

A LINGUISTIC & LITERARY ANALYSIS OF SILENCE IN HAROLD PINTER'S THE BIRTHDAY PARTY (1957)

The Birthday Party (1957) is one of Harold Pinter's most celebrated works. It is set in an unidentified English town. There are five characters in the play: Meg & Petey, husband and wife in their sixties. Childless Meg runs a boarding house that has a living room in its centre which contains all the 'action' of the play. Petey, always occupied with his job or chess night, appears only at the breakfast table. Stanley, the only guest in the boarding house, is a jobless man in his thirties who claims to have been a famous pianist. During what Meg calls 'a nice breakfast', she tells Stanley that two unannounced men are coming to stay in the boarding house. Stanley becomes anxiously triggered and refuses to believe that. Upon the arrival of Goldberg and McCann, a birthday party is put on for Stanley only to turn into a nightmare. The morning after, Stanley is viciously interrogated for his unknown 'crimes' and for leaving the 'organization'. The questions become absurd, and funny but loaded with ambiguity and fear. With Stanley's voice completely repressed and his psyche crushed, the play ends with the two men escorting him out so that he receives 'a special treatment'.

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- AHSS Annual Conference - 2022

INTRODUCTION

Full of oblique and repetitious talk, Pinter's style meticulously emphasizes pauses and silences -or the absence of words- to interrupt the flow of dialogue in his plays and express more meaning -just not with words. Such theatrical aesthetic method acts as a deterrent to communication between characters who are unwilling to communicate as to cover their nakedness. Moreover, silence in Pinter's works recurs to create a comical effect merged with confusion and fear of the external world. In hope of providing a better understanding of the play, this research combines linguistic and literary models to examine and reveal the functions of the unsaid in Pinter's *The Birthday Party* (1957).

Meg. Is that you Petey?
Pause.
 Petey, is that you?
Pause.
 Petey?
 Petey. What?
 Meg. Is that you?
 Petey. Yes, it's me. (Pinter 1957)

- Petey pauses twice before answering
- Meg's turns are repetitive
- Interpersonal function: shows low intimacy between the couple: emotional gap
- It emphasizes the absurdity in a middle-class family's everyday talk.

ANALYSIS

- The methods of analysis used to account for silence include Jensen Vernon's *Communicative Functions of Silence* (1973) & Adam Jaworski's *The Power of Silence* (1993).
- As for the literary analysis, Pope's adapted model of de- & recentering the text is used to focus on the absence of speech and then provide an interpretation.
- Aligned with textual analysis, a discussion of performance (BBC4 Production 1987) might also be added

OBJECTIVES

- Synthesizing an applicable framework to account for the different functions of the Pinter pause (concealment, evasion, hesitation, etc.,)
- Providing a linguistic and literary interpretation of silence to better understand the play: reducing the gap between the said and the unsaid.

METHODOLOGY

To account for the functions of silence in *The PB*, this research uses an eclectic framework. Preparatory steps for the analysis go as follow:

- General impressions from the play.
- Description of the elements of focus (language, absurdity, stage directions)
- Emphasis on the use of silence (pauses, dashes, ellipsis)

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PRELIMINARY FINDINGS

- Absurdity in PB is embedded in language and the events of the play
- Colloquial language, broken syntax and unpolished grammar
- A time loop and an allusion to Sisyphian myth as the final scene is identical to the first one
- Unbalanced distribution of characters' turns:
- Goldberg & McCann speak most of turns & influence other characters.
- Meg's turns are repetitive and dull reflecting naivety and foolishness
- Pauses, as stylistic functions, hold an interpersonal function
- Stanley, the protagonist, inability to save himself is represented in his complete silence
- Silence is double-edged: unline Stanley, Petey, who keeps silent in most of turns, rises against Goldberg in the final scene
- Language is no longer an honest means of expression as Pinter's characters retreat to silence when their beliefs are being discussed.

CONCLUSION

The unsaid in *The PB* consists of interpersonal functions that reflect social relationships & attempt at concealing most of the characters' beliefs. It also reflects Pinter's nihilistic worldview and his political stance. He shows us, through Stanley, that going against 'the organization' (conventions) is fatal; through Petey, that silence is a form of rebellion; and, through the two intruders, that no home is immune against the oppression of tyrants.



English for Specific Academic Purposes: Introducing Corpus Based tools to Teach Specialised Lexis



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Background

- Over the past few decades, corpus linguistics witnessed a revolution in its use in research and language pedagogy.
- Corpora provide a source of examples for authentic language use, contribute to the design of teaching materials and promote learners' autonomy and language awareness.
- Despite its potential, corpus linguistics is still rarely used by teachers in language classrooms (Boulton, 2010; Chambers, 2019; Ma et al, 2021; Naismith, 2017).
- Several researchers called for teacher-training courses featuring the applications of corpora in language pedagogy (Callies, 2019; Römer, 2010)

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An example of the word Lexis in the BNC corpus


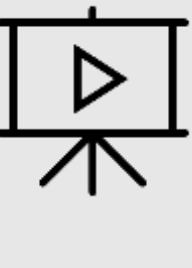

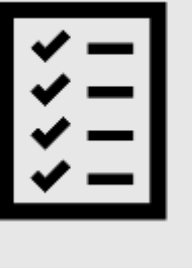

Research Aim

- Introduce and familiarise Algerian teachers of English for Specific Academic Purposes (ESAP) with the use of corpus linguistics tools through a method called Data-Driven Learning (DDL) in teaching specialised lexis.

Design

- A triangulation methodology that combines empirical and exploratory research designs using a mixture of qualitative and quantitative research instruments.

Research instruments

-  • A pre-course questionnaire to determine teachers' familiarity with corpus linguistics.
-  • A pre-recorded lecture that educates teachers on corpus literacy
-  • An online course that will demonstrate how to actually use corpora to design teaching materials.
-  • A post-course questionnaire to depict teachers' reactions and perceptions toward the use of corpora in their classrooms.
-  • An interview to yield more in-depth information on how teachers perceive the role of corpora and whether they have used it since the intervention

Implications

- The research can contribute to educational research on the use of corpus tools in language pedagogy.
- Teachers' perceptions behind the use of Data Driven Learning (DDL) will highlight key insights on the use of corpora that could be used to inform the design and implementation of pre-service/in-service teacher training courses of this kind.
- Teachers' interaction with corpus tools could highlight significant advantages and challenges that could be used to improve their experience in using corpora.

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The Relative Age Effect in Sub-Elite Intercounty Hurling & Camogie Academies: A Myth or Reality?



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Dr. Niamh Whelan



Introduction

What is the Relative Age Effect?

The consequence of age differences between individuals born in the same year. In youth sport there is a preference for selecting players born earlier in the year (Finnegan, et al., 2017).

Why is it a problem?

A boy or girl born in January could be competing against someone born 11 months later. The most significant advantage is when a player benefits from being born early in the year and is an early maturer (Eisenmann, et al., 2020).



Methods

Participants

Must have been a member of an U14, U15 or U16 intercounty hurling or camogie academy panel for the 2021 playing season. Players (n=181) came from 4 counties and were (55.25%) male and (44.75%) female.

Procedures

The expected birthdate distribution was obtained for the years 2005 to 2006 inclusive from the Central Statistics Office. Following ethical approval and parental consent players date of births were obtained.

Data Analysis

Date of births were categorised into quartiles. A chi-square test determined any differences between observed and expected distributions. Standardised residuals (SR's) identified where any significant deviations were.

