Rónán Ó Domhnaill

Ceapadh Rónán Ó Domhnaill go hoifigiúil ina Choimisinéir Teanga ar an 12 Márta 2014. Uachtarán na hÉireann a cheap é tar éis dó a bheith ainmnithe ag an Rialtas. Ghlac Dáil Éireann agus Seanad Éireann leis an ainmniúchán sin d'aon ghuth.

Tuairiscíonn an Coimisinéir Teanga díreach chuig Tithe an Oireachtas. Is minic a bhíonn Rónán os comhair coistí Dála le labhairt faoi chearta teanga agus faoin ngá atá leis na cearta sin a cosaint agus a láidriú.

Faoi láthair, tá sé ina Chathaoirleach ar Fóram Ombudsman na hÉireann, chomh maith le bheith ina bhall de choiste feidhmeach Cumann na n-Ombudsman agus de Chumann Idirnáisiúnta na gCoimisinéirí Teanga. Tá tráchtas scríofa le déanaí ag Rónán ar neamhspleáchas Ombudsman in Éirinn.

Chaith Rónán Ó Domhnaill 16 bliana ag obair mar iriseoir le RTÉ agus le TG4. Ceapadh é ina chomhfhreagraí polaitíochta le Nuacht RTÉ/TG4 in 2006. Bhí an-bhéim ag a ról mar iriseoir ar thuairisciú agus anailís a dhéanamh ar scéalta pholaitiúla a bhain le cearta teanga agus reachtaíocht a bhain leis an nGaeilge.

Rónán Ó Domhnaill was appointed An Coimisinéir Teanga/Irish Language Commissioner on 12 March 2014. He was appointed by the President of Ireland following his nomination by the Government. Both Houses of the Oireachtas, (Dáil Éireann and Seanad Éireann) unanimously accepted that nomination.

The Irish Language Commissioner reports directly to the Houses of the Oireachtas. Rónán is often before parliamentary committees to speak about language rights and the need to protect and strengthen those rights.

He is currently the Chair of the Irish Ombudsman Forum, as well as being a member of the executive of the Ombudsman Association and a member of the International Association of Language Commissioners. Rónán has recently written a thesis on the independence of Ombudsmen in Ireland.

Rónán Ó Domhnaill spent 16 years as a journalist with RTÉ and with TG4. He was appointed Political Correspondent with Nuacht RTÉ/TG4 in 2006. His role as a journalist placed much emphasis on reporting and analysing political stories relating to language rights and legislation regarding the Irish language.

Anne O'Keeffe

Dr Anne O'Keeffe is Senior Lecturer in Applied Linguistics at Mary Immaculate College, University of Limerick. She is well-known for her research in the area of applied Corpus Linguistics and her research output includes papers, chapters and books on Corpus Linguistics and Language Teaching. Some of her books include From Corpus to Classroom (2007, Cambridge University Press, with Michael McCarthy and Ronald Carter), English Grammar Today (2011, Cambridge University Press, with Ronald Carter, Michael McCarthy and Geraldine Mark), Introducing Pragmatics in Use, 1st and 2nd Eds (2011 and 2019 Routledge, with Brian Clancy and Svenja Adolphs). She also co-edited the Routledge Handbook of Corpus Linguistics (with Michael McCarthy) and is currently curating the second edition of this volume. Most of her recent research has been on the Cambridge Learner Corpus and has led to the online resource, the English Grammar Profile (with Geraldine Mark). She is

also co-editor of two Routledge book series, Routledge Corpus Linguistic Guides and Routledge Applied Corpus Linguistics series and she is the founder and Director of the Inter-Varietal Applied Corpus Studies (IVACS) research centre.

Joseph Sheils

Joe Sheils was involved in the development of curricula and learning/teaching materials for modern languages in Ireland before joining the Language Policy team at the Council of Europe (CoE) in 1992, initially to support the CEFR project. He subsequently had responsibility for the Council's intergovernmental programmes concerning modern languages, minority languages, the languages of schooling, and language policies for the integration of adult migrants. In retirement, he was a member of the CoE advisory group for the CEFR-Companion Volume (CV).

