



IRAAL

Cumann na Teangeolaíochta Feidhmi
Irish Association for Applied Linguistics

Comhdháil Bhliantúil Annual Conference

An meon ilteangach i saol dá-/breisteangach an lae inniu
Plurilingual Mindsets in an increasingly bi-/multilingual world

Ollscoil Mhá Nuad
Maynooth University

An Satharn, 18ú Samhain 2023

Saturday 18th November 2023

Registration Opens: 8.30-9.15

Coffee, tea, and pastries

Ionad / Venue: Foyer, TSI Building

Welcome: 9.15-9.30

Ionad / Venue: TSI Lecture Theatre 2

Plenary Session 1: 9.30-10.30

Ionad / Venue: TSI Lecture Theatre 2

T.J. Ó Ceallaigh, *University College Cork*

‘Pedagogical translanguaging in minority language immersion education: Unpacking contemporary debates to shape future trajectories’

Pedagogical translanguaging is a construct that refers to instructional practices that involve the intentional and planned use of students’ plurilingual and pluricultural repertoires (Juvonen & Källkvist, 2021). In minority language immersion education, translanguaging presents a dynamic interplay of tensions and opportunities. As a pedagogical approach, it challenges assumptions about the goals of language immersion programmes and the means by which they can be achieved (Tedick & Lyster, 2020). Yet, these tensions also signify pivotal opportunities. Translanguaging can provide a bridge for students to connect their home languages with the immersion language, enhancing linguistic and cognitive development (Busch, 2017; Canagarajah, 2018). Moreover, it fosters a more inclusive and responsive learning environment where students are encouraged to draw from their entire linguistic repertoires (Payant & Galante, 2022). Navigating these challenges offers immersion educators a unique path to foster students’ plurilingual and pluricultural competence. This plenary talk will delve into the multifaceted discussions surrounding pedagogical translanguaging in minority language immersion contexts, with a particular focus on current debates shaping the field. Key facets of this critical discourse will be unpacked and critical implications considered in an attempt to not only illuminate the complexities of translanguaging in immersion education but also guide its

implementation in ways that foster more inclusive, effective, and culturally enriched learning environments in an ever more linguistically diverse and multilingual global landscape.

Chair, **Ailín Ní Chonchúir**, *Ollscoil Mhá Nuad*

Coffee and tea break: 10.30-10.50

Ionad / Venue: Foyer, TSI Building

Panel session 1: 10.50-12.20

Ionad / Venue: See individual panels

Session 1a

An Ghaeilge sa chóras oideachais: dearchtaí agus dúshláin

Chair, **Aoife Ni Ghlóinn**, *Ollscoil Mhá Nuad*

Ionad / Venue: **TSI 041**

Ailín Ní Chonchúir, *Ollscoil Mhá Nuad*

‘Ar thóir na hinbhuanaitheachta: An idirghabháil thrasteangeolaíoch mar straitéis oideolaíoch chun dul i ngleic le haincheistanna cleachtais sa seomra ranga iar-bhunscoile Gaeloideachais’

Sa cháipéis The Common European Framework of Reference for Languages – Learning, Teaching, Assessment, áiríonn Comhairle na hEorpa ‘an idirghabháil’ mar cheann de na ceithre ghníomh cumarsáideach teanga, mar aon le ginchumas, gabhchumas agus idirghníomhaíocht. Ach cé gur tugadh aitheantas áirithe don idirghabháil mar ghníomh teanga sa cháipéis sin, rinneadh leathnú agus forbairt ar an gcoincheap le foilsiú an leagain nua den Fhráma Tagartha i 2020. Laistigh den samhlú níos leithne a dhéantar ar an idirghabháil sa leagan nua, rangáítear í i dtrí ghníomh – idirghabháil ar théacs, idirghabháil ar choincheap agus idirghabháil ar chumarsáid. Sainítear chomh maith straitéisí idirghabhála – teicnící a dtéitear ina muintín chun brí a shoiléiriú agus tuiscint a éascú. Is féidir go mbeadh an gníomh idirghabhála ag tarlú laistigh de theanga amháin nó go trasteangeolaíoch ó theanga go teanga. Is ábhartha an comhthéacs an seomra ranga Gaeloideachais don idirghabháil thrasteangeolaíoch – áit a mbíonn múinteoirí go minic ag brath ar théacs físe/fuaime i mBéarla agus ag éileamh tascanna i nGaeilge ar na daltaí bunaithe ar na téacsanna sin. Aithnítear, áfach, an dúshlán

a bhaineann le tascanna trasteangaithe sa chomhthéacs tumoideachais agus moltar cáiréis ina leithéid de chleachtas. Féachfar sa chur i láthair seo ar na féidearthachtaí a bhaineann le tascanna idirghabhála trasteangeolaíochta chun cleachtas trasteangaithe atá inbhuanaithe, córasach, pleanáilte a chur ar bun i seomraí ranga Gaeloideachais.

Pól Ó Sniadhaigh, *Ollscoil Chathair Bhaile Átha Cliath*

‘Dearcthaí teanga agus taithí foghlama daltaí ag foghlaim na Gaeilge sa Mheánscoil’

Cé go bhfuil athrú mór sóisialta tagtha ar Éirinn le tríocha bliain anuas (McWilliams, 2018), is beag cíoradh atá déanta sa litríocht ó thaobh na teanga de maidir le daoine a bhfuil cúlra imirceach acu i gcomhthéacs na hÉireann (Connaughton-Crean & Ó Duibhir, 2017; O’ Connor et al., 2017). Ina theannta leis sin, níl mórán taighde déanta ar leibhéal na meánscolaíochta maidir leis an nGaeilge idir an tréimhse 2012–2021 (Batardière et al., 2023).

Pléitear anseo roinnt sonraí ó staidéar dochtúireachta reatha a dhíríonn ar dhearcthaí teanga daltaí i leith na Gaeilge (Gardner, 1985) agus ar thaithí foghlama daltaí ag foghlaim na Gaeilge trí staidéar a dhéanamh ar an dá mhothúchán – an taitneamh agus an imní (Dewaele agus MacIntyre, 2014). Is ó pheirspictíocht na síceolaíochta dearfaí leis an teoiric leathnú-agus-forbairt (Fredrickson, 2001, 2003, 2004, 2013) a dhéantar é seo a phlé. Is é an pobal atá i gceist sa taighde seo ná daltaí a bhfuil cúlra imirceach acu agus daltaí nach bhfuil cúlra imirceach acu sna Gaelcholáistí agus sna Scoileanna-Béarla.

Méabh Ní Shluáin, *Ollscoil Chathair Bhaile Átha Cliath*

‘Meon na bhFoghlaimoirí Gaeilge ar an Tríú Leibhéal’

Sa chaint seo, déanfar iniúchadh ar mheon na bhfoghlaimoirí Gaeilge ag leibhéal na hollscoile agus ar thionchar an mheoin sin ar a gcuid foghlama féin.

Aithníodh cumhacht an mheoin ar iompar daoine le fada an lá i ndomhan na síceolaíochta agus lasmuigh de. Ó thaobh an oideachais de, smaoinítear go rímhinic ar an saothar ceannródaíoch a d’fhoilsigh Carol Dweck (2006) agus ar an idirdhealú a rinne sí ar an meon fáis agus seasta. I gcás na foghlama teanga, baineann an dealú sin le tuairimí na bhfoghlaimoirí faoina gcumas chun teanga a shealbhú (Lou and Noels, 2017). Anuas ar an bhféinbhraistint, bíonn tionchar ag idé-eolaíochtaí an fhoghlaimora i dtaca leis an teanga féin agus le cleachtas teanga an domhain.

Díríonn formhór an taighde ar chás na Gaeilge ar dhearcthaí na bhfoghlaimoirí ó thaobh stádas, úsáid agus éagsúlacht na teanga. Dar le Wright agus McGrory (2005), chuidigh an teanga go mór le foghlaimoirí i mBéal Feirste chun féiniúlacht Éireannach a chur in iúl. Tháinig Flynn agus Harris (2016) ar cheangal idir an Ghaeilge agus cúlra cultúrtha, oidhreacht theangeolaíoch agus féiniúlacht phearsanta a gcuid rannpháirtithe. Ó thaobh idé-eolaíochtaí teanga na nuachainteoirí, léirigh O’Rourke agus Walsh (2015) go raibh meas acu do choincheap an chainteora dúchais ach aitheantas á lorg acu mar ghrúpa úsáideoirí ar leith. Cé go ndíríonn fócas shealbhú an dara teanga mar réimse

taighde ar ilteangachas an lae inniu (DFG, 2016), ceisteofar sa pháipéar seo chomh maith an bhfuil an fheasacht sin le fáil i saol na Gaeilge go fóill.

