

Ethnographic linguistic landscape analysis of Iran: A comparison of Tehran and Turkmen Sahra region

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In many linguistic landscape research, language has been discussed as the most direct identifier of people and how it can directly reflect the population demographics of a region. Yet, challenging the observations that limit their interpretations of linguistic landscape to individuals' agency and identity, this paper aimed at showing that linguistic landscapes do not always reflect the true diversity of a region and as argued by Cenoz and Gorter (2006), they can be products of certain sociolinguistic situations and reflect the relative power and status of the specific languages. For this purpose, the linguistic landscape of Tehran, the capital of Iran was explored and compared to the linguistic landscape in major Turkmen cities such as Gonbad-e Kavus and Kümüş Depe where between 60 and 100% of the population are Turkmen people who speak the Turkmen language. The data were collected through repeated ethnographic observation of the linguistic landscape items and taking photographs of both private signs distributed by persons, stores, organizations, as well as public signs published by the governments, public agencies, and public authorities in Tehran, and Turkmen cities in the northeast of Iran. Over a thousand images were analyzed and the findings showed the majority of linguistic landscape items in Tehran and the Turkmen cities are mostly monolingual Persian or bilingual Persian and English. In addition, the linguistic landscape of Turkmen cities did not reveal an accurate distributional image of the population, as even in predominantly Turkmen areas, the presence of Turkmen language signage was scarce. It appears that uneven power relations, control, and legitimate belonging operate across all public spaces and it is more evident in cities where the majority of the population speaks minority language and overt manifestations of their identification patterns are not visible in the public domain. The languages on signs are reflections of the political situation of the country and ideologies and regulations and not individual people's identity constructions or agency. Moreover, the results might be explained by the fact that many Iranian Turkmens lack written literacy in their language and would be unable to write in their mother tongue if they were allowed to. This lack of print literacy in their first language may result in language endangerment, which requires further research. Another interesting finding was that even in rural areas many signs, public or private, were in English. Using English on most signs may be a reflection of globalization and the global spread of English as well as a representation of international orientation and modernity. Lastly, it is

suggested that to study the linguistic landscape of cities, neighborhoods, streets, or regions without considering the regulations, language hierarchies, and management behind the linguistic landscape would be simplistic and would not yield reliable results. Language and ethnicity issues are sensitive, and any investigation of the linguistic landscape should consider all ethno-sociolinguistic characteristics of the context before making any claims about the validity of their arguments.

Keywords: *Linguistic Landscape; Multilingualism; Linguistic Diversity; Iranian Turkmens; Ethnographic Observation*

The Irish Question: Realigning Irish language self-efficacy beliefs

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Self-efficacy represents an individual's perception of their abilities to perform specific tasks, and is a better predictor of performance than actual ability (Bandura, 1997). These perceptions affect behaviour and the choices an individual makes, as well as the allocated resources, such as effort and persistence, to task performance. By extension, language self-efficacy is an important determining factor in sustaining and engaging with a language (Moreno and Kilpatrick, 2018). While the Irish language has been a core, compulsory subject for the vast majority of Irish adults, with over 2000 classroom hours dedicated to the subject, the Census of Population returns continuously show low results for self-assessed speaking ability. The formation of Irish language self-efficacy beliefs is a complex process of self-persuasion that relies on the cognitive processing of a number of sources including mastery experiences, vicarious experiences, social persuasion, and physiological states.

The aim of this investigation was to determine the influence of self-efficacy beliefs on performance and resources allocated by Irish adults ($N=450$) on an Irish language reading test, and to test the nature of these beliefs. Self-efficacy ratings were collected using a scale developed for Irish language reading skills. Participants were then tested using a multiple-choice test, with results being used to determine intervention groups (high and low performers) and a control group. A manipulation of two self-efficacy sources – mastery experiences and social persuasion – was achieved by providing the intervention groups with false results and false comparative data. Participants in the high performing group received deflated results and negative comparative feedback, while the

low performing group received inflated results and positive comparative feedback. The control group received actual results and no feedback. All participants were immediately presented with a second multiple-choice Irish test.

The manipulation successfully affected performance and resource allocation – represented as time spent on each test. Average results for high performers decreased, while results for low performers increased following the intervention. Using a mixed ANOVA, significant results were found for performance between phases following the intervention ($F(1,447) = 60.37, p < .001$). Resource allocation followed a similar pattern, with time dedicated to the second test decreasing for high performers and increasing for low performers following the intervention. A mixed ANOVA revealed a significant interaction between group and phase of testing ($F(2,447) = 12.28, p < .001$). The significance of these results show that, in the short-term, performances and resources can be altered through the manipulation of self-efficacy sources, and that there may be long-term scope for realigning potential miscalibrated self-declarations of Irish skills such as those found in the national Census.

Keywords: *Irish language; self-efficacy; manipulation study; second language perceptions*

Using dubbing applications to improve EFL students' speaking skills: The case of *MadLipz*

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Games and applications have been extensively employed in L2 learning since they replicate sociocultural conditions (Anderson, Reynolds, Yeh, & Huang, 2008; Schwienhorst, 2002) and provide 'sheltered contexts for controlled exposure to, and practice with, input that may be repetitive and redundant' (Reinhardt, 2017, p. 206), which 'increase[s] student enthusiasm, lower[s] anxiety, and improve[s] willingness to communicate' (Reinders & Wattana, 2011, p. 25). On the other hand, different authors (Sokoli 2018; Talaván & Costal, 2017) advocate for the use of dubbing in L2 learning since it fosters the development of oral skills. This study looks into the use of the gaming application *MadLipz* as a tool to improve the speaking skills of a group of students ($n = 104$) of English as a Foreign Language from the University of Alicante, Spain. It also analyses correlations between learning gains, students' perceptions and general

proficiency in English. The analyses show statistically significant differences between students' oral production at the beginning ($M = 1.91$, $SD = .883$) and the conclusion ($M = 2.56$, $SD = .933$) of the experiment. They also indicate that students' self-assessed learning gains in speaking skills was high ($M = 3.81$, $SD = .837$), which suggest that gaming applications like *MadLipz* which introduce dubbing strategies in the classroom can be a useful tool for the development of EFL students' oral skills.