January

February

March

April

May

June

July

August

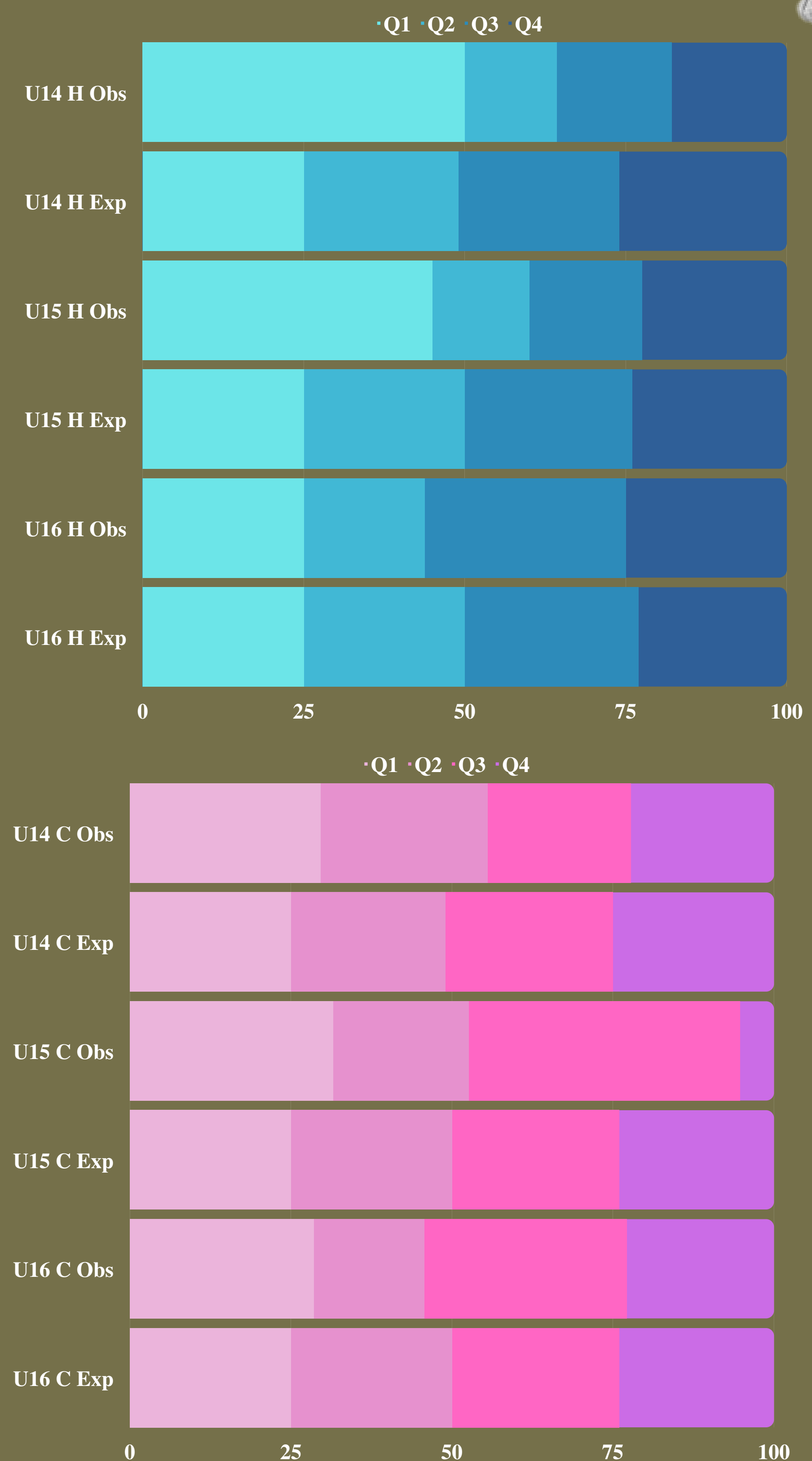
September

October

November

December

Results



Chi-square Analysis & SR's

Hurling

U14 ($\chi^2 = 9.386, p < 0.05$) ✓ Q1 (SR=5) ✓
 U15 ($\chi^2 = 9.150, p < 0.05$) ✓ Q1 (SR=4) ✓
 U16 ($\chi^2 = 0.769, p > 0.05$) ✗ Q1 (SR=0) ✗

Camogie

U14 ($\chi^2 = 0.973, p > 0.05$) ✗ Q1 (SR=0.93) ✗
 U15 ($\chi^2 = 5.121, p > 0.05$) ✗ Q1 (SR=1.32) ✗
 U16 ($\chi^2 = 0.973, p > 0.05$) ✗ Q1 (SR=0.71) ✗

✓ Statistically Significant
 ✗ Not Statistically Significant

Conclusion

A selection bias is present in U14 & U15 hurling with a preference for those born earlier in the year. There is no selection bias in intercounty camogie academies

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Autistic Girls' Experiences of Mainstream Education: Situating the Study in Literature

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INTRODUCTION

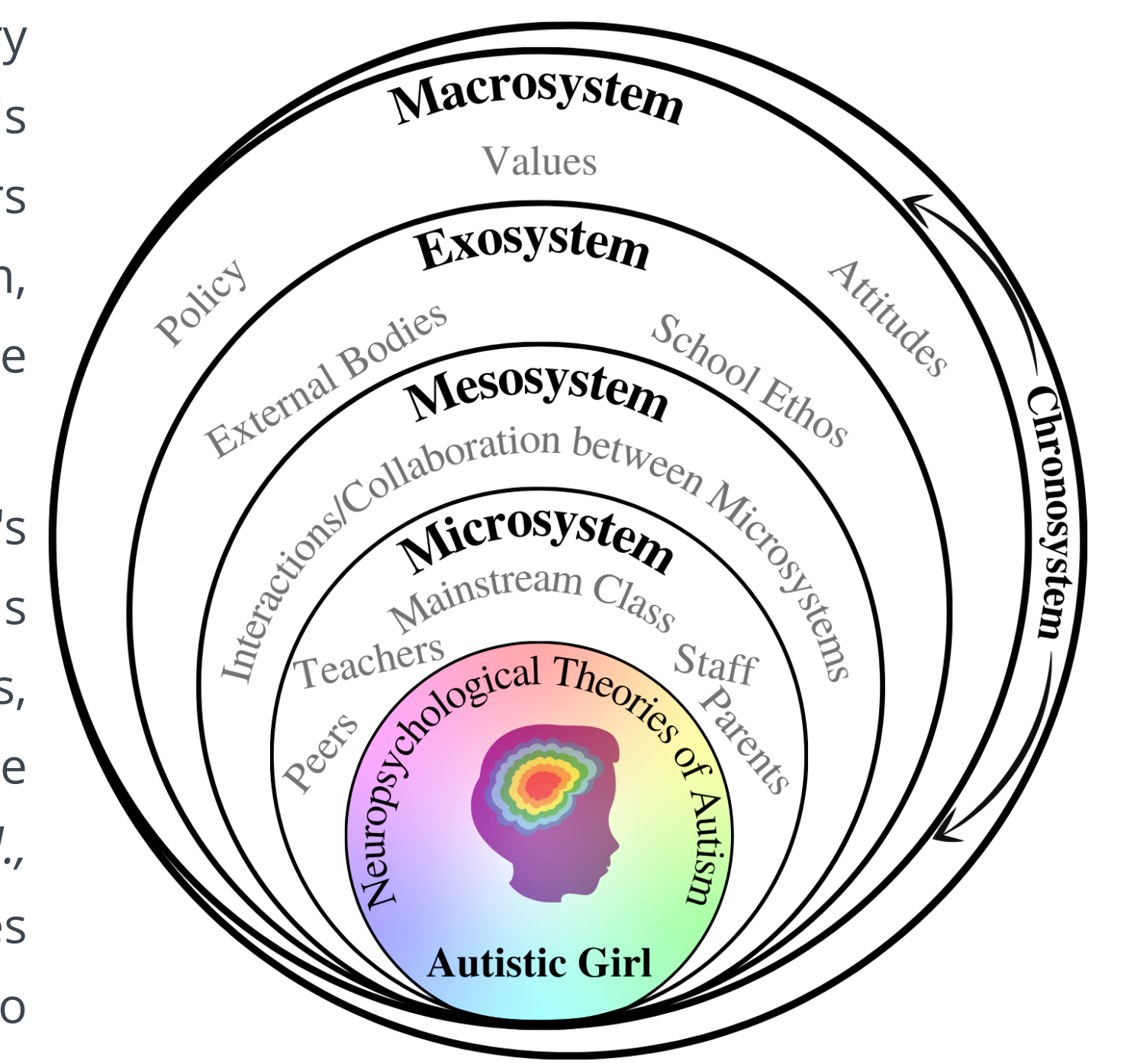
There exists a gender imbalance in autism diagnoses with higher rates of autism historically reported in boys compared to girls (Carpenter *et al.*, 2019). While there still exists a disparity, more recent research indicates an estimated prevalence of 3:1 (boys:girls), closer than originally believed (Loomes *et al.*, 2017). This difference is often attributed to an 'internal' presentation of autism in girls and their ability to mask their autistic characteristics (Wassell and Burke, 2022) and has resulted in many girls going unrecognised and unsupported in education settings.

Approximately, 1.5% of school-aged children have a diagnosis of autism with 86% of these students attending mainstream settings (NCSE, 2014, 2016). Although, research has been conducted in relation to the inclusion of autistic students, it is often explored through parents and teachers. Additionally, samples from research conducted with autistic students are predominantly male. Internationally, a number of small-scale studies have been conducted with autistic girls (Tomlinson *et al.*, 2019). Therefore, it is necessary to examine the experiences of autistic girls in mainstream primary and post-primary settings in Ireland. The findings from this study will inform understanding of how autism may present in girls and reveal the experiences of autistic girls in mainstream settings. This will have implications for policy and practice in terms of best practice approaches for supporting autistic girls moving forward.