Session 1b

Multilingualism and migration

Chair, **Silvia Benini**, *University of Limerick*

Ionad / Venue: **TSI Lecture Theatre 2**

Tobias Schroedler and Caroline Boening, *University of Duisburg-Essen*

‘Multilingualism in the Workplace’

This paper reports findings from a group discussion study on the utility of using migrant languages in the workplace. The theoretical framework of the study draws on both language economics (e.g. Grin 2003) and ideas from critical sociolinguists (e.g. Duchêne & Heller 2012).

Set in one of Europe's linguistically most diverse areas, Germany's Ruhr region, data were collected in a group discussion study to explore how often, for what purposes and with whom multilingual speakers use their home languages at work, whether they feel confident using them, and whether they perceive economic benefits either on the individual or the employers' side. Two group discussions (n=5 each) lasting 70-90 minutes were conducted to explore these questions. The transcripts were evaluated employing qualitative content analysis.

The results show that the participants regularly use their home languages in their professional context. A capitalisable benefit of language skills is identified occasionally, but in most accounts, this only concerns the employers' benefit. Participants report feelings of discomfort in using their home languages professionally. These aspects of affective dynamics directly related to language use show up in the data in diverse forms. They concern, among other things, the avoidance of using the home language in order to maintain professional distance or references to insecurities due to a perceived lack of register competence.

In light of (at times) conflicting theoretical paradigms addressing the role and value of languages in the economy, the study's results are discussed critically - exploring potential theoretical advancements (Schroedler et al. 2023).

Iker Erdocia, *Dublin City University*

‘Understanding and overcoming language-related barriers in the political participation of people of immigrant origin’

This paper aims to explore some of the challenges that first-generation immigrants and their descendants encounter when engaging in political activities. More concretely, it uses the Irish context to empirically investigate the ways in which language influences the political engagement of migrant people with institutional politics. Migrants are chronically under-represented within the Irish political system and language and cultural factors have been identified as potential factors behind this underrepresentation (O’Boyle et al. 2016).

Drawing on theoretical approaches to language and social justice (Skutnabb-Kangas 2015; Piller 2016) and adopting a qualitative approach, the paper analyses the intrapersonal and interpersonal dimensions of linguistic and cultural (de)legitimacy (Reagan 2019; De Schutter 2020). It focuses on the manners in which having English as an additional language shape the (self)perceptions of migrants in their involvement with political organisations and institutions in Ireland. The study uses an intersectional approach to explore the challenges migrant people face regarding political engagement and potential episodes of discrimination based on the intersection of language and culture, gender, race, country of origin, and socioeconomic background.

The findings resulting from interviews with 12 participants with an immigrant background (local council candidates and councillors, and members of political parties, organisations and NGOs) show the complexity of the interplay between language and the aforementioned factors in the political realm. The results further suggest that invigorating critical attention to language- and culture-related discrimination in migrants’ public life may be a needed strategy to promote a more inclusive, socially egalitarian and cohesive society.

Andrea Ciribuco & Sam Goodchild, *University of Galway*

‘Refugee language learning and community relations: the case of Ukrainian citizens in the West of Ireland’

This paper relates the preliminary results of a qualitative sociolinguistic study with migrants and refugees living in Irish rural communities. Focusing on a subset of data from semi-structured interviews with Ukrainian nationals living in small towns and villages in the West of Ireland, the paper relates to the emotional dimension of repertoire development (Busch 2017; Walsh 2019; Sevinç and Mirvahedi 2023).

Following the 2022 Russian invasion of Ukraine, 74,458 Ukrainians arrived in Ireland (CSO 24/02/2023). They were housed in state-provided accommodation in a variety of communities. Local authorities, NGOs, and citizen groups were variably involved in providing English language classes, on a more or less voluntary basis. Since some Ukrainian nationals were hosted in Gaeltacht areas, Irish was sometimes also offered.

The analysis will concentrate on how the English and Irish language classes had an impact not only on the repertoire of the learners, but also on community relations. The arrival of Ukrainian nationals

significantly changed the linguistic landscape of rural communities, and the provision of language classes had a key role in the self-perception of communities through the practice of solidarity. Learners placed different expectations on English, distance themselves from Russian, and approach Irish with various degrees of motivation. The paper will relate findings on how language teaching can be used to build community relations at a time when the linguistic landscape is in rapid evolution.

Session 1c

Applications of CLIL

Chair, **Julie Trobitsch**, *Maynooth University*

Ionad / Venue: **TSI 043**

Caitríona Osborne, *University College Dublin* & **Qi Zhang**, *Dublin City University*

‘Translanguaging strategies to learn business Chinese in a CLIL classroom’

Translanguaging highlights that a linguistic repertoire activated in communication consists of traditional linguistic features (lexical, morphological, syntactical, etc) and other meaning-making signs embodied in semiotic modes such as gestures, posture and broader semiotic practices of using technologies (Vogel et al., 2018). Despite the heated debate on the theoretical and methodological development of LS (Learning Strategies; Rose et al., 2018; Thomas et al., 2022), previous LS research for learning Chinese still follows Oxford’s taxonomy of LS (1990), such as Shen (2005), Tam and Kim (2021) and Yan (2020). Oxford’s taxonomy was initially designed for learners of English. Therefore, the categorisation of LS used for learning Chinese according to typologies of Oxford or others may raise concerns.

Using the think-aloud protocol (TAP), the study investigates the dynamic flow of meaning-making in learning process, or moments as Li (2011) proposes, when approximately 8 advanced CFL learners conduct two typed tasks (describing a business scenario) while verbally articulating their thoughts as voice recordings. A total of 16 audio recordings (approx. 140 minutes) were consequently collected for data analysis. Building upon translanguaging, the study conducts a micro-analysis of translanguaging strategies in use in a CLIL classroom. The study draws concepts from embodied cognition to use translanguaging as a parameter to categorise LS for Chinese, thus challenging the hegemonic language ideologies embedded in linguistic racism (Dovchin, 2020), such as CFL learning conforming to and being normalised with English. Finally, the study explores the relationship between translanguaging and translating in analysing the TAP recordings of the participants.

Maria Pilar Alderete Diez, *University of Galway*

Multimodal assessment in a CLIL Module: Children's Fiction in Spanish

In this presentation, I will describe the student feedback and results after diversifying the methods of assessment in a CLIL module for Second-Year Spanish: Children's Fiction in Spanish.

This presentation will explain how the combination of two open-source textbooks in Spanish and English, created with Hardiman Library Funding (OER) at the University of Galway, and the application of UDL principles for expression, engagement and assessment have enhanced the student experience in a content module delivered and assessed through L2, although translanguaging and codeswitching were encouraged and welcomed in the seminars.

Grounded on a design-your-life approach, this presentation will highlight the diversity of assessment in this module as aligned with the student profiles expected for the module, registered in various Arts degrees and specializations (BA Global Languages, Journalism, Children's studies, Creative Writing...). This presentation will discuss how this project-based module has resulted in higher engagement, community building, and the promotion of creative language learning styles. I will showcase student work, anonymously and with their permission. I will discuss student feedback in the first and second editions of this module and illustrate how I have modified the rubrics to suit student needs in the current climate of AI-enhanced learning.

Sarah O'Neill, *Queen's University Belfast*

'Can CLIL Turn the Tide on Disaffection with French? A comparison of CLIL and "traditional" approaches to the teaching and learning of French in lower secondary'

This paper presents key findings from a comparative study of Content and Language Integrated Learning (CLIL) and 'traditional' language teaching pedagogies in three post-primary schools in Northern Ireland.

CLIL has been described as "a European approach to bilingual education" and "an important instrument to foster European citizens' bi- and multilingualism" (Nikula 2017:111). In light of recent policy interest in CLIL in Scotland, Wales, and particularly in Ireland, this research engaged 13-14-year-old anglophone learners of French in a CLIL pilot study. For participating teachers and pupils, this was their first experience of a CLIL approach. In each participating school, an intervention class engaged with a CLIL ecotourism module through French, whilst a comparator class followed the school's regular scheme of work. Pre/post-intervention pupil questionnaires, teacher interviews and post-intervention pupil focus groups investigated the relationship between the type of pedagogical approach (CLIL/non-CLIL) and [i] pupil motivation, [ii] uptake of languages and [iii] language learning progress.