Keywords: *EFL; speaking skills; dubbing; applications; MadLipz*

Does the speaker wear a mask? A preliminary perceptive test.

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The spread of Covid19 has changed lots of our habitudes. For Western societies, a major change in every-day life has regarded the use of mask covering both nose and mouth to be used in public places and when talking to others. Many people has shown difficult to adjust to this new way to communicate, and it is known that many have explicitly refused their use for supposed intelligibility problems. Although this might be true for some communities (e.g., deaf people, cf. Erber 1975), there is no evidence for an influence between the use of medical face mask and speaker's identification. In this work, we present a first investigation on Italian data. The general question is how much wearing a mask influences the voice at a perceptive level.

We set up a perceptive experiment with a semi-professional actor and singer recording a short spontaneous comment on a cartoon he has recently seen in two conditions: with and without a medical mask of the type FFP2. Four audio stimuli were extracted for each condition btw. 3"-5", similar for length and pitch contour across the two recordings. The perceptive experiment was prepared on Google Module and consisted of two parts: in the first one the respondent will listen to the audio and indicate if the speaker was wearing a mask (yes/no question, with "I don't know" option); in the second part, they saw a picture of the same speaker with and without the mask on, they were ask to listen to the stimuli

and indicate again whether the speaker was wearing a mask. For each answer, respondents could optionally write down what made them mark that answer. The questionnaire was made available for the month of May and collected 61 answers.

The results show that at a general level respondents can recognize whether the target speaker was or not wearing a mask. However, the accuracy was lower when the audio was produced without a mask, and it was confounded by respondents. Furthermore, the percentages of accuracy were higher for both audio stimuli in the second part of the experiment, when respondents also saw a picture of the speaker with and without a mask. Many respondents also indicate as salient in the perception suprasegmental factors like voice quality, but also segmental factors (e.g., realization of fricatives and vowels).

This confirms the importance of the image (or the video) in shaping voice perception (Llamas et Al. 2009, Fecher & Watt 2014, Massaro & Simpson 2014). Furthermore, these results are important from a forensic perspective, in particular for what it concerns speaker's (mis-)identification in case he/she was wearing a mask. The comments also indicate that not only suprasegmental factors are affected by the masks but also segmental ones: this again could be useful for forensic purposes in case of voice comparisons.

Keywords: *speaker recognition; perception; masked voice; psychoacoustics*

Bilingual children's metalinguistic utterances: attitudes to languages and to bilingual speech

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The present study aims to explore the metalinguistic utterances that accompany language choice, code switches, and express the attitude to them in the speech of two bilingual siblings within a Russian monoethnic family. In this family, both parents represent the same ethnic group and the same culture (Russian) and they are native speakers of the same language (Russian). The children have been simultaneously acquiring Russian and English since their first month of life. The bilingual strategy used in this family is "one parent – one language": the mother and her relatives speak Russian to the children, while the father and his parents interact with the boys in English. The data

are extracted from the family interaction video recordings that were done twice a month before the elder child's eighth birthday.

Researchers associate metalinguistic activities in bilingual children with their cognitive development (Cromdal 1999; Bialystok 2001; Serratrice, et al. 2009; Meisel 2019; Kuzyk, et al. 2020; Smith 2020), the development of their lexicon (Limia, et al. 2019), and grammar (Foursha-Stevenson & Nicoladis 2011; Gorman & Ellis 2019), their translation activities (Malakoff & Hakuta 1991), emotional attitudes to languages (Dewaele 2016), schooling achievements (Bialystok 2014; Carlisle, et al. 1999; Er Kuile, et al. 2011; Galambos & Hakuta 1988), and acculturation processes in a new community (Panicacci & Dewaele 2017; 2018).

When the children participate in bilingual communication, they frequently have to switch between the two languages (codes), which stimulates their reflections on languages, interlocutors, and bilingual speech. Such communicative situations make the children produce metalinguistic and metacommunicative utterances in each of their languages. Studying these utterances in structural, semantic, and pragmatic aspects, the author evaluates the children's metalinguistic competence and the ways it is related to the development of their bilingualism.

The results of the research show that the language chosen for metalinguistic utterances can demonstrate its dominance in the development of non-balanced bilingualism. At the same time, language choice serves as one of the indicators showing how the children develop their metalinguistic activities.

The author argues that the growing dominance of Russian does not prevent the children from preserving a positive attitude to English as the "weak" language in their bilingual repertoire.

Keywords: *childhood bilingualism; language choice; code switches; metalinguistic utterances; attitudes to languages.*

The far right and gender-neutral language: Is language a new front in the culture wars?

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The far right in France and Spain has launched its own particular crusade against gender-neutral language (GNL). In this presentation, I examine the political, policy and discursive strategies that the political parties Rassemblement National and Vox have adopted against GNL. By adopting a culture war framework, I critically analyse the connections between the polarised representations of language and those of other fronts of cultural conflict that the far right directs against adversary groups. I show that both political parties have co-opted language into the culture wars they pursue on other fronts, albeit with significant differences. I argue that in addition to the idea of a single overall struggle based on moral differences and cultural cleavages, culture wars are also to be understood as interconnected fronts in different spheres of contention that the far right strategically exploits.