Caroline Campbell

Caroline Campbell has a background in language teaching. She is the Assessment Lead for the School of Languages, Cultures and Societies at the University of Leeds and teaches EAP. She is IWLP representative for University Council of Modern Languages.

Stergiani Kostopoulou

Stergiani Kostopoulou is a Senior Teaching Fellow at University College Dublin's Applied Language Centre. She is Module Coordinator for the Pre-Master's and Pre-Sessional English modules, manages and mentors EAP Tutors, and lectures on the MA TESOL. Stergiani has an MPhil and PhD in Applied Linguistics from Trinity College Dublin, a ProfDip in University Teaching and Learning, and is currently pursuing a ProfDip for Entrepreneurial Educators. Her research interests include English for General/Specific Academic Purposes, Applied Corpus Linguistics, and Assessment.

Marion Sadoux

Marion Sadoux has been working in teaching and leadership of Institution Wide Language Programmes for nearly 30 years and is currently Head of Modern language programmes for the Language Centre at the University of Oxford. She started her career at the UCL language Centre and worked in diverse settings including London Metropolitan University and the University of Nottingham Ningbo China. Her main interests are concerned with curriculum development, students as change agents, teacher development and e-learning. She is a keen user of the CEFR and collaborated with the Languages Company on the piloting of the online Professional Language Portfolio project.

Bogdan Nita

I am interested in comparative literature, aesthetics and philosophy of art. From 2008 till 2010 I was editor-in-chief of Texte Magazine, Bucharest, a comparative literature journal. In 2016 I have published 'The ontology of the work of art' at European Institute in Iasi. Currently, I am doing a PhD

in Comparative Literature with a thesis on memory, trauma, and bilingualism at Edinburgh University.

Deirdre Ní Loingsigh

Dr. Deirdre Ní Loingsigh is Stiúrthóir na Gaeilge, Director of Aonad na Gaeilge, the Irish Language Centre at the University of Limerick (UL), and lecturer in the School of English, Irish, and Communication. She is a trained Knowledge for Change (K4C) mentor, an initiative of the UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education. Much of her current research relates to Advising for Language Learning (ALL). She is a member of the European Centre for Modern Languages (ECML) Language for Work Network.

Shane Barry

Shane Barry is a PhD candidate in Applied Linguistics in the Mary Immaculate College (MIC), Limerick, where he also lecturers and facilitates workshops as a departmental assistant in the Department of English Language and Literature. Having completed a Masters in Applied Linguistics at MIC in 2018, focusing on Irish language self-assessment, his current research interests include sociolinguistics, psycholinguistics, and language policy. Shane's PhD research is based on assessing data in the Census as a reliable metric for national Irish language policies. Shane has received awards from the MIC Research and Graduate School, and has presented research findings at numerous conferences and government departments.

Sandra Torres

Dr Sandra Torres is the Non-Latin Script Language Programmes coordinator at the University of Manchester Language Centre where she also teaches medical and general Spanish. Sandra holds the following qualifications: BA in Philology and Languages (Colombia), MA in Applied Linguistics in TEFL (Colombia), MA in Translation Studies (USA), PhD in Language Education and PGCert in HE (Manchester). Her interests lie in the use of technology in language teaching and autonomous learning.

Justyna Drobnik-Rogers

Dr Justyna Drobnik-Rogers is Senior Language Tutor for Less-widely Taught Languages and Language Tutor in Polish at the University of Manchester Language Centre (UK) where she has been working since 2006. She holds a PhD in Polish and Drama Studies (UoM) and a Master's degree in Polish Language and Literature from the Adam Mickiewicz University in Poznań, Poland.

Vicens Colomer

Vicens Colomer Domínguez is a graduate in Romanic Philology by the University of Barcelona where he also did his doctorate courses in Mediaeval French Poetry. He has as well a Master´s degree in Teaching Spanish as a second/foreign language by the same university. He is also a foreign language teacher and teacher trainer certified by International House London and International House

Barcelona. He is currently undertaking a PhD on sociocultural and multicultural competences and language identity of students learning Spanish as a foreign language at the University of Roehampton, where he is Senior Lecturer in Spanish since 2012.

