higher Education (HE). She manages an audio-visual studio, producing broadcast quality audio and video resources for teaching and learning (T&L) in HE. Her teaching explores the use of technology within academic practice. Prior to joining NUI Galway, Labhaoise worked primarily in the areas of e-Learning, broadcast- and corporate media, including independent production companies, RTÉ, and TG4.

**Ni Mhurchadha, Máire**

Máire Ní Mhurchadha is a Home School Community Liaison Co-ordinator in two GRETB schools in the Connemara Gaeltacht. She taught music and languages at post-primary level and has worked as a learning support/resource teacher. She studied French, Theoretical Linguistics and Special Educational Needs at postgraduate level. She is an Associate with the Special Education Support Service and a member of the new Board of Directors of Gaeloideachas (Gaelscoileanna). Her combined interest in educational inclusion and linguistics has resulted in the devising of an Irish language phonics assessment – Tástáil F - for students in Irish-medium schools.

**O’Connell, Jane**

Jane O’Connell is a PhD candidate at the School of Education in Trinity College. Her action research study *Irish in the Primary School: Engaging Children and Parents with the Irish Language* explores the creation of domains of use for L2 learners of Irish and the evolution of a student-parent Irish tutoring project *Is Tusa an Múinteoir* (You are the Teacher). Jane is a primary school principal in West Dublin and has always had a keen interest in language teaching and learning.

**O’Reilly, Valerie**

Valerie O’Reilly (MA Applied Linguistics, UCD; MA Didactiques des Langues Étrangères, Université d’Angers; Licence Science de l’Education, Université de Lorraine) has been working at UCD in the Applied Language Centre as a Foreign Languages Co-ordinator since 1993, designing curricula and niche modules, teaching undergraduate and postgraduate courses and co-ordinating Module
enhancement. She also teaches French at TCD. Her research interests include language and interculturalism, CEFR, and autonomy learning in SLA.

Ochieng, Dunlop
Dunlop Ochieng received his PhD entitled *Indirect influence of English on Kiswahili in Tanzania* in 2015 from TU Chemnitz, Germany. He is a lecturer and head of the Postgraduate Admissions Office at the Open University of Tanzania. His research interests are sociolinguistics, communication studies, and semantics. Recent publications include: *Sexism in language: Do fiction writers assign agentive and patient roles equally to male and female characters?* in the Journal of Language and Linguistic Studies, *The revival of the status of English in Tanzania* in English Today, and *Error-free texts among Tanzania’s Advanced ESL writers* in ELT.

Ortiz Granero, Carmen Maria
I am a first year PhD student based in the Center for English Language Learning and Teaching at Trinity College Dublin researching the factors responsible for the language-related challenges experienced by non-native English students in Irish institutions. I hold a BA in English Studies from Universidad de Castilla-La Mancha and a MSc in TESOL from Queen's University Belfast. My previous research has focused on Second Language Acquisition, and more specifically on English-Spanish Bilingual Education in Spain. Overall, my research interests lie in the improvement of learning in schools, bilingualism, teaching methodologies, and language teaching and learning.

Rodgers, Ornaith
Ornaith Rodgers is a lecturer in the French Department in the National University of Ireland, Galway. Her teaching is predominantly in the area of languages for specific purposes (LSP) as she teaches French to Biotechnology and Science students. Her research interests are in Applied Linguistics, in language learning and teaching, and also in gender and language. She has published articles on discursive constructions of gender identities and the teaching of French to Biotechnologists. She is particularly interested in new approaches to the teaching of LSP and is currently working on a project to examine the pedagogical advantages of video production in this context.

Rossade, Klaus-Dieter
Klaus-Dieter Rossade is Senior Lecturer in Languages (German) in the School of Languages and Applied Linguistics at the Open University, UK. He is PI of the longitudinal and multidisciplinary ‘The winding roads to Languages’ project on the evolving identities of Language Studies students. Other research interests include intercultural learning and technology enhanced language learning. In teaching, he chairs the production of a new 60 credit Level 5 course in German language and culture, and leads on several academic change projects in the university. Outside academia, he actively promotes the case for Languages through public speaking and consultancy roles. He also coaches public speakers for TEDx and similar events.