Keywords: *Language policy; language ideologies; gender-neutral language; culture wars; critical discourse analysis*

Applying linguistics for inclusion: post-pandemic approaches to language learning with adult migrants in Ireland

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This paper will discuss research into the impact of the COVID-19 pandemic on informal English language support for adult migrants in Ireland, from the perspectives of both learners and volunteer tutors. It will also explore the development of inclusive, technology-enhanced support for language learning with adult migrants, including refugees and asylum seekers. The paper concerns a participatory research project focusing on community-based English conversation classes for adult migrants across Ireland. The development of English language proficiency has been identified as a significant factor in migrant integration in Ireland (McGinnity et al., 2020). However, the state's provision of English for Speakers of Other Languages (ESOL) courses for adult migrants is limited, and its approach to English language support for adult learners is lacking in coordination (Kett, 2018; McGinnity et al., 2020). Informal community-based English classes can thus play an important role in promoting intercultural understanding and social inclusion.

The COVID-19 pandemic has seen an increase in online language education for adult migrants (OECD, 2020) and new learning opportunities, involving the use of accessible technological tools, have emerged. A recent study, conducted by the authors, found that adult Syrian refugees in Ireland regularly use technology, generally mobile phones, to scaffold communication and support their English language learning (Ćatibušić, Gallagher & Karazi, 2019). Digital learning may therefore benefit migrants who cannot physically attend classes due to health issues, disability, or caring responsibilities. Its potential for post-pandemic adult education in Ireland, including language skills development, has also been noted (McGinnity et al., 2020). The interdisciplinary project reported in this paper is led by experts in applied linguistics and educational technology and guided by multilingual and multimodal approaches to language learning (Douglas Fir Group, 2016; Beacco et al., 2017; Capstick, 2020, Council of Europe, 2020). It involves a multilingual survey of adult migrant learners and volunteer tutors across Ireland to understand their experience of online English language learning and teaching during the pandemic. The purpose of this survey is to inform workshops for tutors on inclusive digital practices for English language support, resulting in the development of training materials and learning resources which reflect the language needs of adult migrants and respect their linguistic and cultural identities.

This research responds to a key 21st century challenge by developing inclusive, technology-enhanced approaches to language learning within the context of migration. It can also inform the implementation of national policies which, on paper, recognise the need for appropriate English language support for adult migrants, e.g., the *Migrant Integration Strategy* (DJE, 2017) and the *White Paper to End Direct Provision* (DCEDIY, 2021). By working with migrant learners and volunteer tutors, this engaged research can have significant societal impact; applying linguistics and digital practice to promote integration and inclusion in post-pandemic Ireland.

Keywords: *migration; language; digital learning; inclusion*

Peer support among young learners during common EFL classroom lessons

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Studies on peer interaction in second language classrooms have suggested that young learners can support one another when working collaboratively on classroom tasks. Nevertheless, this line of research has predominantly focused on the linguistic and cognitive nature of peer support while attending much less to the social and emotional domain. This is a limitation because peer support implies qualities that go beyond the cognitive and linguistic realm and the social-emotional aspects are crucial. For example, peer support includes attributes such as empathy, encouragement, and compassion for the help receiver. Bearing in mind that social-emotional factors are essential to peer support and that cognition and emotion are inseparable, the current study explored peer support among young EFL learners ($N=24$) interacting during common classroom lessons. Grounded in sociocultural theory, the primary aim of this study was to explore to what extent and how do young learners support one another during classroom tasks targeting lexical phrases. The secondary aim was to investigate to what extent this support account for learning opportunities. Six pairs composed of students of similar proficiency were selected to show the complex role of peer support in language learning. The findings suggest that students relied mainly on linguistic support by means of suggesting or using resources while social-emotional support such as offering support, giving positive feedback, or inviting partner's participation was limited. What is more, the analysis revealed instances of lack of support in the form of reprimanding, impatience, expressing a lack of awareness of partner's contribution, or disrespecting peer's linguistic resources which, however, differed widely across pairs. The findings suggest that although peer support plays an important role in learning among young learners, there are crucial limitations in terms of affording learning opportunities.

Keywords: *EFL; peer support; lexical phrases; social-emotional factors*

Integration of the Irish Language and Gaeltacht Tourism Experiences - A Study of Linguistic and Sustainable Tourism

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Tourism in the west of Ireland has thrived in recent years, attributable to the development of the 2,500 km long Wild Atlantic Way driving route. Gaeltacht areas, defined as regions

where the Irish language is, or was until recently, the vernacular of a significant proportion of the local population, make up 25% of this route. Tourism is a key industry in these communities and is heavily relied upon for local employment, however, many significant challenges exist for stakeholders. One of the greatest challenges is the further development of differentiated, place-based tourism experiences that draw tourists into rural regions, inspiring them to stay longer and spend more. A parallel challenge for these regions is that of the language and its maintenance. This PhD, which is partly funded by Údarás na Gaeltachta, the national authority for the development of the Gaeltacht areas, explores the potential of a simultaneous solution to these challenges in the form of an integrated, sustainably developed cultural tourism product.

The Irish language is the key differentiator between the Gaeltacht areas and the rest of Ireland and represents a unique selling point for tourism. Recent government policies have encouraged a bottom-up approach to the language's preservation. However, current national language and tourism development policies fail to recognise the value of integration and their plans rarely reference the Irish language as part of the tourism product.

Literature exploring tourism development specifically in Gaeltacht areas is virtually non-existent. The reciprocal relationship between tourism and the Irish language is also relatively unexplored, however, some literature examining the historical context does exist (Denvir, 2002, Nic Eoin, 2003, Moriarty, 2015). From an international standpoint, comparable perspectives can be drawn from Welsh, Cuetzalan in Mexico, and Catalan in Mallorca (Pritchard and Morgan, 2001; Greathouse-Amador, 2005; Bruyèl-Olmedo and Juan-Garau, 2015).

Addressing the knowledge gap, this research aims to examine the potentially mutually beneficial relationship between tourism development and Irish language maintenance and the interventions required to ensure the future sustainability of both. The data was collected in three phases using a mixed-methods approach. The findings highlight the need to clarify the value of the Irish language amongst community and tourism stakeholders, and to employ a holistic approach to language tourism development. The findings will contribute to policy development for all relevant policymakers in the future.