Licinia Pereira

I hold a BA in Modern Languages and a MA in American Studies (Coimbra University). I have taught Portuguese as a Foreign Language in Portugal and the UK at undergraduate level for more than a decade. I joined Cardiff University in 2015 where I have taught and developed Portuguese language modules and contributed to the establishment of the Portuguese degree programme with the support of the Camões Institute. My main research interests are the teaching of linguistic variation in Portuguese as a global language and bilingual education for heritage language learners.

Patrizia Lavizani

My name is Patrizia Lavizani and I teach Italian as a Discovery Themes module in the School of Languages Cultures and Societies. Languages for All is the subject area in which I have been teaching for the past 22 years and where I am also the Language Co-ordinator for the Italian provision. Currently we offer Italian at Beginners (A1), Elementary (A2) and Lower Intermediate (B1) level.

I love teaching Italian and believe that it is important to create a purposeful, familiar and safe environment in the classroom and around University to give students a positive learning experience. I believe it is essential to acquire Long Life learning skills and foster students' autonomous learning to help them develop their potential and employability.

Gabriele Zagel-Millmore

I have been teaching German from ab initio to higher levels in Languages for All since 2001 and I am the language co-ordinator for German. LfA offers credit bearing languages modules to all undergraduate students as part of the university's Discovery Themes modules. I have co-lead curriculum development in our subject area for the past twelve years. I also teach a 2-week intensive course for medical students (Beginners German) as part of their Special Studies Project.

I enjoy fostering a positive learning environment in order to enable students to build on their gained knowledge which can enable their life-long study of the language.

Daniela Standen

My current role is as School Director of Teaching and Learning for the International Study and Language Institute at the University of Reading. Before that, I was a Teaching and Learning coordinator on the Institution-Wide Language Programme with responsibility for assessment and the strategic development and management of the Italian provision.

I am a Senior Fellow of the Higher Education Academy and my special interests are assessment and inclusive pedagogies.

Caroline Collier

Caroline Collier is a lecturer and tutor at Manchester Metropolitan University. She designs and co-ordinates ESOL and language courses for students across the institution. Her teaching experience has led to an interest in curriculum and assessment design, as a means of enhancing the student experience in higher education.

Stephanie Aldred

Stephanie Aldred has worked in the field of TESOL and linguistics in Italy, Japan, Scandinavia and in the UK. With many years' experience of teaching and training, she is currently an education developer in the Teaching Academy of Manchester Metropolitan University. Her chief research interest is in language teaching evaluation.

Salwa Mohamed

Salwa Mohamed is a lector and team leader in the Uniwde programme at Manchester Metropolitan University. She has MA and PhD in Applied Linguistics, PGCLTHE and is a fellow of the Higher Education Academy. Salwa has extensive experience teaching Arabic in the HE sector. For the past few years, she has been working on mapping the teaching of Arabic within Uniwide onto the CEFR; she has designed a syllabus to reflect the CEFR six levels (A1–C2). Her research interests also include culture learning and teaching in foreign language education and the role of assessment in language teaching.

Rasha Soliman

Rasha Soliman is a Lecturer in Arabic Language and Linguistics at the University of Leeds. She started her career in Teaching Arabic as a Second Language (TASL) in 1995. She has an MA in Applied Linguistics from the University of Southern Queensland in Australia and a PhD in Arabic Applied Linguistics from the University of Leeds which she completed in 2014. Her current research and scholarship interests include sociolinguistics, language variation in the Arabic classroom, approaches to grammar teaching and the application of the CEFR to TASL.

Nouran Khallaf

Nouran Khallaf is a PhD researcher in the School of Languages, Cultures and Societies at the University of Leeds. Her research investigates the Arabic text simplification task to support the teaching of Arabic as a second language and learners with language disabilities. Prior to starting her doctoral studies, Nouran had a Master's degree in Computational Linguistics from the Department of Phonetics and Linguistics, Faculty of arts - University of Alexandria, Egypt in 2016. Since 2011, she worked as an associate lecturer at the same department teaching Arabic as a second language.