The findings indicate significant differences between the CLIL and non-CLIL groups, exposing tensions between how teachers 'want to' and 'have to' teach. They also highlight how socio-economic background and school type can be linked to different learning experiences and opportunities for language learning. The conclusion proposes that CLIL pedagogy can facilitate the co-creation of

language curricula with learners, integrating additional language learning with content that is relevant, engaging and learner-centred.

Session 1d

Psychology of language learners

Chair, **Inmaculada Gomez-Soler**, *Dublin City University*

Ionad / Venue: **TSI 036**

Aishowarza Manik, *Dublin City University*

‘Fostering ownership among Chinese language learners in Bangladesh’

In recent years, there has been a significant increase in the demand for Chinese language learning in Bangladesh. It is crucial to establish a sustainable language learning environment to sustain this language growth and meet the increasing demand for skilled professionals in the job market. One way of accomplishing this goal is through fostering learner agency. Therefore, this study aims to explore how learner agency plays a role in fostering student ownership and empowerment during their Chinese language learning journey. Learner agency refers to the capacity of learners to make choices, set goals, and take responsibility, which offers learners the opportunity to actively engage in the learning process. Consequently, this 3-cycle action research provides students with opportunities to engage and create an inclusive environment. Data has been collected from six pre-intermediate learners through reflective journals, interviews, classroom observations, and student interactions on social media. Preliminary findings from the analysis of the first cycle suggest that a supportive and immersive language learning experience fosters reflective learning and contributes to the development of a sustainable learning approach.

Mariko Takishita, *University College Cork*

‘The Implementation of Dialogic Appreciation in the Mixed-proficiency L2 Classroom’

Language proficiency variations among learners in the same L2 classroom is a common challenge for teachers and learners. This presentation highlights an action research project that tackles this issue by implementing Dialogic Appreciation (DA) with a small group of 10 higher education students in a mixed-proficiency Japanese class. DA is a learner-centred approach that combines visual art engagement and peer dialogue. Previous studies have demonstrated that the combination of visual arts and dialogue can enhance critical thinking, problem-solving, and communication skills (Yenawine and Miller, 2014). However, there is limited research on the application of DA in L2 learning settings. This project aimed to explore the transformations perceived by students and the teacher through DA and how they co-constructed meaning through this approach. The intervention lasted 8 weeks, with

one-hour weekly sessions during class time. The collected data, including audio recordings and fieldnotes from classroom observations, students' written reflections, and semi-structured interviews, underwent thematic analysis. The findings indicated that DA motivated class participation and a positive perception of language proficiency differences. The students also perceived improvements in vocabulary, expressing opinions, and listening. They actively taught each other vocabulary and grammar. Notably, the student facilitators benefitted from pushing themselves beyond their comfort zones, while gaining confidence in speaking. The findings also suggested that the students constructed meaning in their dialogue by valuing diverse perceptions. It was concluded that employing DA provides a way to effectively address language proficiency differences and promote peer learning in L2 classrooms.

Monireh Mokhtarzadeh, *Dublin City University*

'How English Language Teachers Leverage Technology in Times of Crises: Addressing Educational Inequality in Iran'

The COVID-19 pandemic highlighted the need for resilient and sustainable educational systems that could withstand future crises by embracing digital technologies (Gorina et al., 2023). However, developing countries like Iran face additional challenges such as war, social unrest, sanctions, and a significant digital divide, further highlighting the need for developing appropriate teacher training programmes focused on technology-supported instruction. Accordingly, this research explores the contribution of technology to promoting the strategic thinking of Iranian English language teachers in implementing effective crisis-management pedagogies to address educational inequality. This research study aims to investigate the following:

1. Iranian ELTs' strategies in leveraging instructional technologies in times of crises.
2. Factors contributing to Iranian ELTs' ability in delivering quality technology-supported instruction.
3. The role of Iranian ELTs' technology use in alleviating the digital divide.

A mixed-method approach will be employed to collect data from ELTs in governmental and private secondary schools in Tehran, Iran, to gather (1) quantitative data via a questionnaire on ELTs' professional technological training, institutional support and accessibility of technology, (2) qualitative data via semi-structured interviews about teachers' challenges, their specific approaches and innovative strategies for intentionally capitalising on the pandemic experience to implement effective technology-enabled pedagogies and address educational inequalities during various crises.

This ongoing PhD project informs policymakers, teacher training institutions, and stakeholders on integrating technology-mediated crisis approaches into ELTs' professional training, bridging the digital divide, and promoting equitable opportunities. It will also contribute to advancing English language teaching in Iran during crises and fostering inclusive educational systems globally.

Session 1e

Language policy and language education

Chair, **Mark Hennessy**, *Maynooth University*

Ionad / Venue: **TSI 038**

Mary Ruane, *University College Cork*

‘Ireland's 2006 Language Education Policy Profile and its Impact on Modern Foreign Languages and the Teaching of English as L2’

The publication of the Council of Europe's Experts' "Report on Ireland's Language Education Policy Profile" (CoE Language Policy Division, 2006) was an important milestone in the history of Language Policy and Planning (LPP) in this country. The DES decision to commission the report arose from (Little 2003:5-6) the growing awareness of Ireland's rapidly changing language situation and the need to progress implementation of key European language policies, e.g. "Common European Framework of Reference".

One remit of the Experts was to review the case for an 'overarching language policy', called for in the NCCA's 2003 "Languages in the Post-Primary Curriculum", and to consider how it might be implemented across all languages. A comprehensive range of elements was specified and reviewed. While many different bodies broadly endorsed the Experts' methodology and analysis, hoped-for implementation was slow. Certain elements made progress, others less so. The absence of a Central Government structure leading coordinated implementation was a stumbling block.

Two elements of the report will be critically reviewed regarding their scoping, feasibility and impact - Modern Foreign Languages (MFL) and the Teaching of English as L2, which share many academic and pedagogic interests.

Progress on MFL is deemed successful. A National Consultation (2014), led to "Languages Connect, Ireland's Strategy for Foreign Languages in Education" (2017), which has achieved national standing and authority.

In contrast, the lack of a national strategy for English as L2 is a concern. The Experts referenced challenges in accessing information (with one exception) to scope it. However, more recent developments indicate a turnaround in this situation which will be outlined.

Clive Earls, *Maynooth University*, **Jean Conacher**, *University of Limerick*, **Colin Flynn**, *Trinity College Dublin* & **Muiris Ó Laoire**, *Munster Technological University*

‘We all know that women are just better at languages’ - Interrogating and challenging gendered views of Language Studies’

While work is underway to address gender inequalities in Irish HE, progress has been somewhat slow (HEA, 2022). The Gender Equality in Language Studies (GELS) project, a national inter-institutional collaborative research project funded by the HEA, arose from a recognition among project partners that common interpretations of gender-equality issues leave challenges within some disciplines unaddressed (c.f. UNESCO 2022). This paper provides an overview of the project and presents its key findings, uncovering and interrogating the systemic factors at post-primary and HE level that contribute to such ‘converse’ gender representation in Language Studies. The paper concludes by presenting and analysing the strategy recommendations developed for stakeholders in Language Studies with a view to enriching current gender-equality debates which continue to be framed predominantly as advancing the participation and promotion of individuals who identify as female systemically, and particularly within STEM.

Lunch: 12.20-13.20

Ionad / Venue: Foyer, TSI Building

Panel session 2: 10.50-12.20

Ionad / Venue: See individual panels

Session 2a

The Irish language in plurilingual & multilingual contexts

Chair, **Richard Huddleson**, *Ollscoil Mhá Nuad*

Ionad / Venue: **TSI 041**

Maria Dimitropoulou, *Trinity College Dublin*

“I love them all”: Multilingualism in Irish-speaking families’

The 20-Year Strategy for the Irish Language 2010–2030 states that the aim of official policy in Ireland is “to ensure that as many citizens as possible are bilingual in both Irish and English” (Government of Ireland, 2010, p.3). At the same time, it highlights the importance of “maintaining the linguistic identity of the community in the Gaeltacht as a distinctive language region, rather than one of bilingualism” (p. 3). Ireland, however, is an increasingly multilingual country with approximately 14.5 % of the population using a foreign language as a home language (Central Statistics Office, 2023). Moreover, previous research indicates that there are fluent Irish-speaking adults and children who use

languages other than Irish and English as a means of communication within or outside their homes (Ó hÍfearnáin, 2022; Posocco & Watson, 2021).

This paper introduces ongoing doctoral research which aims to engage directly with this multilingual reality, drawing on data from qualitative interviews with Irish-speaking families from diverse backgrounds in Ireland. It is argued that considering the whole linguistic repertoire of caregivers and children in such families as well as their various past and present language experiences can give further insight into the attitudes, motivations and practices of individuals who speak minority languages in their homes. These preliminary findings encourage re-evaluation of how best to approach language choice and policy around such minority languages.