Keywords: *Language Tourism; Intangible Tourism; Gaeltachtaí; Culture; Sociocultural Sustainability*

'Heritage languages in the Irish primary school context: an investigation into teachers' attitude and pedagogical practice in the area of support for first language maintenance in bilingual pupils'

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This study investigates Irish primary school teachers' attitudes and practice with regards to heritage languages in bilingual pupils. The study has three aims: to explore teachers' views on bilingualism and heritage languages, to examine their practice around support for heritage language maintenance, and to investigate potential changes in teachers' views and practice across the primary school years. The theoretical framework draws on the role attitudes play in classroom practices (Christopoulou, Pampaka & Vlassopoulou, 2012), and on the relationship between teachers' knowledge, training and approach with bilingual pupils (Flores, 2001). Past studies show that teachers have positive attitudes towards bilingualism, however, they emphasise the acquisition of the majority language and see the heritage language maintenance as the responsibility of the family (Blazar & Kraft, 2017; Dillon, 2011; Sook Lee & Oxelson, 2006). Teachers highlight their lack of resources and limited awareness of strategies (Dillon, 2011; Lee & Oxleson, 2006; Ribeiro, 2011). Previous research shows different practices in terms of teachers' awareness of children's heritage language skills and practice to support maintenance across the years (DES, 2005; Hall et al, 2008). The study utilizes a mixed methods approach underpinned by the pragmatism theoretical paradigm. A triangulation of methods is used to offer a deeper analysis as well as to assure the validity of the research by using a variety of methods. The synergistic effect of the focus group setting resulted in the production of data that may not have been uncovered in an individual setting (Stewart, Shamdasani and Rook, 2006). The questionnaire zoned in on the teachers' opinions and practical application to gain more specific information regarding teachers' practice in the classroom. The participants are ninety primary school teachers from six schools in Dublin. Thirty-six teachers took part in nine focus groups. Individual questionnaires were distributed and completed by ninety teachers in the participating schools. The qualitative data is being analysed thematically through NVivo 12, and the questionnaires through SPSS. This is an ongoing project, currently at the stage of data analysis. Preliminary results are that teachers value bilingualism yet they struggle to

support heritage language maintenance in bilingual pupils. Teachers highlight the barriers they face as a limited knowledge of strategies to support the inclusion of heritage languages in classroom practice, limited supports and a curriculum overload. The school and community should respect and encourage heritage language maintenance among children, however, according to the majority of the participants, the primary responsibility lies with the parents. The results show a change in teachers' views and practice across the primary school years. The changes relate to more engagement with parents, a greater inclusion of the children's culture in younger classes, and concerns about the use of heritage languages by older children that do not relate to classroom work. The results of this study will contribute to knowledge and practice in the broad fields of language education, pedagogy, and policy in terms of our awareness and support for overall language development and heritage language maintenance in bilingual children.

Keywords: *Language education; teaching practice; heritage language maintenance; teachers' attitudes to heritage languages; primary school education*

Feminist Pedagogy in the EFL Classroom: Teaching Students with Refugee Backgrounds

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It is proposed that refugee language education, apart from its purely linguistic focus, should prepare the learners for dealing with cultural issues in their new environments, and especially for dealing with the vital and current issues of gender and ethnicity. On the basis of this premise, the present paper will explore the role and use of feminist pedagogy in the refugee classroom, and how this can be applied in order to provide a more culturally and linguistically responsive education to students with refugee backgrounds. The roots and principles of feminist pedagogy will be explored, in order to examine why and how this can be used to develop English language lessons for students of refugee background in Greece. Feminist pedagogy has been selected to inform education for students of refugee background, due to its liberatory aims—rooted in Paulo Freire's *critical pedagogy*—, and its commitment to deconstruct patriarchal structures and notions in education, as well as to criticize certain hegemonies and norms relating to social class, race, ethnicity, and gender. The paper will draw from research currently undertaken as part of the author's doctoral degree. It will present the theoretical framework behind this research, exploring the background of refugee education in Greece, as well as how

feminist pedagogy can be linked to this. The paper will also present the methodological framework upon which the research is based, which is feminist research methodology, and the chosen qualitative methods of data collection: field notes/researcher diary, archival research (student texts), classroom discussions, and semi-structured interviews with educators and managerial staff in the field.

Keywords: *refugee education; feminist pedagogy; ELT; gender; critical pedagogy*

Assessing L2 listening in the 21st century: Video-based and integrated listening to speaking tasks

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Aural assessment tasks for L2 learners are a contentious issue. Researchers and practitioners contest the value of standard listening tests claiming that audio only exams are an outdated form of testing in a world where visual and video contexts are increasingly common (Rost, 2002). It is argued that most L2 listening situations involve visual formats where learners can glean information from the situation and the facial expressions or gestures of the speaker/s. Video recordings and integrated listening to speaking or writing tasks have been proposed as alternatives (Batty, 2015). Here I look at the research on video-based listening tasks and listening to speaking tasks and the experience of piloting these formats with students on a large-scale university language programme.

Assessing a test taker's listening performance is a complex procedure (Field, 2013). The importance of test developers spending quality time thinking about the complete listening process before embarking on task development cannot be overstated. Assessing listening requires understanding of the construct or ability being measured and then identification of the different techniques or test task formats used to assess the defined ability (Abeywickrama, 2018). An understanding of the ability being measured in listening tests is increasingly complicated as it is often argued that standard listening tests are outmoded and 'unnatural'. The use of authentic oral input, visuals and discrete or integrated skills instead need to be closely considered.