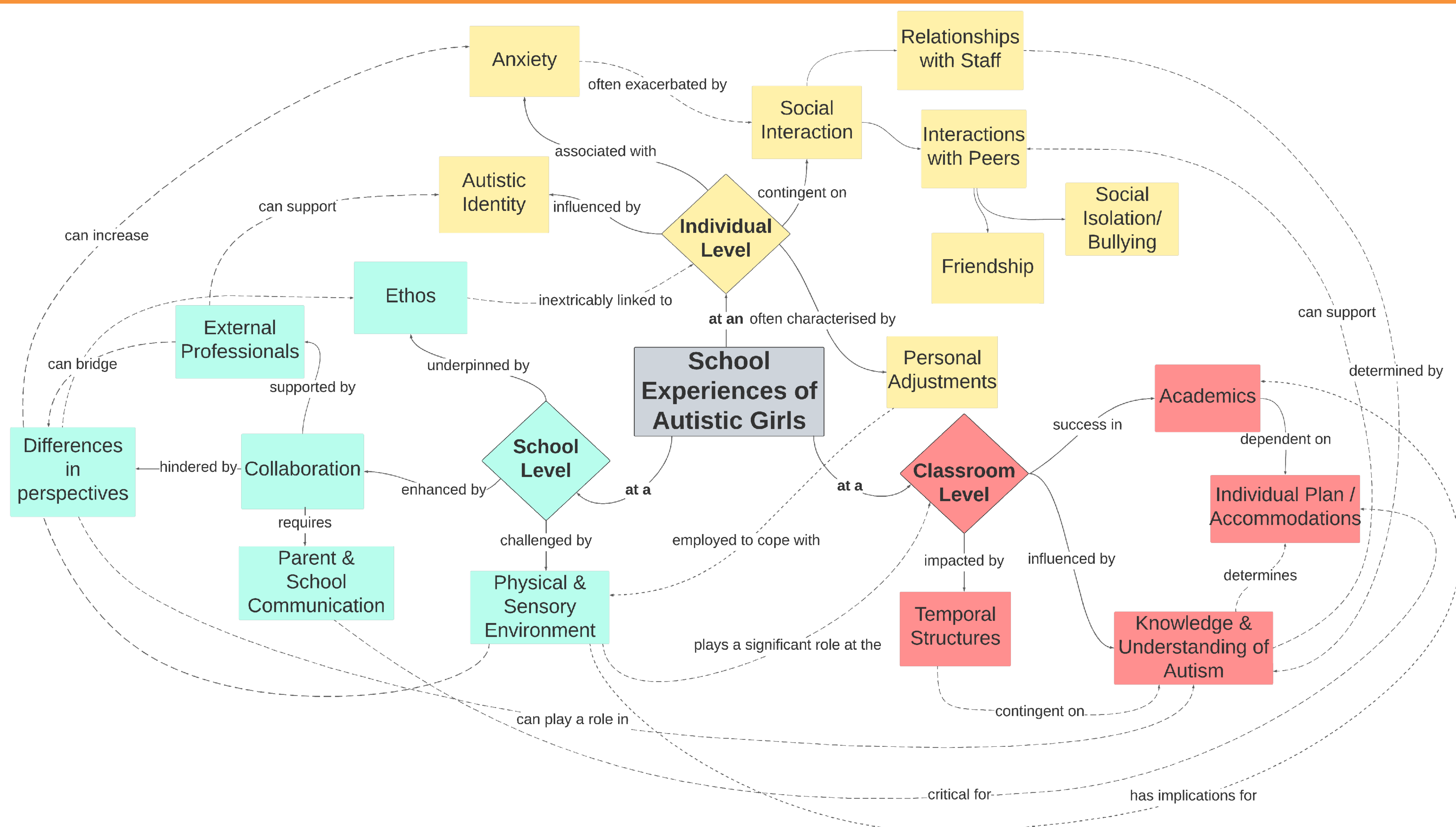
THEORETICAL FRAMEWORK

The proposed theoretical framework for this study is an adaptation of Bronfenbrenner's bio-ecosystemic theory of human development (Bronfenbrenner, 2005). This theory provides a lens for analysing various factors influencing mainstream experiences at the macrosystem, exosystem, mesosystem and microsystem levels, while also considering the chronosystem.

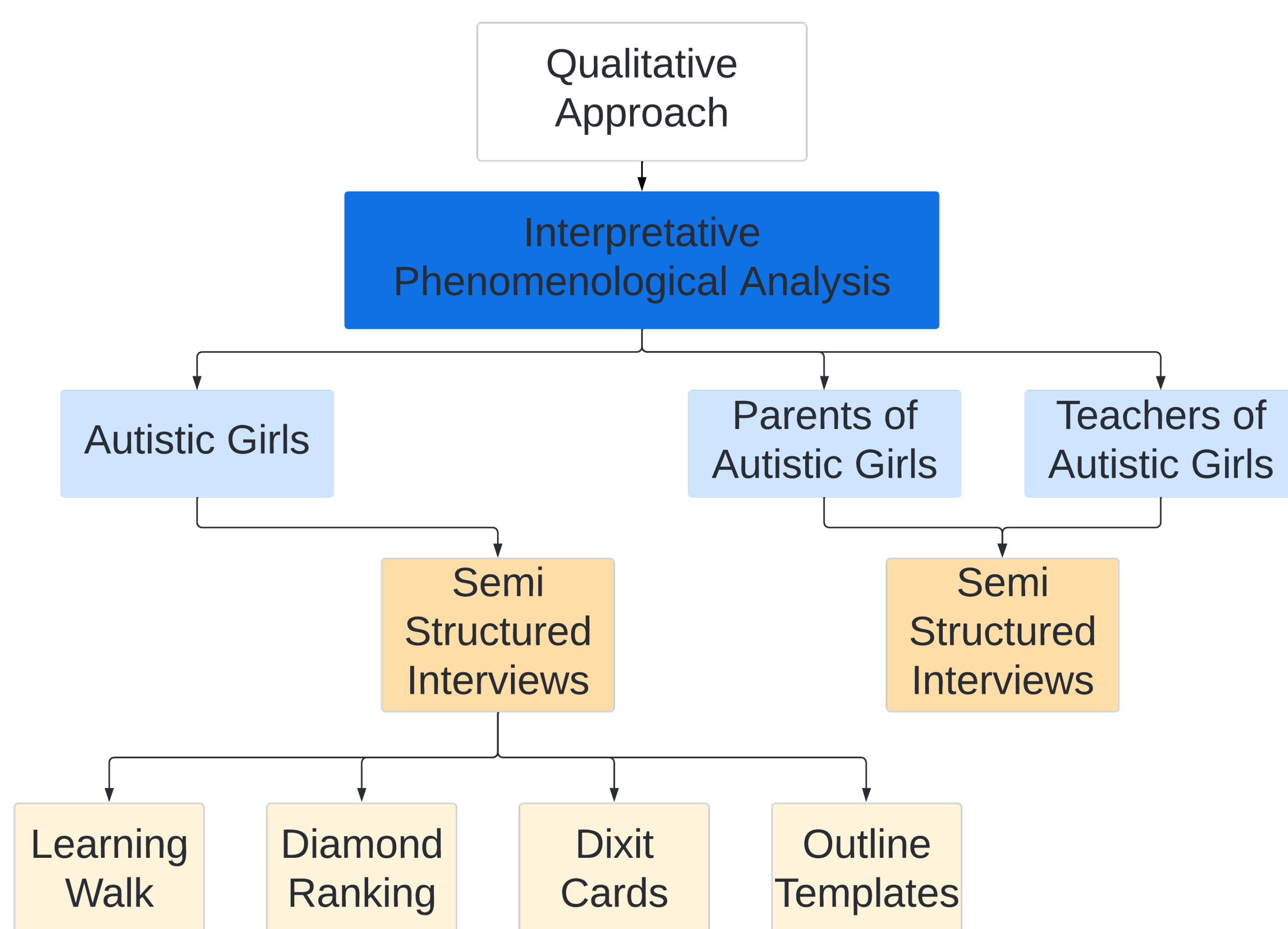
Autism is inextricably linked to an autistic individual's identity and influences their interactions with the various systems in their environment. In light of this, Bronfenbrenner's model will be adapted to embed the neuropsychological theories of autism (Cumine *et al.*, 2010) at the individual level. This adaptation appreciates the complexity of autism and gender as other factors to consider when exploring experiences across systems.