Leire Sarto-Zubiaurre, *University College Dublin*

‘Approaching L3 Cross-Linguistic Influence in the Irish Multilingual Context: the Copula in L3 Spanish’

Formal models of Third Language (L3) Acquisition aim to describe how the previously learned languages influence the acquisition and development of a third or additional language (Rothman et al., 2019:116–183; Puig-Mayenco et al., 2020). Competing models predict that cross-linguistic influence (CLI) will obtain from either one or more of the previously acquired languages depending on the order of acquisition or typological proximity. Other factors can mediate that influence, such as proficiency in the L2 and metalinguistic awareness, but more empirical research is needed (Vargas & García Mayo, 2022).

The multilingual context of Ireland offers avenues to explore these factors. Existing research has identified Irish influence on metalinguistic awareness in the L3 (Dillon, 2009; Markey, 2022). One study, which predates most recent theoretical developments in L3 acquisition, found evidence of morphosyntactic cross-linguistic influence from L2 Irish (Ó Laoire & Singleton, 2009).

This paper aims to approach the current models of L3 CLI in the Irish multilingual context through a pilot study with learners of L3 Spanish. It will examine the effect of self-reported Irish competence on metalinguistic awareness and the copula construction. Participants (N=23) completed an Acceptability Judgement Task targeting the copula, a sociolinguistic questionnaire, and a metalinguistic awareness task. Preliminary results show evidence of CLI from Irish on the copula task, which may be mediated by generally low levels of metalinguistic awareness. This would constitute further support for the Scalpel Model of Third Language Acquisition (Slabakova, 2017).

TJ Ó Ceallaigh & Emma Riordan, *University College Cork*

‘A plurilingual approach to teaching modern foreign languages in Irish-medium immersion: Implications for teacher education and curriculum design’

Ideas centred on translanguaging have reshaped our thinking about how bi and multilingual students learn, process, and communicate in and through the linguistic varieties that form part of their individual repertoire (García, 2009; García & Wei, 2014, Kroll, Bobb & Hoshino, 2014, Hoshino &

Thierry, 2011, Canagarajah, 2011). Such a theoretical reorientation has developed new understandings of languaging practices in the classroom orchestrated by the teacher and learning processes experienced or/and pursued by the learners (Cummins, 2014). Students and teachers make spontaneous cross-linguistic connections throughout the course of the teaching and learning enterprise in immersion, yet translanguaging sits uneasily with the principles of monolingual immersion, on which such educational provision is firmly based (Ballinger, Lyster, Sterzuk & Genesee, 2017; Fortune & Tedick, 2019; Ó Ceallaigh & Ó Brolcháin, 2020) as well as in the context of minority or minorised languages (Cenoz and Gorter, 2017). This paper will consider when and how translanguaging can be exploited as a pedagogical tool to support the development of communicative competence in a modern foreign language (MFL) and the fostering of plurilingual and pluricultural competences in sustainable ways while simultaneously promoting the principles of Irish-medium immersion education. Firstly, a critical review of the literature base relevant to plurilingual instruction in immersion will be presented and findings synthesised. Following on from this, research-supported counterarguments prompting a reconceptualization of plurilingual and translanguaging practices in minority language immersion programmes will be presented to explore the case of teaching MFL in this context. In conclusion, implications of incorporating plurilingual pedagogies into these immersion programmes will be considered with a particular focus on teacher education and curriculum design.

Session 2b

Study Abroad: Language engagement, development and dynamic motivation

Chair, **Catriona Osborne**, *University College Dublin*

Ionad / Venue: **TSI Lecture Theatre 2**

Anne Marie Devlin, *University College Cork*

Introduction

Jordan Carolan,

University College Cork

‘The Complex L2 Self: Chinese study abroad students’ EFL motivations and L2 selves through the lens of neoliberalism and Neo-Confucianism’

Set against a body of research which tends to either overlook ideological differences between Eastern and Western conceptualisation of motivation; or which positions Chinese students as ideologically monolithic, this study aims to explore the dynamic interaction between neoliberal and Neo-Confucian paradigms in shaping English as a foreign language (EFL) motivation and the development of L2

selves in Chinese students during a study abroad (SA) sojourn in Ireland. By incorporating primary concepts from the Neo-Confucian motivational construct and Dörnyei's L2 Motivational Self System, this study bridges the gap between Eastern and Western L2 motivational research and aims to answer two main research questions:

- How do neoliberal/Neo-Confucian ideologies interact to influence Chinese students' motivations for learning English?
- How does this develop during Study Abroad in Ireland?

It does so by exploring the motivational trajectories of eight postgraduate Chinese students in Ireland through the means of reflexive semi-structured interviews. Each participant was interviewed retrospectively about the development of their L2 self paradigms during their L2 learning experiences in both Mainland China and the SA context. The interviews were then analysed thematically in terms of neoliberal and Neo-Confucian concepts of motivation. The findings indicate that the Chinese SA students' L2 selves comprised a complex synthesis of both Neo-Confucian and neoliberal ideologies. Moreover, due to ideological interplay and the emergence of congruent ideal L2 self images, the students' attachment towards a number of ideological values underwent considerable alterations as a direct result of their SA experience in Ireland.

Yuyao Xiao, *University College Cork*

'Chinese Sojourners' Social Network during Study Abroad: an Ecological Perspective'

This presentation is a part of larger PhD project, which from an ecological perspective aims to understand the establishment and transformation of Study Abroad students' social network(s) during a study abroad sojourn. The primary research aim is to investigate the language learning affordances emergent in this process. Social Network is an important concept in Study Abroad research since it bridges the cognitive and sociocultural paradigms in language learning.

Taken from this perspective, the current paper adopts a longitudinal, mixed methods approach to focus on two groups of Chinese students – group-based undergraduates (n=5) and individual-based postgraduates (n=3) and explores their social network development and concomitant language learning affordances during the course of an academic year in Ireland. It does so through means of four diachronic social network surveys; observations in/outside of the classroom; and semi-structured interviews. Through the analysis of the four social network surveys, preliminary findings suggest that group-based undergraduate participants build up social network(s) centered around their accommodation, whereas individual-based postgraduate participants constructed their core interpersonal relationships mainly in classrooms and around dinner tables. Though most participants expressed an expectation of having contact with “foreigners,” many of them did not establish any relationships with “foreigners” except for instrumental purposes. For participants who managed stable contact with non-Chinese actors to a certain degree, not all interactions were perceived as conducive language learning affordances. On the other hand, the failure to continuously socialize with “foreigners” did not block participants' access to language learning affordances while being abroad.

Annarita Magliacane, *University of Liverpool, UK* & **Ariadna Sánchez-Hernández**, *Complutense University of Madrid, Spain*

‘Recognition of L2 pragmatic markers during study abroad: A longitudinal study’

Pragmatic markers (PMs) have been defined as linguistic constructions which help spoken and spontaneous interaction (Beeching 2016). Despite this, their use in a second/additional language has been unexplored (but see Diskin 2017; Magliacane 2018; Magliacane & Howard 2019). Previous study abroad (SA) research (Iwasaki, 2011; Beeching, 2015) shows that contact with the local community favours PM production. In particular, SA studies (Iwasaki, 2011) point to longitudinal beneficial effects, giving rise to increased frequencies. While research on PM production in the L2 has been gaining traction, a focus of their recognition and awareness is lacking. Meanwhile, research on pragmatic recognition (i.e. Sánchez-Hernández & Alcón-Soler, 2019) posits that recognition is a crucial step for any pragmatic production to occur.

Against this background, this study analyses longitudinally if a sojourn abroad plays a role on PM recognition over time and whether this, in turn, affects PM production. In order to assess PM recognition, a new test was administered to 18 Chinese students in the UK and Ireland over a period of four months. The test includes different tasks: (i) PM recognition in oral extracts showcasing different varieties of English; (ii) identification of PM use and functions; (iii) awareness-raising questions about informants’ PM use, and (iv) prompted oral production. Preliminary findings suggest that participants increased their meta-pragmatic awareness of PMs over time. This study will analyse if a correlation is present between the increase in meta-pragmatic awareness and the longitudinal frequency and use of PMs in oral production.