Salwa Mohamed

Salwa Mohamed is a lector and team leader in the Uniwde programme at Manchester Metropolitan University. She has MA and PhD in Applied Linguistics, PGCLTHE and is a fellow of the Higher Education Academy. Salwa has extensive experience teaching Arabic in the HE sector. For the past few years, she has been working on mapping the teaching of Arabic within Uniwide onto the CEFR; she has designed a syllabus to reflect the CEFR six levels (A1–C2). Her research interests also include culture learning and teaching in foreign language education and the role of assessment in language teaching.

Marie-Thérèse Batardière

Marie-Thérèse Batardière is a lecturer in French at the University of Limerick, Ireland. She is also involved in teacher training and university-school partnerships. Her research interests include the impact of study abroad on second language acquisition and the use of computer-mediated communication tools to enhance language learning and promote intercultural dialogue.

Catherine Jeanneau

Catherine Jeanneau is the Coordinator of the Language Learning Hub at the University of Limerick, Ireland. The unit aims at implementing a learner support strategy and providing language learning services outside of formal classroom time. Her research interests include second language acquisition, technology and language learning, particularly digital literacy and online communication as well as learner autonomy.

Veronica O'Regan

Veronica O'Regan is a lecturer in German at the University of Limerick, Ireland. Her research interests include critical discourse analysis and the representation of migration in German, Swiss, Irish and UK media, the impact of political and economic media discourse on German-Irish relations, second language acquisition and computer assisted language learning and post-war German literature.

Kristina Notthoff

Kristina has been a German language teacher for over 10 years, with experience ranging from beginner to advance levels in Degree, Language Centre and evening courses. Her interests include the application of language learning strategies and the creation of authentic learning situations in the classroom by using, for example, board games or native speakers.

Lorraine Leeson

Lorraine Leeson is Professor in Deaf Studies at Trinity College Dublin's Centre for Deaf Studies. Lorraine was the coordinator of the European Centre for Modern Languages ProSign project that brought the Common European Framework of Reference to the attention of sign language teachers in higher education across the Council of Europe territories. Lorraine was also member of the ECML Expert Group that delivered ProSign II, developing a European Language Portfolio for use with sign

language learners. With Carmel Grehan, Lorraine piloted an ELP for Irish Sign Language at Trinity College in 2017-18.

Carmel Grehan

Carmel Grehan, BSc., M.Phil., PGCert Ed. is Assistant Professor of the Centre for Deaf Studies (CDS), Trinity Dublin College and Coordinator of the Bachelor in Deaf Studies programme. Carmel has led work at CDS to map the Irish Sign Language (ISL) curriculum to CEFR and, with Lorraine Leeson, piloted the use of the European Language Portfolio (ELP) for sign languages with learners at A2-B1 level. This work has fed into a European Centre for Modern Languages project, ProSign II, which seeks to support sign language instructors across the Council of Europe.

Sarah Sheridan

Dr Sarah Sheridan is Assistant Professor at the Centre for Deaf Studies, Trinity College Dublin and teaches several modules related to sign language interpreting and language acquisition. She is also currently teaching and supervising on the MPhil in Applied Linguistics programme. Sarah completed her doctoral study in the area of the psychology of the language learner, researching aspects related to; language learning anxiety, motivation and learner strategies. Her interests also extend to assessment techniques and curriculum development, having completed a Postgraduate Diploma in Educational Studies in TCD.

Emma Riordan

Dr Emma Riordan in German language teacher and lecturer in Applied Linguistics at the Department of German, UCC where she is also Teaching & Learning Officer for the School. Emma holds a PhD in Applied Linguistics from Trinity College Dublin, an MPhil in Teaching German as a Foreign Language and BA Language and Cultural Studies from UCC. Her research interests include language policy, classroom language discourse and language teacher training. She is project lead for Higher Education Language Educator Competences (HELECs) which is funded by the National Forum for the Enhancement of Teaching and Learning in Higher Education.