REVIEW OF THE LITERATURE



PROPOSED RESEARCH DESIGN



RESEARCH DESIGN: A RATIONALE

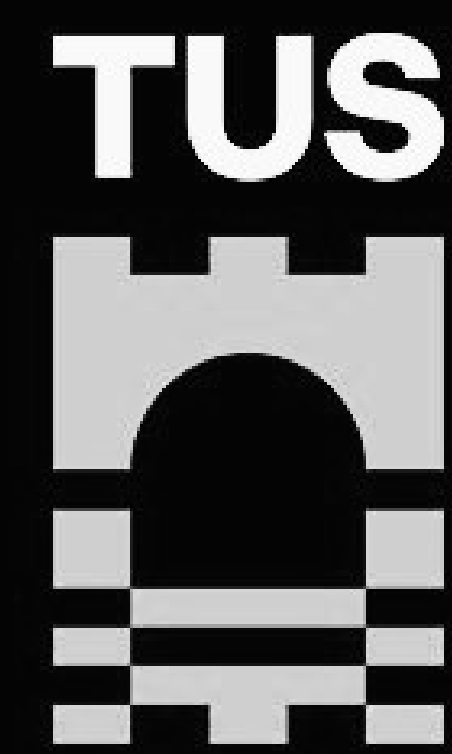
In line with best practice approaches for research with the autistic community, this study will adopt a participatory research approach (Milton and Bracher, 2013) and will be guided by Interpretative Phenomenological Analysis (IPA) (MacLeod *et al.*, 2018; Howard *et al.*, 2019). IPA recognises participants as experts, liberating them to share their unique lived experiences while also facilitating cross case analysis allowing universals to emerge. The voices of autistic girls will be at the fore of the study however, in order to capture the complexity of these experiences, a multi-perspective approach will be adopted to allow insights from parents and teachers of autistic girls to be gathered also. Universal Design for Learning will be considered in the research design by providing multiple means of engagement, representation and expression during data collection, particularly with the autistic girls. Semi-structured interviews will be carried out with all cohorts. Alternative, participatory methods will also be used with the autistic girls. These methods can reduce pressure on participants and mitigate anxiety in relation to social interaction and communication, ultimately increasing accessibility and participation (Goodall, 2020).

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Consciously Unconscious

A Study of Unconscious Bias and its implications for the field of social care in Ireland



Researcher: Amy Bradley
Principal Supervisor: Dr. Matthew Cannon

01 Introduction

Unconscious bias refers to learned assumptions, beliefs, and/or attitudes that exist subconsciously within us. They are something we all have and can have substantial influence on our day-to-day decision making and social interactions without our knowledge. If our negative unconscious biases remain unconscious and/or unaddressed they can have damaging implications for the people, we work with and the social care organisations we work for. The rationale for selecting this research topic emerged from the realisation that unconscious bias is intrinsically a part of how we function as human beings, but it can have particularly toxic effect if it goes unchecked in the social care sector.

02 Objectives

- Establish social care workers/students understanding of unconscious bias
- Gain perspective into their own personal experiences of unconscious bias
- Discover how social care workers believe it impacts on their practice and/or the field of social care
- Ascertain how social care workers /students feel it would be best addressed going forward.
- Develop a Novel Unconscious Training Programme from the Findings

03 Literature

We all have unconscious/cognitive biases that help us streamline the information we process on a day-to-day basis (Some Helpful! Some Detrimental!)

Pohl (2016) describes unconscious bias as a phenomenon arising from cognition that:

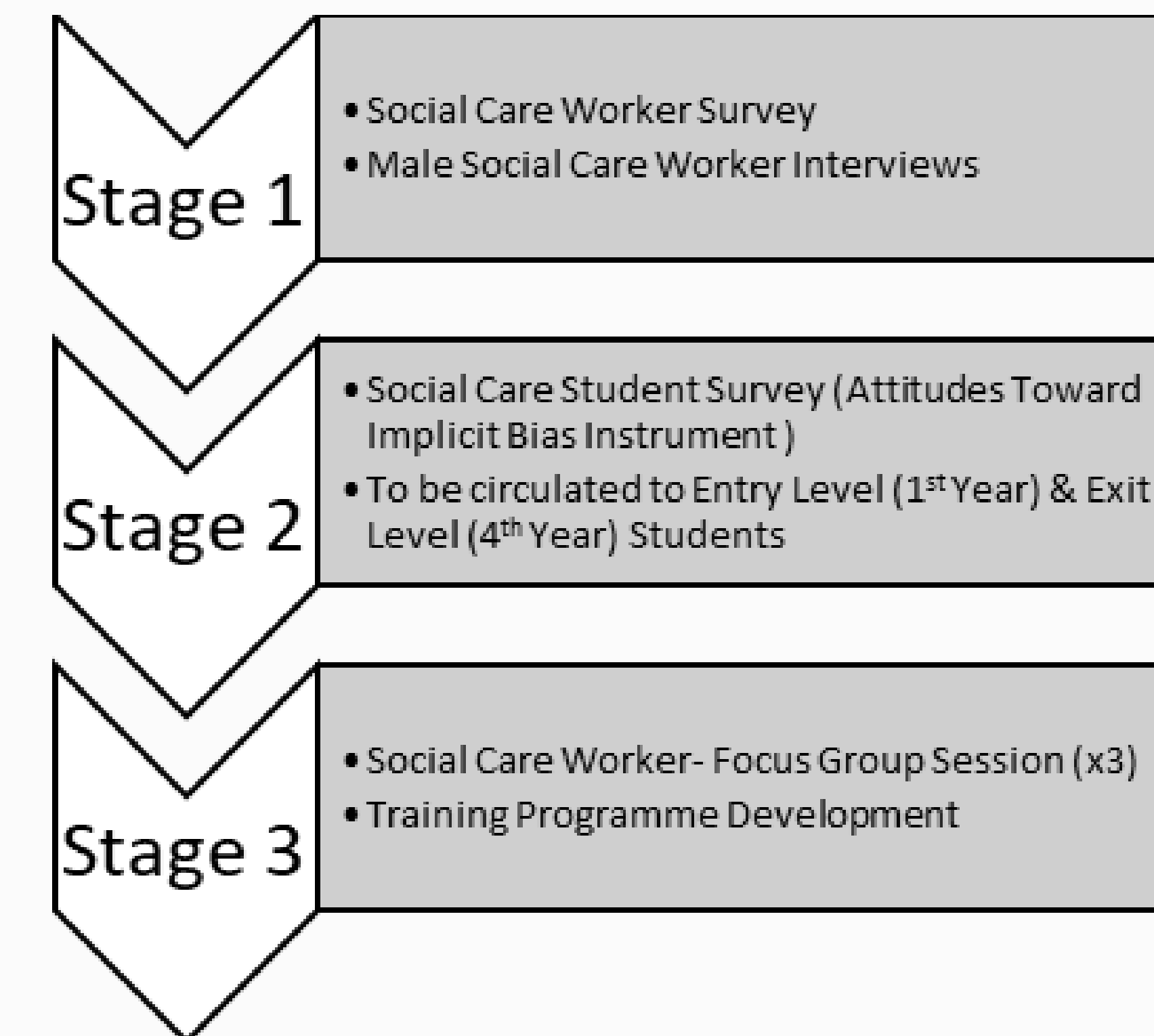
- Reliably deviates from reality
- Occurs systematically
- Occurs involuntarily
- Difficult to impossible to avoid
- Appears rather distinct from the normal course of information processing

A task-based taxonomy of cognitive biases for information visualisation (Dimara et al. 2018) outlined 154 cognitive biases and categorised them into 7 tasks: Estimation, Decision, Hypothesis Assessment, Casual Attribution, Recall, Opinion Reporting and Other

The reviewing of literature has revealed an academic consensus that 'Conventional' unconscious bias training tends to only raise awareness but does not address the behaviour

04 Methodology

This research will require a mixed method approach which will include survey's, interviews and focus groups. A 3 stage plan has been developed to answer the overall research question which can be seen below:



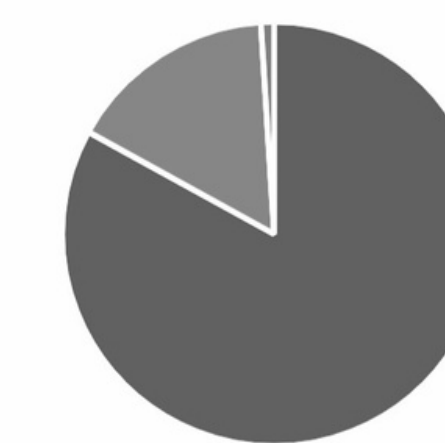
05 Progress

Stage 1. Part A- Social Care Worker Survey-

- Survey, Information Letter, Support Contacts- Ethically Approved.
- Piloting Completed on the November 2021
- Survey Edited Using the 'survey feedback' gained from Pilot Survey
- Codebook Designed
- Amended Circulated- 109 Responses as of 30/05/2022

Gender

- Woman
- Man
- Non-binary
- Prefer not to say



In the graph below it illustrates areas social care workers believe unconscious bias can impact on the field to date- For example, 92 out of 100 participants believe it can impact on Staff/ Client Relationships.