Session 2c

Plurilingual mindsets in childhood

Chair, **Andrea Ciribuco**, *University of Galway*

Ionad / Venue: **TSI 043**

Ruth Harris, *Technological University Dublin*

‘Embracing all languages in Early Childhood Education and Care settings’

As Ireland becomes increasingly multi-cultural (CSO 2023), the importance of promoting an intercultural approach as put forward in the Diversity Equality and Inclusion Charter (DCYA 2016) is greater than ever. The Early Years sector is in the unique position of having children still acquiring language during the peak years of their critical period (Meisel 2004) with many coming in already with early fluency in their mother tongue or as developing bilinguals. Nurturing this early first language competence while developing competence in English or Irish can be challenging. Attitudes of parents can vary with some valuing their mother tongues and others feeling pressurized to abandon them, believing this to be in their children’s best interest.

This paper also draws on a study of the experiences of early years educators and considers how their understanding of language acquisition in an academic module helped them to understand the importance of embracing all languages in the early years setting and to support children's development of language while adopting a rights-based approach. Consideration is given to individual factors that affect children's language development from a psycho-linguistic perspective and their development of hybrid identities from a socio-linguistic perspective.

Licia Masoni and Francesca La Morgia

University of Bologna

'Moving towards a plurilingual mindset: the case of early childhood settings in Emilia Romagna'

In this paper we present findings from Hearing and Feeling English (and Other Languages) in Infancy and Early Childhood, an ongoing three-year action-research project funded by the Region Emilia-Romagna and the University of Bologna (Italy). Over this period, children (6-36 months) have been regularly exposed to the sounds of English and, to a lesser extent, other languages or dialects through Dialogic Reading activities led by preschool staff. Data was collected in 304 settings through in-person observations and online questionnaires as well as focus groups. Within the project, educators were offered support to enhance their own dialogic reading skills in English (a language that was new or not well-known to many of them) through a suggestions for practice based on picture books and through ongoing support online and in-person.

The results indicate that the Dialogic Reading approach in a second language has a profound impact on shifting the monolingual mindset of educators and offers educators the opportunity to explore and enhance their own language practices, ultimately creating an environment where all languages are valued. While these results stem from research in Italian educational contexts, we will also discuss their implications for early childhood educators in Ireland and other international contexts.

Mireia Gómez i Martínez, University College Cork

'Linguistic hospitality in Contexts of Complex Linguistic Diversity'

Jean-Luc Godard described language as «la maison dans laquelle l'homme habite», and so we might say that there is no better way of welcoming someone to a community, to a 'maison,' than sharing with the community's language. This process, one which sees the relationship between host and guest reflected in languages and their speakers, is what we refer to as "linguistic hospitality" (LH); based on Derrida's (2000) conception of hospitality as an "ethical obligation" to accept and embrace the Other by acknowledging their otherness. Thus, LH describes an attitude of being open, accepting, and respectful towards other languages.

Due to increased global migration flows, environments attesting greater levels of sociolinguistic complexity are on the increase, posing a challenge for the linguistic reception of newcomers, particularly in different education systems. The challenge becomes even greater when, in addition, one

works in contexts where there are historically minoritized languages (such as Catalan or Irish). Although some research has been conducted on school language planning in terms of (linguistic) inclusion, very few studies have focused on the role of minoritized languages in this process.

For this reason, this study aims to explore and describe different practices applied in the school systems of Catalonia and Ireland in relation to LH towards newly arrived migrant children. By identifying the most effective practices, the output of this research aims to help in managing linguistic diversity in similar contexts; in such a way that we can guarantee the inclusion of all students by paying attention to multilingualism without neglecting minoritized languages.

Session 2d

PhD Panel, Applied Linguistics and Intercultural Studies

Chair, **Elyse Ritchey**, *Maynooth University*

Ionad / Venue: **TSI 036**

Abosede Grace Ogunsaya, *Maynooth University*

‘Negotiating identities in Shifting (Language) Contexts: Strategic Language Choices of Yoruba-Gaelic-English Speaking Families in Ireland’

“[T]hrough language individuals project their identity, their inner universe and shape it according to the behavioural patterns of the groups with which they wish to identify”, consequently, this paper examines the strategic language choices which Yoruba-Irish-English speaking families in Ireland make while negotiating their identities as immigrants living within shifting social and cultural contexts. Following a qualitative case-study approach, triangulating the experiences of three families recruited following a snowballing sampling technique, interviews were conducted with all members of each family independently and explored current and historical experiences and reflections (participant observation was not possible as some members of the families were no longer residing under the same roof as their parents. The study demonstrates that the choice of what language to use, for migrant-background multilinguals like Yoruba-Irish-English speakers in Ireland, is determined by a range of factors operating within the ‘contextual frame’ (i.e., socio-political, -economic and -structural conditions) which defines a person’s subjectivity and around which a person’s existence is organised and operated iteratively. Yoruba-Irish-English speakers make conscious decisions about their choice of which language to speak at any given time based on this ‘contextual frame’.

Haya Al-Alomeri, *Maynooth University*

The Production of the English consonants by Saudi Bedouin and Urban students at Tabuk University

This empirical study examines L2 English learners' production of four English phonemes. The problem is that the Arabic language includes different vernacular varieties, and each of these varieties has diverse linguistic properties; some of these properties are dissimilar to those of the standard Arabic. The speakers of different Arabic dialects produce English sounds differently since these speakers are influenced by the phonological production systems of their dialects. Extensive literature review has investigated the acquisition of some of the affricate and fricative sounds of English; however, the impact of Saudi Arabic dialects on learners' production of these sounds has not been previously addressed. Hence, the aim of this study is to explore the effect of dialectal differential on the accuracy of pronouncing certain English consonants amongst groups who speak different Saudi dialects. To achieve this goal, forty senior undergraduate Saudi learners of English at Tabuk University, (twenty Hwaiti Bedouins and twenty Hijazi Urbans) were recording while reading words in Arabic and English, in order to examine the effect of L1 dialect and the phoneme positions on the learners' production of the English phonemes /dʒ/, /θ/, /ð/, and /v/.

Julie Trobitsch, *Maynooth University*

'The teaching and learning of French as a foreign language in Irish secondary schools at Leaving Certificate level – overview of the challenges experienced by students and teachers'

Ireland's distinct position within the European landscape is marked by a deficiency in foreign language proficiency, notably evident in its 23rd placement in the World Talent Ranking. This concern gains significance in the globalised context, where interactions with diverse linguistic and cultural dimensions are integral to both professional and personal realms. The study delves into the pedagogical aspects of teaching French in Irish secondary education, revealing the perpetuation of stereotypes that misrepresent the rich diversity of French culture. Despite the introduction of the Languages Connect Strategy in 2017 to address these issues, stereotypical materials persist in secondary school settings, demanding substantial refinement. The research project aims to comprehensively examine the dissemination of the French language and culture in the Republic of Ireland's secondary educational institutions, shedding light on the challenges and proposing avenues for meaningful improvements. For this panel I will present the context of the research project, the original hypothesis and an overview of the findings.

Deepak Singh, *Maynooth University*

'The cross-linguistic influence in the process of learning Spanish as a third language: an exploration into the minds of Indian bilingual learners'

This study explores the acquisition of Spanish structures by Indian University students. Hindi is perceived to be quite different from Spanish. Nonetheless, the languages share some same

grammatical structures. This project examines if knowledge of Indian structures which function similarly to Spanish (e.g., the subjunctive), facilitates the acquisition of these structures in Spanish. Thus, as a research objective, we are interested in how previous knowledge of two typologically distant/close languages, Hindi, and English, can affect the third language (L3) acquisition of Spanish, which shows certain similarities with both languages but is typologically closer to Hindi. These data can contribute to current debates on the role of the previous languages in L3 acquisition by offering data that can tease apart the predictions of different linguistic models.

Session 2e

New frontiers in research methodologies

Chair, **Iker Erdocia**, *Dublin City University*

Ionad / Venue: **TSI 038**

Sarah Josefine Schaefer, *University of Limerick*

‘A holistic methodological framework for exploring translingual and transmodal mass media practices in relation to ethnic and linguistic diversity’

In an increasingly bi-/multilingual world where societies become more diverse, translingual mindsets and practices are essential for successful communication and for overcoming social divide. The mass media as evaluative voices of the public have an important function in promoting translingual mindsets and cultural diversity but are frequently criticized for their unbalanced and negative coverage on ethnic diversity (Van Dijk, 2000). Especially youth broadcast media, which have become multimedia outlets, shape the way young people encounter difference. In a postdoctoral project funded by the European Union, I explore how radio journalists in Germany try to construct and negotiate a collective urban youth identity with their audience and thereby respond to and reflect ethnic and linguistic diversity. One of the project’s objectives is to develop a methodological frame that allows to examine reasons/causes for the often unbalanced and negative portrayal of ethnic diversity by the mass media and acknowledges how language practices are spatiotemporally entangled with semiotic/material resources and social activities (e.g. consumer/popular/youth culture, multimedia practices). In my presentation, I talk about my fieldwork at a youth radio station and explain how my holistic framework, which combines approaches from sociolinguistics (ethnography, MCDA), media studies and cultural studies, advances the current move towards more spatial orientations in sociolinguistics (Canagarajah, 2018).