Keywords: *language assessment; listening skills; integrated tasks; test development*

The functions of cursing in Dublin sport club interactions

This paper examines interactions in male-only interactions before, during and after games in a suburban Dublin sports club, with the focus to examine if, and how, cursing is used to index toughness (= being competitive and/or establish one's superior status). Although salient in popular consciousness, very little research has dealt with the specific linguistic strategies males deploy in order to construct their identities as tough (or otherwise), or how language carries these indexical meaning (Lawson 2013). Language—and specifically swearing—is often a central part of negotiating prototypical normative masculine identities. Use of expletives is particularly prevalent amongst younger males (Murphy 2009; Vaughan & Clancy 2011: 50), with perceptions in Dublin linking cursing with the "broad" and "common" "northside" variety (Hickey 2005; Lonergan 2013: 18). In 15 hours of interview data in the club there are no instances of cursing; however in 1 hour of these free recordings there are over 100 instances: 90 *f*ck(en)*, with *b*llox*, *c*nt*, *shit*, *prick* etc. This data is characterized by directness and extreme levels of cursing.

Possible functions of swearing in this data often relate to emphasis, in many cases for general emphasis (e.g. "he was *f*cken* outstanding in the last match"); in derogatory abuse of others "that referee is a *b*llox*", and when storytelling. Notably cursing is used as a device in jovial abuse ("ah ya fat bastard") and importantly as a form of verbal offensive moves when challenging decisions during games. Expletives in verbal abuse develop a sense of power over others, while others may use cursing as a weapon for the defence of a masculine identity (e.g. "*f*ck* off" in response to derogatory abuse). After discuss the functions of cursing in my data, I will examine possibilities for explorations of this and similar interactional strategies in Ireland and beyond. While swearing is a marker of informality and close relationships, correlations with certain sociophonetic variants and edgy humour are a striking element of interactions in this context. The analysis will be expanded by grouping individual lexical items into larger semantic domains drawing on conceptual metaphor theory (CMT: Lakoff, 1994, p. 208).

Nuanced analysis of the powerful, multifunctional pragmatic resource of cursing creates a better understanding of the social and interactional functions of linguistic variation. Cursing in friendly arguments exemplify the layered complexity of interactional strategies: beyond the mock chest-thumping there are creative and fun elements which must be appreciated. This provides valuable insights into what "being a [real] man" involves in

Irish and global society, and important when analysing the expression of emotions and projections of identity.

Cursing in friendly arguments exemplify the layered complexity of interactional strategies: beyond the mock chest-thumping there are creative and fun elements which must be appreciated. This provides valuable insights into what "being a [real] man" involves in Irish and global society.

Current Practices in Translation and L2 Learning in Higher Education

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This paper looks at current practices that embrace the union between foreign language (FL) teaching and translation in higher education and discusses in particular the creation and the implementation of a course that ties translation and FL teaching within a degree in Applied Languages. The course, which emerged as a direct response to curricular needs and recent advances in the research is conceived for year 1 students (B1 level) and draws from the latest theoretical and pedagogical praxis in translation studies and language education. In line with this, the paper intends to shed light on the challenges encountered while creating a new module that would tackle FL teaching while serving as an exploratory course on translation.

I will first outline briefly the framework of translation and language teaching I depart from. This will be followed by an exploratory discussion where I will look (a) at the degree and the curricular needs; (b) the challenges experienced in setting up such a module where students work within an interdisciplinary area; (c) the learning outcomes and the aims of the module; (d) the nature of the tasks implemented, with references to specific sources and particular examples; and (e) the type of assessment in line with the tasks. The concluding remarks will include the views from those teachers involved in delivering the module and the (false) assumptions that a firm belief in and commitment to translation in FL teaching may be sufficient to avoid certain issues. The discussion of this particular module will help to illustrate current challenges and (mis)conceptions of this field, which is sometimes presented as an inbetweenener. It aims to bring the debate on translation and FL teaching further and reimagine this shared space against the backdrop of a divided entity.

Deepening our understanding of the complexity of multilingual learners: A reconstruction of a language learning history and a multilingual's learning ecology with a focus in metacognition

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The present research was carried out as a Master's thesis and sought to understand how a multilingual speaker/learner learned his four additional languages, i.e., English, Polish, Italian, and Basque. From the point of view of Dynamic Systems Theory (DST) applied to second (and additional) language development studies (Larsen-Freeman, 2002; Van Geert, 2003; De Bot, Lowie & Verspoor, 2007), language learners are immensely varied, and, as is the case with adaptive complex systems, show development patterns that are virtually impossible to predict. Although theoretical notions regarding the complexity of multilingual language learning have been fruitfully developed in the past decades, there are no studies that allow us to see multilingual language development and, more specifically, metacognition within a particular subject. In order to recognize the multiplicity of factors and interactions that take place in language learning, a single case study was designed, following a multilingual's narrative and language learning history. This single case study allowed us to observe a unique experience of successful language learning by privileging analytical depth rather than generalizability. In this sense, the study sought to propose "particular generalizations" (De Bot & Larsen-Freeman, 2011) rather than statistical or supposedly universal patterns. The qualitative analysis was centered on understanding the dynamic ecology of the learner throughout his history with languages, his use of metacognitive knowledge/experiences, and the complex relationships that arose from the interactions among these elements. In order to account for the learner's ecology, the Douglas Fir Group's proposal (2016) was transformed into a deductive coding matrix that considered micro-level (i.e., social interactions, cognitive factors, semiotic resources encountered), meso-level (i.e., educational institutions, communities, identities), and macro-level interactions (i.e., ideological structures, ideals, world-views). Along with this, the research focused on the subject's metacognitive system. Metacognition is understood as a complex and dynamic system within human cognition, adaptive to the learner's ecology and open towards the learning environment, and refers specifically to the learner's knowledge and experiences that underlie his learning practices. The results of this work not only allowed us to get an overview of the learner's history with languages, but a layered understanding of the complex relationships of the subject with his environment. By considering his metacognitive system, it became clear

that the learner's engagement with the learning process played an important role in his relationship with his learning ecology. The conclusions established that there are virtuous relationships amongst the elements of the learner's ecology which fostered successful language learning and that metacognition served as a 'navigation tool' to improve the learning process throughout the learner's language development history.