Ruane, Mary
Mary Ruane is attached to the School of Asian Studies and Confucius Institute in University College Cork. She is the founding and former director of UCD Applied Language Centre, a former Secretary General of CercleS (Confederation of European Language Centres in Higher Education) and President of IRAAL. A graduate in modern languages and education, her recent teaching and research interests include developing East Asian language pedagogy, planning and policy in European settings.

Ryan, Des
Des Ryan is currently putting the finishing touches on his PhD thesis, entitled ‘Principles of English spelling formation’ and he is looking for work in the new year. He recently co-edited a collection with Vivian Cook called *The Routledge handbook of the English writing system*. http://tcd.academia.edu/DesRyan
Shao, Lijie
Lijie Shao is in her second year of doctoral research on EMI (English as a Medium of Instruction) in tertiary education worldwide. She holds a Trinity Postgraduate Research Studentship. She is a Chinese Mandarin instructor in Trinity Centre for Asian Studies responsible for extramural and broad/extra-curriculum programs. She finished her M.Phil in English Language Teaching (ELT) at Trinity in 2014. She previously graduated from Xi’an International University (China) with a B.A. degree in English and a joint Bachelor of Business Administration honor degree from Montpellier Business School (France). Her major academic concentrations lie in: EMI, Multilingualism and ELT.

Sheridan, Sarah
Ms. Sarah Sheridan is Assistant Professor at the Centre for Deaf Studies, Trinity College Dublin. She is also a PhD student in the School of Linguistic, Speech and Communication Sciences and an active Irish Sign Language/English Interpreter. Her research on second language learning takes an interdisciplinary approach - intercultural studies and applied sign linguistics. She has always had a keen interest in the points of intersection between deaf and hearing communities in various contexts, such as; language learning, interpreting and social justice. Her current research takes a grounded theory methodological approach.

Stollhans, Sascha
Sascha Stollhans (Twitter: @SaschaStollhans) studied Linguistics, French, and German as a Foreign Language in Berlin, and has taught at different institutions in Germany, South Africa, France, and the UK. From 2013-2016, he worked as a DAAD-Lektor (Tutor in German Studies appointed by the German Academic Exchange Service) at the University of Nottingham, where he received a Lord Dearing Award for his “outstanding contribution to the development of teaching and student learning”. Since 2016, he has been an ESRC-funded PhD student and teaching assistant in Linguistics at the University of Manchester. Recent publications include a co-edited volume on “Innovative language teaching and learning at university” (http://dx.doi.org/10.14705/rpnet.2016.9781908416322).

Sybe, Mona
Mona has taught English programs in Germany as well as Ireland. Her experience ranges from secondary school teaching over international schools to university-based EAP programs. She has been teaching in-sessional and pre-sessional EAP classes at Trinity since 2015. She is responsible for the Intensive Academic Writing, Oral Fluency, and IELTS classes. In those classes, the focus is on planning and structuring academic essays and papers as well as giving presentations and participating in various academic discussions. In addition to her work as an EAP instructor, she is involved in Trinity’s MPhil program as an adjunct lecturer for ELT practice as well as the Applied Linguistics of English Language Teaching. Alongside teaching, she is pursuing her research PhD in the context of teaching and testing English as a global language at Trinity College Dublin.

Xia, Yongbin
Mr. Yongbin Xia joined UCC in October 18th 2012 as the Co-Director of the Confucius Institute of UCC. He works with staff members of the School of Asian Studies and the College of Arts, Celtic Studies and Social Science to promote Chinese Language and Chinese Culture in Ireland, particularly at UCC. Mr Yongbin Xia is originally from Shanghai, he completed his undergraduate degree in Chinese Language and Literature at Shanghai Normal University in 1992 and after graduating joined the Shanghai University, where he obtained a MA degree in Information Utilization in 2004.

Zeng, Yun
Yun Zeng is a recent enrolled PhD student to the University College Cork. She has a background in L2 acquisition, Chinese linguistics and character acquisition. She has completed an MA in Teaching Chinese to Speakers of Other Languages at UCC. She has two-year experience in second language teaching, one year English in China and one year Chinese in Ireland.