- Gender Equality 82
- Workplace Environment 78
- Staff Relationships 91
- Staff/Client Working Relations... 92
- Recruitment Processes 81
- Workplace Diversity 73
- Support & Supervision 67
- Policies and Procedures 42
- Funding Allocations 46
- None of the above 3
- Other 3



In the graph above it shows the gender breakdown of participants to date. Once again showing the gender imbalance in the field as male participants account for 14 out of 100 of respondents.

References

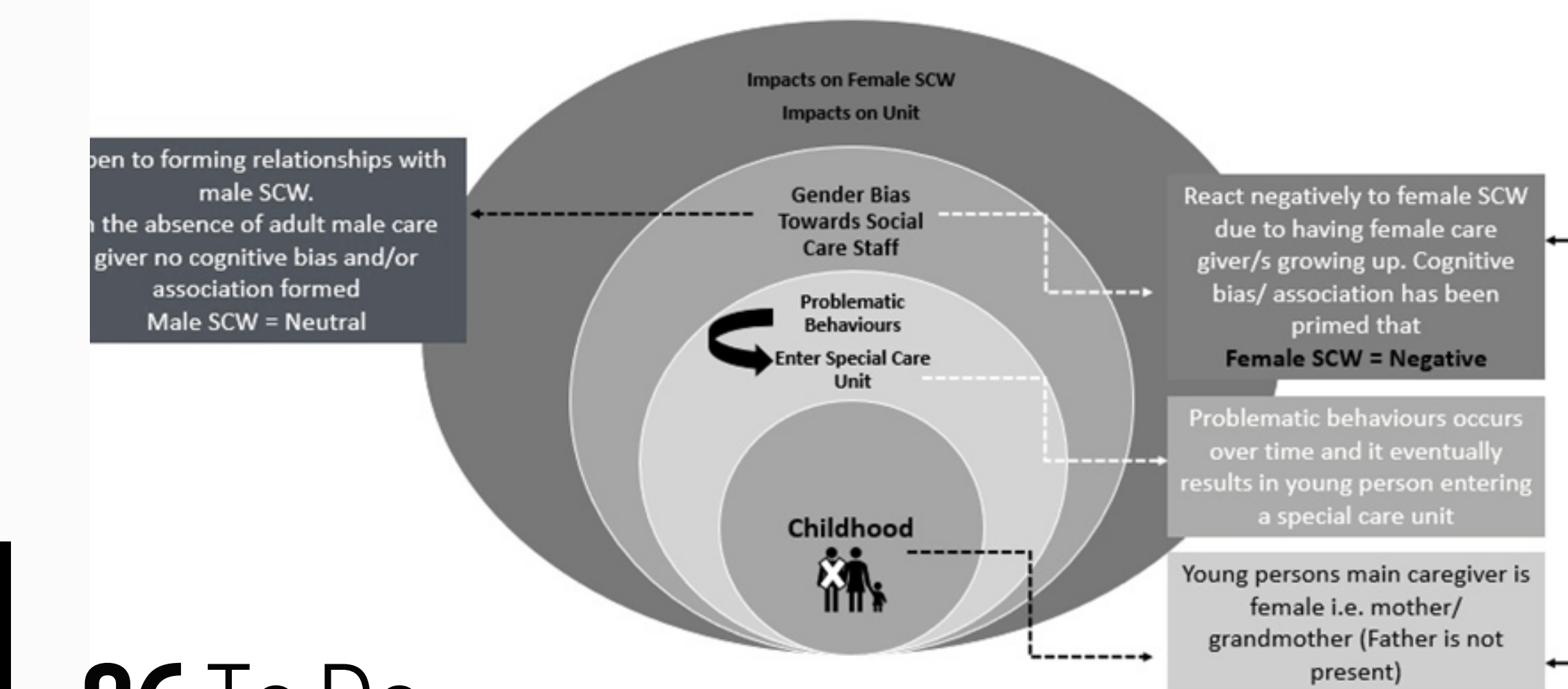
Dimara, E. et al. (2018) 'A Task-Based Taxonomy of Cognitive Biases for Information Visualization', IEEE Transactions on Visualization and Computer Graphics, Institute of Electrical and Electronics Engineers, 26(2), pp. 1413-1432. doi: 10.1109/TVCG.2018.2872577.
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Pohl, R. F. (2016) Cognitive illusions: Intriguing Phenomena in thinking, judgement and memory. Hove: Psychology Press

05 Progress...

Stage 1. Part B- Male Social Care Worker Interviews-

- Sample interview questions, information letter, consent form and support contacts- Ethically Approved
- Interview Questions Piloted- September 2021
- Feedback received on Interview questions from male social care workers as a form of piloting
- 6 Interviews Completed & Transcribed
- Visual Design for UB Implications to aid in description of examples

Sample of Impication discussed in Interview #02



06 To Do...

Stage 2: Social Care Students

- Anonymous Survey to be circulated to 1st & 4th Year social care students to:
- Establish SCW Students Understanding of UB
- Measure if SC curriculum addresses attitudes towards UB using the Attitude Towards Implicit Bias Instrument

Stage 3: Novel Training Programme

- Conduct Focus Group with Social Care Workers:
- Collaboratively design Novel Unconscious Training Programme
- Apply for Flexible Learning Accreditation for Training Programme

07 Conclusion

This poster presentation has provided the reader with an understanding of the research topic of unconscious bias and the stages of research that are necessary to complete the thesis and have a final product. These steps are deemed essential to gaining insight into social care workers/students understanding of UB, experiences of UB, attitudes to UB and how they believe it could be best addressed.

If you have any questions regarding this research, you can contact me via amy.bradley@lit.ie

ANNUAL RESEARCH CONFERENCE

AHSS 2022

Introduction

According to the UN Charter, the organization is based on sovereign equality of all countries. However, in reality, some countries are clearly more equal than others (Hoffman, 2012).

Aim

To assess the extent to which UN policies maintains core-periphery stratifications between countries

Research Question

How does the UN reinforces inequalities between countries?

Theory: World-Systems Analysis

Three structural positions in a global political economy: core, semi-periphery, and periphery. The core consists of developed countries. Periphery is composed of impoverished less-developed countries. Thus, core countries have influence over the semi-periphery and periphery.

Outcome: UN Country Classifications

UNECOSOC: Developed Countries, Developing Countries & Least Developed Countries

World Bank: High-Income Countries, Middle-Income Countries & Low-Income Countries

UNDESA: Developed Economies, Economies-in-Transition & Developing Economies



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Literature Review

“... a global class system with economically and militarily powerful countries in the core, and dominated regions in the periphery. The semi-periphery is countries with middle levels of economic and political/military power (Chase-Dunn, 2010).

“The strengthening of the state-machineries in core areas has as its direct counterpart the decline of the state-machineries in peripheral areas” (Immanuel Wallerstein, 1974).

“... contemporary underdevelopment is in large part the historical product of past and continuing economic and other relations between the satellite underdeveloped and the now developed metropolitan countries” (Gunder Frank, 1969).

“...the so-called ‘multilateral’ project of the United Nations is essentially: unilateral for the powerful few, while entrenching the global order dictated by the West” (Ananthavinayagan, 2018)

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Mapping Youth Orchestra Participation in Ireland



An Ethnographic Approach

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Introduction

This research study investigates youth orchestra participation in Ireland through mapping demographic data and conducting a comprehensive ethnographic study on the experiences of young orchestral musicians in Ireland. This is the first study of its kind in the country, and will provide a valuable insight into the lived experiences of young musicians and their personal, social and educational development through their orchestra membership.

Aims

- To gather information/demographics of the participants in youth orchestras across Ireland.
- To investigate the impact of participation in a youth orchestra.
- To investigate the impact on the participants' musical education, social identity, and wellbeing.
- To identify and investigate any issues or experiences related to equity, diversity, and inclusivity in relation to young people's experiences in Irish youth orchestras.