Silvia Benini, Marta Giralt & Liam Murray, University of Limerick

‘(Radical) Digital Citizenship Education and (Critical) Digital Citizenship competence: perspectives on the digital with implications for language learning research and practices’

“Radical Digital Citizenship” is a concept introduced by Emejulu and McGregor in 2019 that claims that “the apolitical stance of digital education amounts to an abdication of responsibility about what education in digital spaces might mean and what education in these spaces might be” (p.143). This concept prompts us to think about technology and teaching and learning in a more radical and critical way, and also to take into consideration social and economic inequalities as well as social justice paradigms. It is our contention that thinking more critically about the impact of technology on our professional practices means working actively on participatory democracy, social action and (digital) activism.

This paper reports on Digital Citizenship Education (DCE) and the evidenced lack of confidence in many practitioners when it comes to indicating what DCE exactly entails and how it may be integrated effectively into their teaching practices. Specific open educational resources designed through the DiCE.Lang project are presented in order to address issues of social justice, civic engagement, (digital) activism and critical digital literacy and finally relates a discussion about the integration of DCE in the language curriculum as well as in the civics-based subjects.

Sal Consoli, University of Edinburgh & Colin Flynn, Trinity College Dublin

‘Reflexivity in (Irish) Applied Linguistics: a novel perspective for robust and rich research’

Reflexivity entails an examination of the researcher’s “origins, biography, locality and intellectual bias” (Blackman, 2007, p.700) whilst recognizing the “humanness” embedded in the processes and content of our research (Dean, 2017). Despite its burgeoning currency in applied linguistics, questions about the actual aims, practices, and outcomes of reflexivity remain. Specifically, in this talk, we will explore the following questions: What does it mean to be a reflexive applied linguistics researcher? How can reflexivity be practiced throughout a study? We will draw on our own published work to demonstrate important reasons for “doing” reflexivity through an ethical, epistemological, and methodological lens that does justice to the complexities and diversity of applied linguistics. In particular, we will highlight that reflexivity is especially important in ‘global’ and ‘minority’ language research contexts.

We start by discussing reflexivity as a social practice within applied linguistics, focusing on key theoretical perspectives, that construe reflexivity as “an ongoing, multifaceted, and dialogical process” (Byrd-Clark & Dervin, 2014, pp. 2-3) and a means of conducting sound research without sacrificing the human dimensions of our inquiries (Dean, 2017). Next, we propose an approach to reflexivity which departs from discourses that depict the researcher as a source of methodological limitations or contamination. Rather, we invite applied linguists to become (self-)aware and develop dispositions to identify, scrutinize, and celebrate their humanity as a source of epistemological diversity and inclusivity. Finally, we will draw on empirical studies to illustrate practical applications of this form of reflexivity.

Coffee and tea break: 14.50-15.10

Ionad / Venue: Foyer, TSI Building

Plenary Session 2: 15.10-16.10

Ionad / Venue: TSI Lecture Theatre 2

Bryan Koronkiewicz, *University of Alabama*

‘From syntax to acquisition: Code-switching as a varied source of linguistic study’

Él se lavó su face in the sink ‘He washed his face in the sink’ – such an utterance may be comprised of only eight words, but there is an immeasurable amount of linguistic data contained within. How and why would a Spanish-English bilingual decide to combine their two languages in this way? Not only can we analyze the structural choices that such a bilingual makes, but we can also look at what characteristics of the speaker may be influencing those choices. This research talk delves into some of the diverse aspects of intra-sentential code-switching, exploring its multifaceted nature from different perspectives. Code-switching, the alternation between two or more languages within a single discourse, is a commonplace bilingual practice and a phenomenon that has fascinated linguists for decades. This presentation offers a broad examination of such language mixing, delving into such topics as its intricate syntactic structures as well as how it coalesces with acquiring a second language. Additionally, an emphasis is placed on the methodological concerns that are unique to code-switching studies, as it is crucial that this line of research ensures that it is using the appropriate tools to collect such data. Drawing on specific experimental research projects based on Spanish-English code-switching in the US, this talk aims to address questions such as: What are the underlying structural factors that shape code-switching utterances? What variables shape how individuals acquire code-switching patterns? How should researchers best collect code-switching data? By traversing the spectrum from syntax to language acquisition, this talk offers attendees a wide-ranging view of code-switching, while still only revealing a sliver of its nuanced and varied dimensions.

Chair, **Ana de Prada Pérez**, *Maynooth University*

Panel session 3: 16.10-17.40

Ionad / Venue: See individual panels

Session 3a

Teanga, pobail agus fearainn

Chair, Ailín Ní Chonchúir, *Ollscoil Mhá Nuad*

Ionad / Venue: **TSI 041**

Alexandra Philbin, *Universitat de València*

‘Staidéar ar thíreolaíochtaí teanga na Gaeilge i mBaile Átha Cliath: labhairt na teanga agus athghabháil na cathrach’

Sa chur i láthair seo labhróidh mé ar mo thaighde dochtúireachta ar thaithí na gcainteoirí teangacha mionlaithe a labhraíonn a dteanga go rialta i gcathair, go háirithe cainteoirí Catalóinise in València agus cainteoirí Gaeilge i mBaile Átha Cliath. Díreoidh mé ar an gcuid den taighde a bhaineann le cás na Gaeilge i mBaile Átha Cliath. Tá tuiscintí tíreolaíocha ar an nGaeilge a dhéanann nasc láidir idir an teanga agus an Ghaeltacht. Feictear seo i léirithe ceannasacha cartagrafacha ar an teanga, a chuireann cainteoirí taobh amuigh den Ghaeltacht i bhfolach uaireanta, cé go bhfuil níos mó cainteoirí laethúla Gaeilge i mBaile Átha Cliath ná aon áit eile sa tír. Tá suim agam sa chodarsnacht seo idir idé-eolaíochtaí teanga spásúlachta, nó tíreolaíochtaí teanga, agus an tionchar atá aici ar chleachtais agus dhearcthaí na gcainteoirí san Ardchathair.

Tá obair allamuigh eitneagrafach á déanamh agam i mBaile Átha Cliath idir mí Iúil agus mí na Nollag 2023. Bainim úsáid as modheolaíochtaí siúlóide: siúlóidí breathnaitheacha laethúla agus agallaimh siúlóide le rannpháirtithe an taighde (daoine a labhraíonn an teanga go rialta sa chathair). Déanfaidh mé léarscáileanna bunaithe ar m’eispéiris mar thaighdeoir agus eispéiris na gcainteoirí chun léirithe nua cartagrafacha ar an teanga a dhéanamh agus anailís a dhéanamh ar an gceist: conas a úsáideann cainteoirí an teanga agus spás na cathrach chun tíreolaíochtaí teanga a chruthú don Ghaeilge, a dhéanann nasc idir an chathair agus an teanga? Sa taispeántas, labhróidh mé ar phróiseas an taighde agus tabharfaidh mé réamhléargas ar thorthaí an taighde.

Colm Ó Ciardubháin,

Ollscoil Chathair Bhaile Átha Cliath / University of Glasgow

‘Pátrúin ghramadaí agus fearainn eispéireasacha’

Baineann an páipéar seo leis an nasc idir struchtúir ghramadaí agus na hacmhainní teanga atá ag cainteoirí / scríbhneoirí Gaeilge chun fearainn eispéireasacha a chur in iúl. Díritear anseo ar an bhfearann ábharach (sa saol nithiúil) agus ar an bhfearann meabhrach (san aigne). Eascraíonn an taighde seo as obair PhD a fhéachann le rangú a dhéanamh ar théacsanna iriseoireachta spóirt trí leas a bhaint as ailtireacht theoriciúil na teangeolaíochta feidhmiúla sistéamaí (Systemic Functional Linguistics). Mar chuid den obair seo baineadh leas as céimeanna oibre frémhaithe sa teoiric fhódaithe (GTM) chun anailís agus rangú a dhéanamh ar chláisail Ghaeilge ó ailt iriseoireachta spóirt chun an nasc idir pátrúin ghramadaí agus fearainn eispéireasacha a chioradh. Bunaithe ar thorthaí an taighde seo, maítear gurb amhlaidh go bhfuil nasc idir patrúin ghramadaí agus na fearainn sin sa Ghaeilge, agus, gur féidir an difear sin a léiriú ar líonra córais. Léirítear i gcás na Gaeilge go bhfuil níos mó cosúlachtaí sna patrúin ghramadaí sa dá fhearann ná mar atá i samplaí prótaitipiciúla Béarla. Bunaithe air seo, áitítear i) nach mbréagnaíonn an taighde seo ar an nGaeilge coincheap de bhunchoincheapa canónta san SFL i.e. go bhféadfadh sé gur idirdhealú uilíoch é an t-idirdhealú idir patrúin ghramadaí fearainn eispéireasacha ach go bhfuil difear i gcódú na bhfearann sin ó theanga go teanga ii) go bhféadfadh an líonra córais seo a bheith in uirlis taighde ar úsáid na teanga beo.