Keywords: *Multilingualism; Dynamic Systems Theory; metacognition; language learning ecology*

Translanguaging as a transformative act in a reading classroom: Perspectives from a Bangladeshi private university

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This study investigated the role of translanguaging pedagogy in reading comprehension of first-year students studying in an English medium classroom of a Bangladeshi private university. Data were collected through classroom observations, a pedagogical intervention on the colonial construction of beauty in Bangla and English texts, a focus group discussion with students and a semi-structured interview with the class teacher. Wei's (2011) "translanguaging space" and Ascenzi-Moreno & Espinosa's (2018) "critical instances" were used to analyse the data. The results show that the translanguaging space provided scope in each step of the intervention to maximise the use of the linguistic and semiotic resources of students, putting them at ease and enhancing epistemic access to and comprehension of complicated English texts. The purposeful design of the lecture, including scaffolding with multilingual words and expressions, and guided reading with Bangla text and topics pertaining to students' lives, engaged them deeply with the content while also transforming knowledge and subjectivities about the given topic.

Keywords: *Translanguaging Pedagogies; Identity Construction; Language Learning; Language Ideologies; Bangladeshi University*

Epicene Pronoun Usage in Chinese EL2 Student's Speech

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Presentation of an exploratory study on the usage of epicene pronouns in the speech of Chinese EL2 students, who were undertaking a Master's programme in the UK. The

reasons for speakers' use or non-use of epicene pronouns is also explored to provide a fuller picture of their usage as well as their perceptions of gender-inclusive pronouns. An elicitation based speaking task was used to gather epicene pronoun usage. This was followed by a semi-structured interview utilizing stimulated recall techniques to gather data on the participants' reasons for use or non-use of epicene pronouns as well as their perceptions of gender-inclusive pronouns. The findings regarding perceptions of gender-inclusive language, and more specifically gender-inclusive pronouns, showed that most participants were unaware of the topic but felt that gender-inclusive pronouns would be useful. Additionally, the majority of participants indicated they would choose to use these pronouns. Singular *they* was the epicene pronoun used most often in the speaking task, with its reason being that the participants were imagining a group of people. The avoidance strategy employed most often by participants was usage of the pronoun *you*, and the participants' reasoning was that it made the response more personal for the listener. Regarding the different antecedent types, there was a higher amount of avoidance strategies used with notionally plural antecedents. On the other hand, notionally singular antecedents were found to have a higher number of epicene pronouns used. For EL2 educators, these findings can inform the introduction of epicene pronouns to students.

Keywords: *epicene pronouns; EL2; spoken English; singular they*

Higher Education Language Educator Competences: Towards a professionalisation of language teaching in Higher Education

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Language education is a complex field which has been often neglected within the Irish Higher Education context. Currently, there are no nationally recognised qualifications for HE language educators, no coherence regarding job titles across Higher Education Institutions (HEIs), and a lack of career progression opportunities for individuals who focus on language provision at universities, institutes of technology and other HEIs.

This paper reports on the preliminary findings of the HELECs project which is funded by the National Forum for the Enhancement of Teaching and Learning in Higher Education. The project's aim is to create a framework of language educator competences in the specific context of Higher Education in Ireland in order to work towards a professionalisation of the role of HE language educator and to bring to the fore the specific competences that an effective HE language educator needs.

The paper provides an overview of existing teacher competence frameworks based on the EMCL's *A guide to teacher competences to languages in education* (2019) as well as the National Forum's *National Professional Development Framework for all Staff who Teach in Higher Education* (2016). We find that the generic language educator competences do not cater for the specificity of the HE context while the HE framework is not able to encompass the particular skills, knowledge and attributes that a language educator requires.

We report on the exploratory phase of the study where HEI language educators were interviewed regarding their competences and student perspectives were captured using a focus group method. Based on the review of the literature and the qualitative data collected, a questionnaire was developed. This instrument aims to gather data relating to the various profiles of language educators in Irish HEIs in order to understand the multiplicity of language educator identities including their educational and professional backgrounds, and their status as HEI employees. The main focus of the questionnaire is to understand the language educators' views on key competences that the project team has identified as relevant for HE language educators in the Irish context.

We propose that the HELECs framework, which has been developed through extensive review of available literature and the input of a variety of stakeholders, will provide language educators with a means of self-assessing their competences to allow them to devise a meaningful and focussed professional development plan. It may also provide managers with a valuable tool to enhance their staff recruitment, development and promotion.

Keywords: *Higher Education; MFL; teacher education; professional development plans*

BE SOUND VOTE YES TO REPEAL THE 8TH: Indexing National Identity through Irish English in the Linguistic Landscape of the 2018 Eighth Amendment Referendum Campaign

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The 2018 referendum on the Eighth Amendment, in which a considerable majority of the Irish electorate voted to repeal Ireland's quasi-total ban on abortion, saw important public discussions regarding Irish national identity in the twenty-first century. This paper will examine the presence of Irish English features in the LL, and the extent to which they were used to index national identity.

The Eighth Amendment, added to the Irish Constitution following a referendum in 1983, acknowledged the "equal right to life" of "the child" and "the mother". Feminist scholars have characterised the Eighth as a legal instrument designed to shore up Irish national identity by framing Ireland as a "pure", "abortion-free" Catholic nation. For example, Lisa Smyth (2005, p. 47) has argued that "[a] political focus on abortion provided a means of reasserting the connections between the major themes of [the hegemonic construction of Irishness], namely sexuality, gender, familism, and religion, in distinctively 'national' terms". In 2018, therefore, there was significant commentary on what kind of country Ireland was, is and should be. In the words of one of the activists I interviewed for this project, "the whole thing was we were talking about our identity, who we are as a people".

From a sociolinguistic perspective, this begs the question of what role language played in the construction of national identity during the referendum campaign. While there has been a significant amount of research on language ideologies connected to Irish, there has been relatively little research on Irish English and national identity. White (2006, p. 17) has even argued that Irish English "barely merits a mention" in the academic literature on language and national identity (however, see Vaughan & Moriarty, 2020).