Clive W. Earls

Dr. Clive W. Earls is Head of German Studies and Programme Director of MA and PhD programmes in Applied Linguistics and Intercultural Studies at Maynooth University. His active areas of research include Language Policy and Planning, Language Pedagogy, Intercultural Studies and Global English. His most recent publication discusses the missing experiential dimension of language practitioners active in Schools of Modern Languages and Nua-Ghaeilge in the implementation of Ireland's national language strategy "Languages Connect" published by the NUI in November 2019.

Silvia Benini

Dr Silvia Benini works as a research assistant in the School of Languages, Literatures and Cultures at the University College Cork. Her research interests focus on SLA (Second Language Acquisition), CMC

(Computer Mediated Communication), CALL (Computer Assisted Language Learning), Blended Learning, Language Policy and Planning. She has published on CALICO and ReCALL among other academic journals. She is a committee member of IRAAL (Irish Association for Applied Linguistics) and member of CALS (Centre for Applied Language Studies, University of Limerick).

Colin J. Flynn

Dr Colin J. Flynn is Assistant Professor in Irish and Applied Linguistics at Dublin City University. He is also Deputy Director of SEALBHÚ, the DCU Research Centre for the Learning and Teaching of Irish, and a member of the DCU Applied Linguistics Research Group. Dr Flynn has recently published articles in the Modern Language Journal, Journal of Sociolinguistics and Journal of Multilingual and Multicultural Development. His monograph on social psychological aspects of adult minority language learning and use is due to be published by Multilingual Matters in March, 2020.

Áine Furlong

Dr Áine Furlong works in Waterford Institute of Technology, Ireland, as a lecturer in French, Intercultural Communication and Teacher Education. She was programme leader for the MA in Second language Learning and Teaching.

With a background in Applied Linguistics, her research interests include the relation of plurilingualism to creativity, Content and Language Integrated Learning (CLIL), as well as language teacher education. Her current work focuses on digital education.

Sandra Reisenleutner

Sandra Reisenleutner is currently Assistant Professor at the University of Nottingham where she teaches German and modules about teaching and learning foreign languages. Her research interest lie in the use of the CEFR for teaching, learning and assessing languages and in teaching methods that foster learner participation. She has been working on a project bringing together German native speakers and home students for the past few years.

Oranna Speicher

Oranna Speicher is Associate Professor at the University of Nottingham, and Senior Fellow of the Higher Education Academy. She has taught German in HE for over 20 years with research interests are technology-enhanced language teaching and learning, second language acquisition, and scholarship of teaching and learning. Currently., she is the Director of the Language Centre at the University of Nottingham.

Sujing Xu

Sujing Xu is currently Teaching Associate in Mandarin Chinese at the University of Nottingham. Sujing is passionate about language teaching. She has convened and taught both core Mandarin language modules for specialist learners as well as institution wide language programmes.

Sujing's current research focuses on creativity and educational drama in foreign languages teaching and learning. Her recent paper "Enhancing Chinese Literacy Skills through Drama Activities: A Case Study of Mandarin Chinese for Beginners' Course at the University of Nottingham" will be published on the Conference Proceedings e-book Innovation in Language Learning by Filodiritto Editore in 2020.

Mikiko Kurose

Mikiko Kurose is a Teaching Associate at the University of Nottingham, where she teaches Japanese from beginners to intermediate level. She previously taught Japanese up to A-level in a state secondary school for thirteen years, before moving into higher education. She has also worked as a translator and interpreter. She proofread and advised on Helen Gilhooly's 'Teach Yourself Japanese' series, and was one of the voice actors for the 'Michel Thomas Method Japanese' series. Her research interests include technology integration and enhancement in language teaching and learning, and the benefits of CEFR in teaching and assessment.

Mark Hennessy

Mark Hennessy works at Maynooth University, as EAP coordinator and lead tutor for Erasmus and pre-sessional English language programmes, and holds both a Trinity College London Certificate and Licentiate Diploma in TESOL, in addition to a degree in Humanities and English (Hons), and an MA in Education and Applied Linguistics, both from The Open University in The UK.

Current research interests include EAP curriculum design and assessment as well as critical thinking skills for both students and tutors.