Session 3b

Minoritised languages

Chair, **Elyse Ritchey**, *Maynooth University*

Ionad / Venue: **TSI Lecture Theatre 2**

Martin Plachetka, *University College Cork*

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

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

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

Christopher Lewin,

University of Galway

‘The retrovernacular turn in the contemporary Manx language community: a challenge to the new speaker paradigm?’

Recent research on ‘new speakers’ of minority languages in western Europe has tended to highlight, and to an extent champion, a move away from traditional native speaker norms and towards greater tolerance and legitimization of hybrid post-traditional ‘new speaker’ varieties (e.g. ‘urban Irish’). This can be seen as part of wider cross-linguistic trends towards democratization, vernacularization and de- (or re-)standardization in late modernity.

The Manx language revival, which has seen the emergence of a vibrant community of hundreds of fluent speakers despite the complete absence of traditional native speakers, can be seen as a trailblazer in this respect, with a predominant ideological tendency within the community since at least the 1970s emphasizing contemporary revival speakers as legitimate successors of the traditional native speakers. These speakers’ linguistic innovations are framed as naturalized language change, and language use is valued more highly than accuracy.

Despite this, a countervailing stance has emerged in the last decade or so, prompted in part by the greater availability of traditional texts and native speaker recordings in accessible digital formats. This ‘retrovernacular’ or ‘authenticist’ stance seeks greater adherence to native norms in phonology, grammar, phraseology and lexical choice, as well as greater acceptance of English loanwords in contrast to previously unquestioned Gaelic purism.

This paper will analyse data from a corpus of semi-structured sociolinguistic interviews with contemporary Manx speakers to examine the motivations and implications of these ideological shifts, and the extent to which they challenge or confirm generalizations about ‘new speaker’ varieties in other contexts.

Mohammad Ashaduzzaman,

University of Dhaka

‘The Fading Echoes: Socio-cultural impact on the endangered Patro language in Bangladesh’

Bangladesh is a multilingual country with a rich linguistic diversity of over forty ethnic minorities. Patro is one of the ethnic minorities living in Sylhet, the northeast region of Bangladesh that speaks the Patro language. Patro community has unique knowledge systems, oral traditions, folklore, and indigenous perspectives that contribute to societies' cultural diversity and richness. Unfortunately, the use of Patro language is declining at a worrying rate. Therefore, focusing on the unique linguistic heritage of the Patro community, this research explores the consequences of language loss on the cultural fabric, social dynamics, and the impact on the overall development of the nation. Data has been collected through a combination of primary and secondary sources in the form of word lists, texts, transcriptions of poetry, recordings of conversations, and video recordings of different religious and social festivals. These multifaceted data interconnect issues of language abandonment, landlessness, limited skill development opportunities, and insufficient awareness of language and cultural preservation. The findings emphasise the significance of safeguarding and maintaining languages as an integral part of cultural heritage. It also reveals various factors behind the Patro language's limited use, including urbanisation, language shift, and intergenerational language transmission challenges.

Session 3c

Negotiating identity and language: Young speakers in Ireland

Chair, **Ana de Prada Pérez**, *Maynooth University*

Ionad / Venue: **TSI 043**

Angie Baily, *University of Bath*

'The associations between parental guan and heritage language development in Chinese immigrant families in Ireland'

My research attempts to explore culturally specific strategies and practices employed by Chinese immigrant parents in the home. Specifically, it aims to highlight the use of guan, an indigenous Chinese socialisation concept with a particular focus on how this can impact the development of Chinese as a HL. Guan is an indigenous Chinese socialisation concept which is rooted in cultural beliefs. It can be broadly translated as guidance, care, training or to govern (Tobin et al., 1989) but is also sometimes interpreted as excessive control (Chao & Tseng, 2002) and undemocratic parenting (Yi, 2013).

This study moves away from Western cultural beliefs and theories about Asian parents and family life, which often disregard Eastern concepts and culturally-based child-rearing philosophies, to better understand the indigenous socialisations practices of Chinese families.

I adopt the conceptual framework of Family Language Policy (FLP), focusing on parental guan to shed light on broader cultural beliefs and values such as language attitudes, management and practices and linguistic ideologies.

Data sources include questionnaires and semi-structured interviews and meetings with six families of different backgrounds, over 12 months, providing their perceptions of guan, how they practice guan and the negotiation of guan in everyday language socialisation.

Agnieszka Peđrak,

Trinity College Dublin

“‘I’m half Irish, half Polish’: The influence of supplementary schooling on migrant children’s identity negotiation”

Since 2005, Polish complementary schools (also known as ‘Saturday schools’ or ‘heritage language schools’) have been supporting teaching and learning of Polish language and culture among young Polish migrant generations growing up in Ireland (Pedrak, 2019). Although there are currently more than 50 of such schools operating across the country, complementary schools in Ireland remain an under-researched topic in Irish academia and are often marginalised by the wider Irish society.

This contribution aims to fill the gap in the existing knowledge on supplementary schooling in Ireland by investigating Polish schools’ educational and cultural practices and their perceived influence on heritage language maintenance and identity (re-)negotiation among primary school-aged children of Polish background and their parents. This paper applies the theoretical and methodological framework underpinning the author’s on-going PhD project. Findings draw on data collected in 2021, including responses to an online questionnaire for Polish schools’ principals, individual interviews with Polish migrant pupils, parents and teachers, as well as language portraits created by children.

Results indicate that attending Polish supplementary schools supports linguistic and cultural development among Polish migrant children in Ireland (Machowska-Kościak, 2020) and promotes development of ‘identities of choice’ (Creese et al., 2006) through peer interaction and participation in various extracurricular activities and cultural events. As Lamb (2020) argues, supplementary schools play an important role in creating linguistically inclusive societies.

Franziska Wischerhoff,

University College Dublin

“‘They will literally have an American accent’”: A multimethod investigation into the Americanisation of Dublin English”

Previous research has shown that Dublin English shares certain features with American English: specifically, studies indicate that some American features are increasingly used in a specific variety of Dublin English known colloquially as the “D4 accent” (Hickey 2005, Hickey 2018, Lonergan 2013). American influences were also mentioned very frequently in the sociolinguistic interviews that I have been conducting in Dublin as part of my PhD research. In particular, many of the participants believe that this is due to the influence of social media, and that it is particularly the younger speakers of the D4 variety, i.e. teenagers and those who are in their twenties, who sound increasingly American.

Despite this, the number of studies looking at Americanisation or media influence in Dublin English remains small, and they predominantly focus on Irish radio and television, i.e. RTE (O'Sullivan 2016).

My research aims to address this, combining an analysis of the recorded sociolinguistic interviews and of social media data. I qualitatively analyse the participants' accounts of Americanisation in Dublin, e.g. which linguistic features they mention, which groups of speakers they believe are involved, and what they think might be the causes of this development. Moreover, I investigate quantitatively whether there is evidence of Americanisation in the participants' speech, based on a number of select phonetic and lexical features. This is complemented by an analysis of social media content – informed by the platforms and channels mentioned in the interviews – to determine in how far social media influence may be at play.

Session 3d

Language teachers: Identity and beliefs

Chair, **Clive Earls**, *Maynooth University*

Ionad / Venue: **TSI 036**

Inmaculada Gómez Soler, *Dublin City University*

‘A Sociocultural Study of Teacher Identity Through the Lens of Life Trajectories’

A teacher's identity plays an important role in their pedagogical approach and interactions with students. This has prompted calls to examine identity as an important aspect within teacher cognition (Martel & Wang, 2015). This study responds to this call by examining how high school Spanish teachers' personal and professional histories mediate their teacher identity. While many studies have focused on the native-nonnative speaker dichotomy (Vélez-Rendón, 2010), this study attempts to examine how high school Spanish teachers' life trajectories (e.g., language competence, migration and work history, and sociocultural background) influence their teacher identities and shape their instruction and rapport with students.