Drawing on a dataset of 1680 LL items collected from the 2018 referendum campaign (including campaign posters, stickers, placards at demonstrations, etc.), I will analyse several texts containing recognisable Irish English features, employing a qualitative, sociolinguistic and multimodal approach (Scollon & Scollon, 2003) to the indexing of national identity. Specifically, I will ask whether it is possible to reliably claim that the use

of certain linguistic variables characteristic of Irish English can be taken as indexes of national identity.

Keywords: *Linguistic landscapes; Irish English; national identity; Abortion; 2018 Referendum Campaign*

PunkBuddy: Interdisciplinary Research in Computer-Assisted Language Learning (CALL) for Dyslexia

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Computer-Assisted Language Learning (CALL) is an interdisciplinary field, combining pedagogy and technology within the field of language acquisition and teaching. This paper presents the process involved in the creation of “PunkBuddy”, a CALL tool aiming at improving the punctuation skills of dyslexic learners in English at the transition from Primary Education to the Junior Cycle. The purpose of the paper is to bring together the variety of research areas that the development of the “PunkBuddy” tool draws on, as an attempt to highlight the breadth of applied linguistics beyond language learning and teaching.

To present the CALL development process, the paper will be following the **TATL** (Theory, Actions, Learner, Technology) framework, as proposed by Ní Chiaráin and Ní Chasaide (2015). It starts by considering the **Learners**, their needs and characteristics. Identifying the issue between the theoretical and practical use of punctuation, the paper presents the results of a text analysis and a perception test, showing some discrepancies in the use of punctuation, which have also been noted in relevant literature, such as that of Baron (2001). In order to examine punctuation use among dyslexic learners, the paper looks into the interfaces between speech and punctuation, particularly in terms of prosodic processing. By presenting a review of relevant findings, the paper suggests that the issues dyslexic learners encounter when using punctuation could be related to prosodic processing.

Another element of the TATL framework refers to **Theory**. We briefly outline the language acquisition theories informing the development of the “PunkBuddy” tool, especially

Schmidt's (1990) Attention Hypothesis and Van Patten's (2004) Input Processing Theory; we also touch on theories of cognition in dyslexia. In relation to the **Actions** the learners would be involved in when using the "PunkBuddy" tool, these stem directly from the findings presented, as well as from a short review of recent tools for dyslexic learners evaluated on the basis of Rosell-Aguilar's (2017) taxonomy.

Finally, the paper summarises the **Technologies** involved with a focus on Text-to-Speech (TTS) synthesis. Limitations are explained, bringing forward future considerations for CALL developers and applied linguists. To summarise, this paper synthesises previous findings and recent research from a combination of different disciplines including neuroscience, psycholinguistics, and text analysis to inform the development and evaluation of a prototype CALL tool targeting punctuation training for those with dyslexia.

Moving Irish language learning to the 21st Century

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Computer Assisted Language Learning (CALL) has been active since the 1960s and it has made major advances since the start of the 21st century. CALL encompasses the use of technology¹ to help in the language teaching and learning process (Levy 1997), and covers reading, writing, listening, speaking and interacting. It includes phonetics, morphology, spelling, syntax, grammar, semantics and pragmatics. CALL resources are beneficial for language learning as they can be used repeatedly by learners at a time and place of their convenience and they can help to overcome the fear that some language learners have in making mistakes in public. Teachers and learners can track progress over time and areas of difficulty can be identified and addressed. CALL resources can provide extra support for learners in formal education settings and be the main source of knowledge for independent learners.

CALL resources are relatively plentiful for Most Commonly Taught Languages (MCTLs) such as English, French, Spanish and German. However, there are fewer CALL resources for Less Commonly Taught Languages (LCTLs) including Irish. This is mainly

¹ Including iCALL which uses Artificial Intelligence together with Computer-Assisted Language Learning

due to the fact that CALL resources are difficult to develop and ideally should have a multidisciplinary team of linguists, language teachers, software developers, user interface designers and language learners involved in their development (Ward and Genabith, 2003), all of which may be in short supply for LCTLs. This is the case with Irish where it is difficult to assemble the human and financial resources to develop interesting, high quality language learning resources. One solution is to learn from MCTL CALL work and to reuse resources where possible. This paper presents *Cipher 2 An Printíseach Rúnda* (The Secret Apprentice). This is based on the original Cipher game (Xu and Chamberlain, 2020), which was developed for detecting errors in English text through gamification and crowdsourcing.

Cipher 2 is a game-based language learning application for Irish which allows Irish learners to practice spelling, reading and writing. As a game element, players have to spot the deliberate errors in Irish stories (the coded messages) and identify the error types (the ciphers) such as missing accents and other spelling and grammar mistakes. In addition, the game is also designed to help learners notice some Irish language features (e.g., word gender, vocabulary mutations) and help to summarise these language rules and integrate them into learners' developing language systems.

There are several pedagogical underpinnings in Cipher 2. It leverages aspects of noticing (Skehan, 2013), consciousness raising (Smith, 1981), research on error correction (Chaudron, 1988) and incorporates elements from Games with a Purpose (Von Ahn, 2006). Information collected during learners' use of the game will help inform Irish language teaching. This will provide insights into the errors that learners can spot easily, those that are harder to spot and those that are missed entirely. This knowledge can then be incorporated into future teaching resources for Irish.

The fact that it is a game may also help increase learners' motivation for learning the language, especially for younger Irish learners (e.g., primary and secondary school students). The game has been played by learners from age 9-17 and some adults. Of the 28 players who have provided feedback to date, over 70% reported that they enjoy the aspect of learning language while playing a game. This presentation will provide an overview of Cipher 2 and demonstrate how it can be used when learning Irish.