Mark has previously taught at Waterford Institute of Technology as Assistant Lecturer in Education (teacher training) and Kilkenny-Carlow Education and Training Board as Adult Literacy and ESL Tutor.

Hitoshi Shiraki

Dr Hitoshi Shiraki is a Senior Lecturer in Japanese and Language Pedagogy (Education) at SOAS. He obtained a PhD in theoretical linguistics at University College London. His interests are the relationship between the human cognitive system and second language acquisition and its application to language teaching.

Youkyung Ju

Dr Youkyung Ju is a Senior Lector in Korean at SOAS and used to teach at LSE and King's College London. She was awarded a PhD in Korean Linguistics from SOAS and MSc in Applied Linguistics from the University of Edinburgh. Her research interests lie in comparative aspects of grammar in East Asian languages.

Kiyo Roddis

Kiyo Roddis is a Tutor in Japanese at Cardiff University, currently teaching as part of the UWLP (Languages for All). She holds an MSc in Education (Cardiff University) and a PG Diploma in Teaching Japanese as a Foreign Language (IIEL). Kiyo has over 10 years of experience in teaching Japanese at various levels and contexts, as a specialist and non-specialist subject. Her particular interests are innovative and learner-oriented/constructivist approaches to classroom teaching that enhance the learning experience, and motivation. Kiyo has published two short papers and presented her practice on several occasions.

Amanda Deacon

Mandy teaches on core language degree modules at the University of Leeds. She also leads three multilingual credit-bearing undergraduate volunteering options, Linguists into Schools, which form part of a larger cross-faculty Students into Schools programme.

From 2009 to 2014, she was the Coordinator for the PGCE Modern Languages in the School of Education. She has a degree in French and African Studies and an MA in Lifelong Learning.

Throughout her career, she has been involved in all sectors from primary to higher education. She has also taught in France, the United States and Morocco.

Sabina Barczyk-Wozniak

Sabina Barczyk-Wozniak is a University Teacher and German Tutor in School of Modern Languages, Cardiff University. She holds a PhD in Humanities with the specialization in German and Applied Linguistics. After graduating with MA in German Philology, she worked as a University Teacher in Institute for German Studies and Applied Linguistics of Maria Curie-Sklodowska University, Poland. Her monograph "Der Erwerb syntaktisch-topologischer Regularitäten des Deutschen durch polnische Lerner und seine glottodidaktischen Implikationen" (2009) aims to describe and explicate the acquisition of German syntax and discusses the implications for classroom-based language learning. Currently, she delivers a wide range of German and also works on reviewing and revamping learning resources for Languages for All program. She is an enthusiastic linguist fascinated by the human language faculty and formal aspect of languages.

Josef Mueller

Josef Mueller is Coordinator for Language Learning at Queen Mary, University of London, overseeing the university's IWLP. He has over ten years' experience of leading HE language departments. His teaching experience covers intercultural communication, teacher training on working with international students, and German language. His research interests include internationalisation in HE, teaching highly diverse classrooms, and non-specialist language learning in HE.

Elinor Parks

Elinor Parks completed her PhD in Applied Linguistics at the University of Hull. She is also currently a LEAP tutor of German at the University of Manchester and LFA Tutor of German for the University of York. Her doctoral research explores the complexity behind the separation between language and content in Modern Language degrees both in the UK and in the USA. In particular, the research examines implications of the divide for the development of criticality and intercultural competence in undergraduates.

Fabienne Vailes

Fabienne Vailes is a UK expert on emotional and mental well-being within the education sector.

French Language Director at the University of Bristol and Senior Fellow of HEA with over 20 years' experience in the sector, Fabienne is on a mission to change the face of education – embedding well-being into the curriculum to create an environment where both students and staff flourish and develop the mental agility and resilience to succeed both academically and in the workplace.

Stéphanie Demont

Stéphanie Demont is Deputy Language Director for French at the University of Bristol, with over 20 years' experience in language teaching and learning in Higher and Further education. Her interests are in language teaching pedagogy and how to embed employability in the language curriculum.