Drawing on a sociocultural approach to teacher identity (Norton, 2000), data were collected through 35 interviews to shed light on teachers' life trajectories and how they mediate their professional identity and shape their instruction. Grounded theory was used to analyze the data (Strauss and Corbin, 1994).

Findings reveal that teachers' life trajectories were used to construct a professional identity which in turn shaped their pedagogical decisions. Several factors –immigration history, ethnicity, native and nonnative speaker status, previous professional experiences, and previous multilingual and

multicultural personal experiences--helped forged four identities: (i) role model, (ii) cultural ambassador, (iii) challenger/innovator, and (iv) empathizer. This study delves into the details of how life trajectories can impact teacher identity and pedagogy in a particular context and political climate--the urban and rural South--where attitudes towards languages other than English are frequently indifferent and antagonistic. The study demonstrates the necessity for further examination of the factors that shape teachers' identities and mediate teachers' practices.

Cristina Martínez López,

Queen's University Belfast

'Bilingual belonging in the ESOL classroom: Understanding the identity of English language teachers in context'

Research concerning the figure of the 'native speaker' as the ideal language teacher has long remained present in the English Language Teaching (ELT) context, resulting in the 'native/non-native' speaker binary (Lee, 2005). Despite being criticised as inappropriate (Holliday, 2006; Paikeday, 1985), research continues to show how this binary can negatively influence those included in the 'non-native' category, underestimating their identity as language teachers, and undermining their membership within the ELT professional community (Gu et al., 2022; Motha, 2006).

This qualitative research study investigates the positioning of bilingual, multilingual and monolingual volunteer language teachers in the adult ESOL classroom to understand the relationship between teacher identity, teacher practice and language use in relation to this problematic phenomenon in the ELT field. Adopting an autoethnographic approach (Chang, 2008), along with interviews and focus groups with learners and teacher colleagues, I examine my development as a bilingual English language teacher in relation to numerous ideologies and practices that shape the identity of English language teachers in an English-dominant nonformal language learning context (Van Leeuwen, 2007; Lave and Wenger, 1991). Preliminary findings show how the identity and expertise of ESOL teachers is co-constructed in resistance to monolingual ideologies informing the ELT field.

This research contributes to a more nuanced understanding of ESOL teacher identity and the construction of professional legitimation in relation to teachers' perceived '(non)native' status (Yazan, 2018; Méndez, 2013). This research illustrates the need of creating research that breaks with 'researcher-teacher' and 'community-individual' dichotomies and connects research with real-world situations and practices.

Dragan Miladinovic,

University College Cork

'Why all the drama? What higher education German teachers believe about performative approaches to language teaching'

Performative approaches to teaching German as a foreign/second language, i.e. approaches which are inspired by drama in education, theatre pedagogy and performative arts more generally (Schewe, 2013), are becoming increasingly popular. Although teachers play an integral role in the complex system of teaching and learning, only few studies have focused on teachers and their perceptions. This specifically applies to so-called OeAD lecturers (Austrian Exchange Lecturers) who teach German language, culture and literature at international universities in over 50 countries.

This paper presents the ongoing PhD project which examines on the one hand how OeAD-lecturers perceive their role as language teachers and on the other uncovers their beliefs about performative approaches to teaching.

Since the study is of an exploratory nature, a qualitative approach was adopted to capture the perceptions of these teachers. To this end, 15 semi-structured interviews (as of May 2023) were conducted. In addition to the interview guide, participants were asked to draw a teacher portrait illustrating their teaching repertoire – an activity which was inspired by Busch's language portraits (2012). The drawing was intended to trigger a deeper reflection on the teaching role on the one hand, and on the other hand to be a creative and visual representation of the teaching role that could be used for further questions and interpretations. A inductive qualitative content analysis is finally used for analysing the data (Mayring, 2022). First preliminary results as well as an insight into the status quo of the study will be provided.

Session 3e

Technology and language learning

Chair, Lucia Pintado Gutierrez, *Dublin City University*

Ionad / Venue: **TSI 038**

Susanna Nocchi and Odette Gabaudan,

Technological University Dublin

‘Creating language learning experiences in a VR environment: The case of #LanguagesPathways in Mozilla Hubs’

In a globalised world, whether it is in trade, in business or in many areas of academia, the wide-spread English monoglossia is leading to a waning interest in the learning of languages other than English, especially in countries in which English is the (or one of the) official language. In Ireland, actions aimed at mitigating the effects of this trend include Languages Connect (2017), a governmental strategy for foreign languages in education and grass-root movements actively promoting plurilingualism in society. The #LanguagesPathways project is one example. The project started in 2019, funded by the Post-Primary Languages Initiative and was developed within Technological

University Dublin. This paper aims to present the design experience of the #LanguagesPathways Hub, an open desktop-based virtual reality (VR) environment hosted in Mozilla Hubs. With four separate rooms dedicated to four languages and cultures (French, German, Italian, Spanish), the #LanguagesPathways Hub is a multilingual resource that offers teachers an alternative and immersive language learning environment for their students. Framed by affordance theory, the study monitors teachers' and students' reaction and evaluation of the environment and of the affordances for language learning designed in it. Teachers and students were invited to perform a pre-occupancy evaluation of the Hub. The results of such evaluation will lead to re-designing the environment to suit its users' needs. The analysis of the results of the teachers' and students' evaluation will provide the basis for a set of pedagogically and experience-grounded recommendations to improve the use of desktop-based VR environments for language learning.

Catherine Jeanneau,

University of Limerick

'Facilitating the implementation of UDL principles in language learning and teaching through digital real-world tasks'

The implementation of Universal Design for Learning (UDL) principles in language learning and teaching has gained considerable attention in recent years (Strangman, Meyer, Hall & Proctor, 2005). UDL focuses on providing diverse and flexible learning opportunities that cater to the needs and preferences of all learners, including those with diverse abilities, learning objectives, and backgrounds (Rose & Meyer, 2002, CAST, 2018). In this context, digital real-world tasks (Caws, Hamel, Jeanneau, & Ollivier, 2021) have emerged as a useful way to integrate UDL principles in language education.

This paper aims to highlight the potential of these tasks in fostering UDL practices and enhancing language learning. Digital real-world tasks engage learners in active participation on online open (and often collaborative) platforms, such as forums, wikis, comments, social media, etc., where learners/users can share knowledge, opinions, tips, recommendations, etc. using the target language in an authentic context and addressing "real" people, i.e., users of the platforms who are potentially interested in learners' contributions. These tasks give learners the opportunities to actively practise communication in the foreign language, allowing them to be both learners and users of the target language who accomplish something that is meaningful and useful for other Internet users.

In this paper, we will show that by exploiting the full possibilities of these tasks, language teachers can design and implement language-learning activities that align with the three core UDL principles: multiple means of representation, multiple means of action and expression, and multiple means of engagement.

Sara Lis Ventura,

University College Cork

'From literary text to digital story: encouraging the use of the FL for manifesting expressive intentions'

This research paper presents the findings of a study that explores the impact of integrating literature and digital technology on Foreign Language Learning. The objective of the project is to examine how combining the analysis of literary texts with the creation of multimodal compositions can assist students in producing communicative artefacts that align with genre stylistic features while reflecting their personal expressive intentions.

The project aims to reassert the role of expressive and aesthetic functions of language and refocus attention on learners as sensitive and emotional beings (Kramersch, 2006). Drawing on the theoretical framework of the multiliteracies approach (Paesani, Allen & Dupuy, 2016), the study employs a qualitative case study design. The project involved 8 second-year undergraduate students studying Italian as a Foreign Language, who were tasked with creating a digital story—a short video combining the author's narrative voiceover with multimedia tools like photographs, music, and sounds. Before creating the digital story, the students were exposed to a literary text and instructed on its stylistic features.

The paper explores how students' "voice" – a sign of a personal and emotional involvement in the meaning-making process (Bakhtin, 1981), emerges in the digital story.

The findings are based on multimodal discourse analysis (MDA) of students' digital artefacts and content analysis of individual reflective interviews. The MDA is undertaken by applying the Appraisal Framework (Martin-White 2005), an approach that aims at understanding how different resources are used by writers/speakers to negotiate and amplify emotions, judgments, and evaluations (Martin, 2000).

17.40-18.40

Conference closes

PhD Award

IRAAL AGM

Ionad / Venue: TSI Lecture Theatre 2

19.00

Launch of *Teanga 30* in Pugin Hall with wine

Followed by Conference Dinner