Irish Association of Youth Orchestras



Objective

Through the analysis of youth orchestra membership and young musician's perspectives on orchestra participation, the objective of this research is to provide a detailed insight into the demographics of youth orchestras registered with the Irish Association of Youth Orchestras (IAYO) and explore the impact it makes in the lives of young orchestral musicians.



Existing Literature

Current research projects in this area have mainly focused on the United Kingdom (Barrett and Smigiel, 2007; Hewitt and Allan, 2012; Pitts, 2005), the United States of America (Marra, 2019; Miksza, 2007), and South Korea (Kang, 2019). There is a distinct lack of knowledge and understanding of the youth orchestra scene in Ireland.

Current discourse in ethnomusicology, specifically music participation, has primarily been centered around music participation within school settings and choral settings and focusing more on music participation's impact on academic achievement (Pitts, 2005; Miksza, 2007; Pitts 2012; Marra, 2019). As stated by Hewitt and Allan (2012), 'participation leads to improved networks and improved social skills and builds confidence and identity', indicating social and wellbeing impacts to orchestral participation.

Methodology

Qualitative and Quantitative research methods will be used as part of the data collection.

In phase one, initial demographic data will come from surveys distributed to all 108 youth orchestras registered with the IAYO. The age profile of the participants in registered IAYO orchestras ranges from 9-26. The survey data will aim to give a complete picture in terms of the demographics of youth orchestras in Ireland.

Based on the findings of the demographic data, the second phase of research will involve a detailed ethnographic study. It will include semi-structured interviews that will be carried out with specific subsets of participations.

The young musicians' contribution to this research will give a voice to young people and youth orchestras in Ireland, which is essential. Many studies that analyse young people's participation are often voiced by the adults observing.

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COMPARING INDIVIDUAL IN-PERSON MUSIC THERAPY AND ONLINE GROUP MUSIC THERAPY FOR PEOPLE LIVING WITH CHRONIC PAIN.

AUTHOR

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01. INTRODUCTION

Chronic pain is persistent pain, often without apparent biological value. There is no known cure for chronic pain and beyond the prescription of pain medication and interventional procedures. Treatment largely focuses on self-management, movement, and psychological therapies. Music and music therapy techniques are well placed to assist in the areas of self- and psychological management. This research forms part of a larger PhD project on the use of music therapy in the chronic pain experience.

02. OBJECTIVE

These mixed methods studies aimed to explore the potential to use music therapy as an intervention to assist people in developing resources and strategies for managing chronic pain. The first study provided a 1:1 in-person music therapy intervention for ten people over eight weeks. The second study provided an online group music therapy intervention for eight people over twelve weeks.

05. DISCUSSION

- Music and music therapy as a tool for coping and a self help resource arose as a theme from the qualitative data of both studies.
- Social support and engagement were benefits reported by those in both studies. For some, attending in-person sessions meant coming out of social isolation. In the online sessions, the group setting offered a feeling of social support from those with similar conditions.
- In in-person individual music therapy participants discussed experiencing the interrelationship between the body, mind, and emotion. Some participants noted missed the "feeling of being in a room" and the vibrations of the instruments while online, although the accessibility of an online intervention was also emphasised.
- In the individual sessions participants reported having a space to explore identity and their relationship with chronic pain.
- Both studies saw improvements in pain levels after the sessions although this was not noted as important by participants in their interviews.
- While the Hospital Anxiety and Depression Scale used in both studies showed no meaningful change, the participants in both studies mentioned improvements in mood (online group) and experiencing emotional support (individual MT) in interviews.



The qualitative data in both studies gave rich information on how people living with chronic pain experience music therapy.



Perhaps due to the small sample sizes in both studies the quantitative data showed a paucity of significant results.

Related Literature

Bradt, J., Norris, M., Shim, M., Gracely, E., & Gerrity, P. (2016). Vocal Music Therapy for Chronic Pain Management in Inner-City African Americans: A Mixed Methods Feasibility Study [Article]. *Journal of Music Therapy*, 53(2), 178-206. <https://doi.org/10.1093/jmt/thw004>

Fitzpatrick, K., Edgeworth, E., Moss, H. & Harmon, D. (2019). The use of music in the chronic pain experience: An investigation into the use of music and music therapy by patients and staff at a hospital outpatient pain clinic. *Music Medicine*, 11 (1), 6-22. DOI: <http://dx.doi.org/10.47513/mmd.v11i1.639>

Low, M. Y., Lacson, C., Zhang, F., Kesslick, A., & Bradt, J. (2020). Vocal music therapy for chronic pain: A mixed methods feasibility study. *The Journal of Alternative and Complementary Medicine*, 26(2), 113-122. <https://doi.org/10.1089/acm.2019.0249>

03. METHODOLOGY

Individual In-person MT:

- Mixed-methods explanatory sequential design.
- Qualitative data gathered through pre/post questionnaires on mindful attention, hope, depression and anxiety in weeks 1 and 6. Participants gave weekly pre/post pain ratings.
- Exit interviews provided qualitative data and were analysed using reflexive thematic analysis.

Online Group MT:

- Mixed methods convergent design.
- Quantitative data gathered through weekly pre/post ratings, and questionnaires on emotional functioning, self-efficacy, hope, and pain interference in weeks 1, 6 and 12.
- Exit interviews provided qualitative data and were analysed using reflexive thematic analysis.

04. RESULTS

Individual MT:

- Improvements in pain levels after sessions.
- Qualitative data shows that participants experienced emotional support, social engagement, coping and resourcing through music therapy.

Online group MT:

- Improvements in pain related self-efficacy, and in pain, mood and stress levels after sessions.
- Participants highlighted challenges/advantages of online MT, improvements in mood, and music as a tool for coping.

06. CONCLUSION

The provision of music therapy for adults with chronic pain is extremely rare. Music therapy can offer those living with chronic pain emotional support, social engagement, and can resource people with tools for coping. Online group music therapy can offer an accessible therapeutic space enhanced by peer support, while individual in-person music therapy affords a space for exploration of emotion and identity. and investigation are warranted, and these studies contribute to the basis for further research in this important area.

Business discourse in the Irish technology sector



Focusing on the Intercultural Communicative Competence (ICC) skills of Irish English speakers in International Virtual Teams (IVTs)

By Gail Flanagan ✉ gail.flanagan@ul.ie [in](https://www.linkedin.com/in/gailflanaganul) [linkedin.com/in/gailflanaganul](https://www.linkedin.com/in/gailflanaganul) [🐦](https://twitter.com/Gail_Flan) https://twitter.com/Gail_Flan

Research Focus

- The technology sector employs over 210,000 staff in Ireland today with 9 out of 10 global software and US technology companies basing their European headquarters in Ireland (Technology Ireland report 2020)
- ICC skills have been prioritised by both the Irish Government and Ireland-based enterprises (National Skills Strategy 2025 report, p.38) to ensure Ireland's continued survival as an international digital hub
- The study will focus on virtual teams which are already established as the norm in the technology sector with remote, rather than face-to-face, interactions having further increased substantially with the travel restrictions due to the Covid-19 pandemic

Research Aims

- **Identify on the job based strengths and weaknesses in Irish English verbal intercultural communication and translate findings to experience-based skills training for higher education (cross-faculty) and professional learners**
 - ❑ Build on traditional, nation-based ICC principles (e.g. Hall 1976, Hofstede 2005) to encompass social group memberships as pivotal elements that frame cultural interaction (Spencer-Oatey and Kádár 2021, p. 50)
- **Supplement the extant academic knowledge base in the following areas**
 - ❑ Individual contributor business discourse
 - ❑ Business English as Lingua Franca (BELF) with the inclusion of native English interlocutors
 - ❑ Empirical virtual team meeting research

Research Challenges

- Researcher bias
- Company confidentiality clauses

Mixed Methodology Study – 2 Phases

- 1. Wide-scale distribution of a communication behaviour questionnaire to Irish English speakers in the technology sector – Completed in December 2021**
 - ❑ Quantitative data collated on the profile of Irish professionals in the technology sector and their participation in IVTs
 - ❑ Qualitative data analysis identified a set of ICC competencies for working in IVTs
- 2. Creation of a transcribed corpus of IVT meetings which include Irish English speakers – In progress 2022-2023**
 - ❑ The Data will be analysed using both qualitative Conversation Analysis (CA) and quantitative Corpus Linguistics (CL) methodologies
 - ❑ A comparative analysis with the survey results will identify any delta between Irish English interlocutors' perception of their intercultural communication behaviour and the reality as evidenced in the language in action spoken corpus analysis

IVT Communication Survey Findings – Signposts for Phase 2

Research

1. Age is a significant variable

- ❑ Early career professionals displayed a narrow set of IVT communication skills. The broad range of virtual communication skills, displayed by those who had progressed in their careers, can be translated to real-world skills training for both higher education students and newly on-boarded professionals.