Keywords: *Computer-Assisted Language Learning; less commonly taught languages; game with a purpose; distributed knowledge acquisition; error correction*

POSTER PRESENTATIONS

The Official Recognition of Irish Sign Language: Exploring Public and Political Discourse in the Construction of a Language Policy Through the Lens of Minority Language Rights

Robyn Cunneen, University of Limerick

This early-stage PhD research examines the official recognition of Irish Sign Language (ISL). The Irish Sign Language Act 2017 commenced in December 2020 after a 35-year campaign and previously failed 2013 Bill. This research will investigate (a) public versus political discourse surrounding ISL recognition via a corpus-based critical discourse analysis (CDA) and compare the prevailing issues (or absence thereof) to the contents of the Act (b) to what extent the d/Deaf community believe it will benefit them (or not) and (c) how the community identify- a group with a disability, linguistic and cultural minority or both and determine which of these identities is more prevalent and its influence on the formulation of the policy. Using the findings, this research will suggest enhancements to the Act and new understandings regarding the real-life implications of the accorded language rights will allow us to anticipate the effects of these on the d/Deaf community considering the Act commenced in December 2020 and will be reviewed every five years.

Sketch Engine will be used to compare public (social media, news articles and radio interviews/coverage) and political (Oireachtas debates, Bills and amendments) discourse via a corpus-based CDA. Fitzsimmons-Doolan (2015, p. 107) outlines how a corpus linguistics approach offers a reliable way of studying “the identification of ideologies encoded in political texts”. Further, Nvivo will be used to analyse interview transcripts arising from interviews with d/Deaf community members, senior members of Deaf representative organisations and political figures involved in ISL recognition. Gaining insights from all parties involved will allow for a full understanding of the recognition and implementation processes. A CDA of the Act will then allow for the identification of what issues were accommodated for.

Theoretically speaking, a language rights approach is being applied to this research and this leads us to a meeting point between applied linguistics and political theory. Concepts relating to equal recognition and minority language rights will be applied such as ‘Sign Language Rights = Human Rights’ (Wheatley & Pabsch, 2012), parity of esteem (Van Parijs, 2011), equal recognition (Patten, 2014) and the equal services principle (De Schutter, 2017). De Meulder’s (2017) notion of the ‘dual category’ status of deaf sign language users will also be applied. De Meulder (2017) advocates for sign language users to be part of both a group with a disability and a linguistic and cultural minority as disability policies tend to have more potency than language policies for sign language users. Language policy and planning and language ideology for sign languages will also be central to the theoretical underpinning of this work.

This research will have impact at both societal and political levels. The three areas impacted by this research are the Irish d/Deaf community, wider society and policymaking. This research will allow for an enhanced understanding of d/Deaf community perspectives on sign language rights, give way to enhanced awareness of ISL in wider society and it will function as a source of consultation for future reviews of the Act.

Keywords: *Irish Sign Language; Language Rights; Language Policy; Corpus Linguistics*

The corpus of Irish English Speech (IES)

Francesca Nicora, National University of Ireland, Galway

The past years have witnessed the collection of various corpora for the study of Irish English. By far the most recent data sources containing audio files of the English spoken in Ireland are presented in two speech corpora. Firstly, the *Sound Atlas of Irish English* (Hickey, 2004), easily accessed online, contains over 1,500 recordings made between 1990s and 2002 and includes a large number of speakers from Belfast and Dublin. The second source, the *SPICE-Ireland* corpus (Kirk & Kallen, 2012), constitutes a pragmatically annotated version of part of *the International Corpus of English: Ireland Component (ICE-Ireland)*, which was in turn designed to test the hypothesis that even standard English shows significant linguistic differences across the political border in Ireland. Both speech corpora refer to some Irish English varieties and they were developed with a very specific aim in mind. As a result, collected data do not allow to

perform a study of intonational patterns, which usually requires more controlled purpose-built data sets. Therefore, a prosodic corpus devoted to the analysis of Irish English varieties, mostly not yet examined, needs to be incorporated into the research agenda.

This contribution presents the corpus of Irish English Speech (IES). The idea stems from a doctoral thesis defended in December 2019, in which a depth investigation on the Irish English spoken in Galway was deemed necessary to evaluate the impact of explicit prosodic training on speech productions of Galwegian learners of Italian as foreign language. Thereafter, the corpus of IES was designed to gather data on spoken speech of different Irish English varieties in present-day Republic of Ireland and then, to establish an initial phonological inventory of each variety in terms of both phonological composition and phonetic implementation.

The corpus of IES has threefold objectives: (1) to collect recordings of spoken Irish English across the Republic of Ireland with a unified protocol in order to guarantee comparisons among different datasets; (2) to obtain an initial phonological inventory of each variety examined; and (3) to compare the phonological systems of different Irish English varieties which are still unexplored within the auto-segmental metrical (AM) theoretical framework.

The core of the corpus has been gathered in line with the guidelines of *the Interactive Atlas of Romance Intonation* (AIRI) project (Prieto, Borràs-Comes & Roseano (2011-2014)). Data collection was carried out through a questionnaire survey based on the Discourse Completion Task (DCT; Blum-Kulka et al., 1989), an inductive method largely used for research on pragmatics and sociolinguistics, in which the researcher provides a series of communicative situations and then asks the subject to respond accordingly. In so doing, a wide range of intonation patterns relating to different types of utterance can be obtained. Careful attention was paid to the choice of lexical items and contexts, so that the materials could be better suited to the Irish English speakers. Phonological analysis was performed using PRAAT and target utterances were annotated according to intonational autosegmental-metrical theory (Pierrehumbert, 1980; Ladd, 1986) and the Tone and Break Indices (ToBI) framework (Silverman, et. al, 1992; Beckman & Ayers, 1994-97).

The proposed poster will illustrate a brief overview of spoken corpora of Irish English collected up to the present time and further details of data collection and analysis of the corpus of IES. Furthermore, it will show how this corpus complements existing speech corpora as well as other possible methods of analysis to fully exploit the potential of the IES database.

Keywords: *speech corpus; Irish-English varieties; prosody; intonation.*