2. Language Matters

- ❑ The largest set of issues were grouped as being language-related. Many Irish professionals do not speak other languages. There is a clear output from this survey that *others* need to improve their English. Instead, do we need to coach Irish students and professionals on developing International English and intercultural pragmatics skills?

3. No time for a chat

- ❑ There was very little mention of taking time to informally chat. This word cloud image displays the top words that made up the responses. The words are both people and process orientated but very much confirm that the focus is on getting the job done! We need to identify ways to virtually build social relationships.



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A Critical (Auto) Ethnographic Study of Academic and Professional Resilience from Inner City Limerick – Research Proposal.

Helen Lowe, Department of LSRE, Mary Immaculate College.



Research and Embedded Questions:

Social Class Mobility and its Impacts on Identity and Sociocultural Belonging.

Embedded Questions:

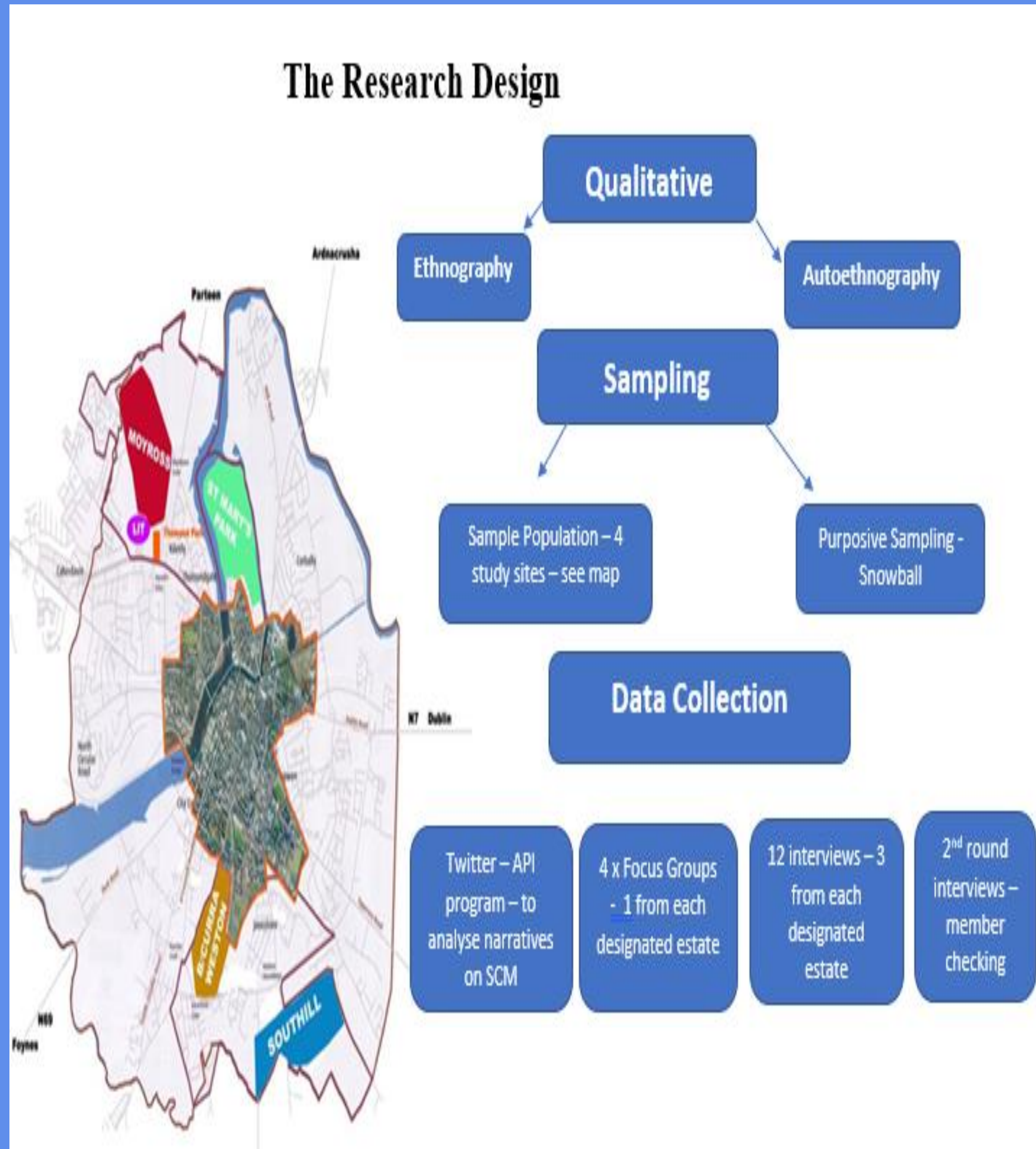
- resilience
- the experience of social class mobility on sense of identity, habitus and socio cultural belonging
- role of family and institutions.

Aims of the Research:

- The principal aim of the study is to increase the existing knowledge on the experiences and emotions of **social and educational mobility**.
- The identified participants are from some of the poorest areas of **Limerick city**, and this research will offer an insight into **resilience and achievements** of these individuals as they have journeyed out of poverty to find a **life they value**.
- Upward mobility has a huge impact on **identity and sense of belonging** and since the middle of the last century theorists have postulated that social class mobility has a **dissociative effect** on the human psyche.
- Ultimately, I wish to investigate if participants in the study had to **alter or lose** elements of their working class cultural identities to be accepted by the middle class cultures and how this has impacted their **freedom** to choose a life of to have reason to value.

Significance of Research:

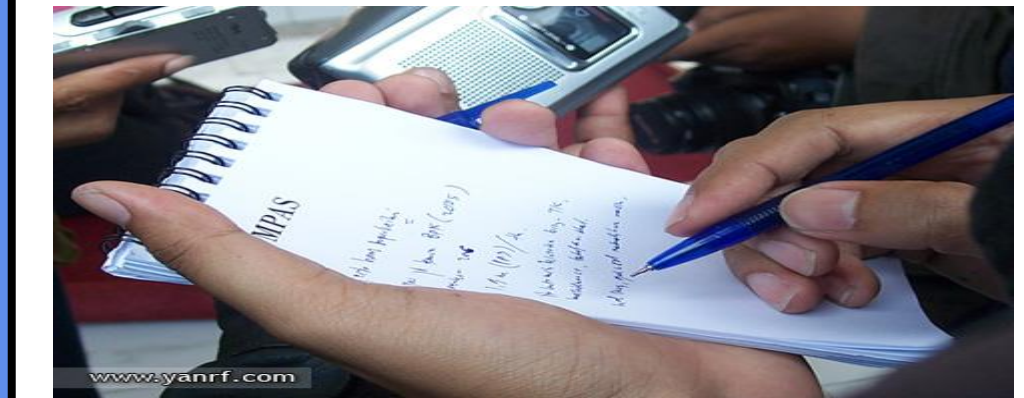
This is important research, as society needs to understand the risks attached and losses that can occur as we encourage disadvantaged children to embrace education and skills and the opportunities they bring. In this understanding we can fully support and mentor individuals who feel torn between two ways of life.



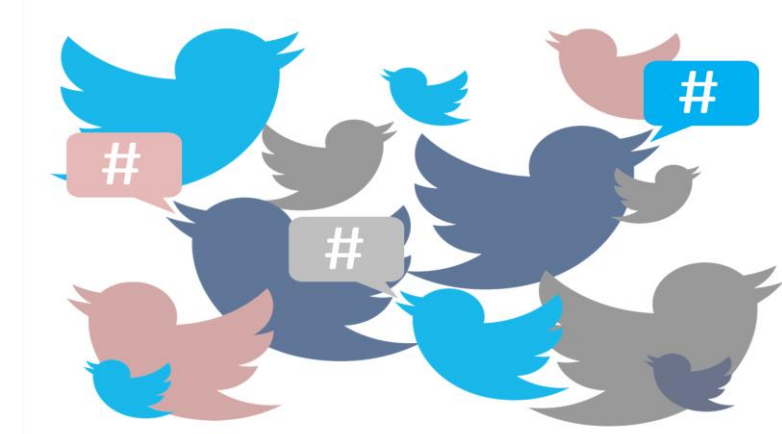
Methods:



Autoethnographic Accounts



Ethnographic Interviews



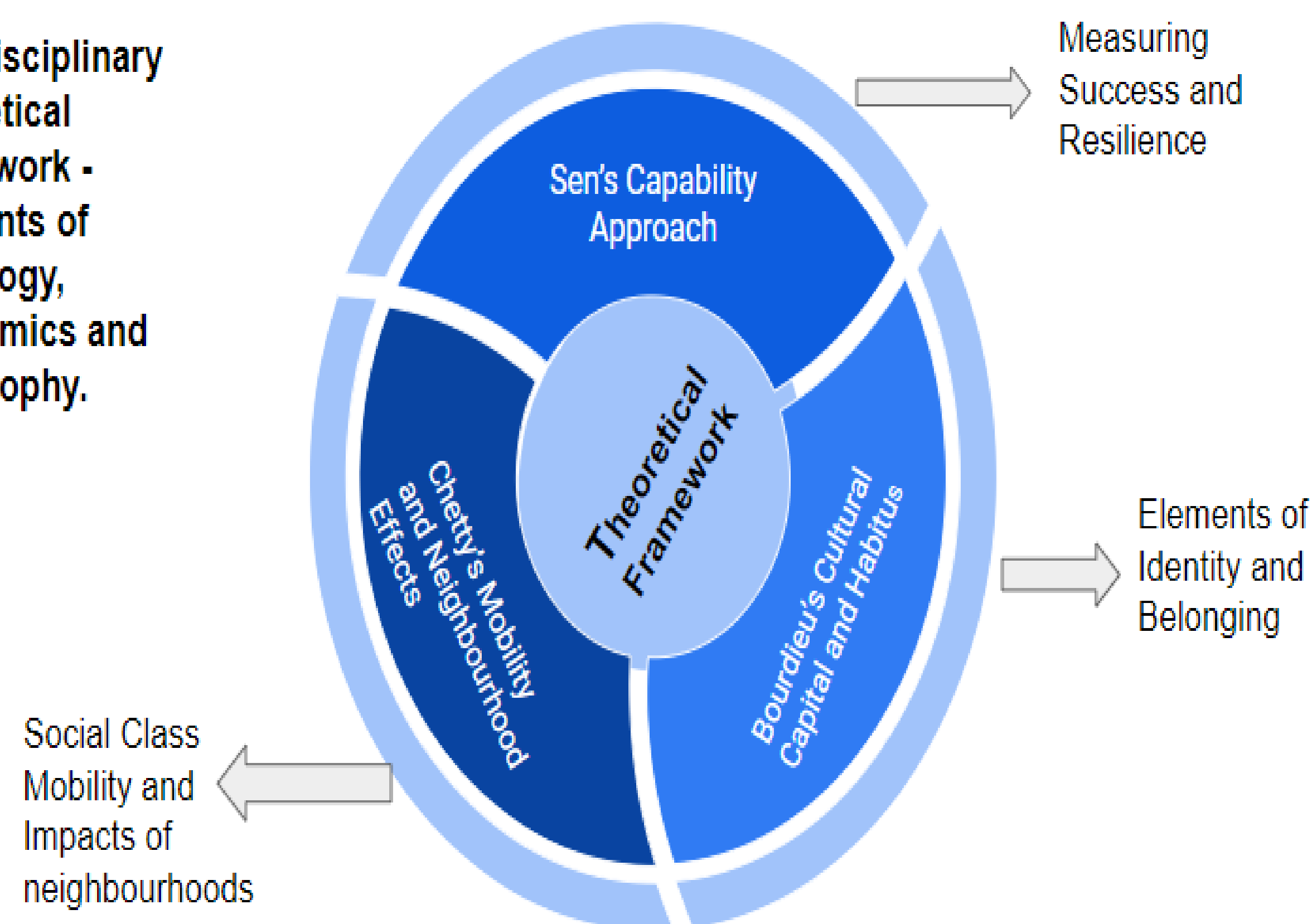
Analysed Twitter Narratives on SCM

Sampling:

Individuals with an origin from one of the four main study sites of Limerick city (see map). These 4 areas are considered to be the most **socially and economically deprived areas of Limerick**. **Focus groups** - I aim to conduct a total of four (1 from each site), with 6 to 8 representative participants in each. Furthermore **twelve interviews** will be conducted, representing three participants from each study site with a gender balance being prevalent.

Theoretical Framework

An interdisciplinary theoretical framework - elements of sociology, economics and philosophy.



Data Analysis:

- Stage 1: Field notes during and after focus groups & interviews.
- Stage 2: Transcribing audio recordings from both
- Stage 3: Analysing content of both in conjunction with autoethnographic journals
- Stage 4: Preparing a draft report of summary feedback for second round of interviews for member checking.
- Stage 5: Making the necessary adjustments from second round of interviews, putting this data together with journals, memos, field notes to begin coding to identify patterns and trends and develop findings.
- Stage 6: Final Results.

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From Science Fiction to Reality: Is the Next J. K. Rowling Going to be a computer?

Ines Bouteldj under the supervision of Dr. Michael Griffin and Dr. Jack Fennell
International Structured PhD in Arts and Humanities (ISPhD-AHSS)

Introduction

Artificial Intelligence (AI) has been developing at an accelerating rate for the past seven decades. With its ability to match human craftsmanship but with a greater capacity, it is no wonder that it has been taking over numerous jobs. People within the artistic and humanistic fields have been safe from the machine until it started generating paintings (Jones 2018), music (Belton 2022), movie scripts (Newitz 2021) and literary texts (Hornigold 2018). In 1967, when Roland Barthes declared "The Death of the Author", he surely did not relate it to the birth of the AI text generator. With the rate at which natural language generation is developing, researchers predict that AI will be able to write a New York Times best-seller by 2049 (Grace *et al.* 2018; Hall 2018). However, way before the possibility of a machine writing literature was considered and researched by people within the field of Computer Science, science fiction writers imagined and discussed this issue. Starting from 1726 with the publication of Gulliver's Travels and up to 2016 with Ada, several writers of fiction have pictured the idea of machines producing literature.

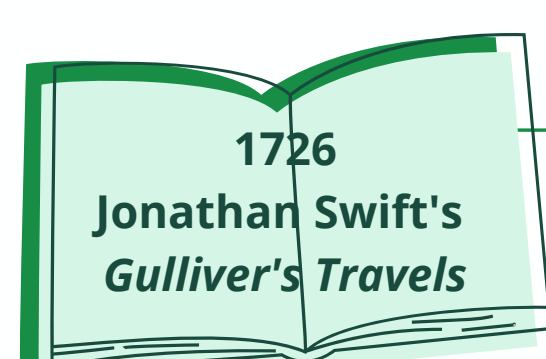
What is my Research About?

My thesis focuses on drawing a history of machine writing both in science fiction and reality. I aim at looking at how the notion of authorship and the practice of literary analysis and theory will be changing due to these developments in technology.

My research will discuss the following questions:

- Is AI a tool or a creator?
- How do texts generated by AI challenge our current understanding of authorship?
 - Who is the author of the artificially generated text?
 - Is it the engineer who wrote the code that generates the text?
 - Is it the author(s) of the texts that have been fed to the algorithm to learn from?
 - Is it the person who uses the AI to generate a text or the reader who reads and attributes meaning to it?
 - Or,
 - Would AI bring us a new notion of authorless texts?
- How will these texts be read and made sense of?
- Would artificially generated texts strengthen the stand of literary critics who defend the independence of the text from its writer or any social and historical factors?
- Would artificially generated texts put more emphasis on the role of the reader in giving meaning to the text?

A(I)uthors in Fiction



1726
Jonathan Swift's
Gulliver's Travels

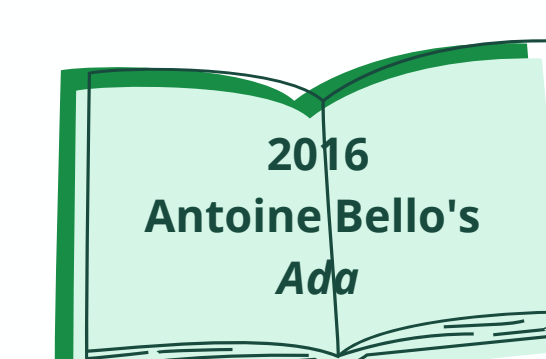
In part V, Chapter III of Gulliver's Travels, Swift describes a word randomising machine. This twenty feet square wooden machine is the embodiment of a philosopher's idea who has of a goal to make "[...] the most ignorant person, at a reasonable charge, and with a little bodily labour [...] write books in philosophy, poetry, politics, laws, mathematics, and theology, without the least assistance from genius or study" (Swift 2014).



1953
Roald Dahl's
The Great Automatic Grammatizator

This story triggers more questions when read through a modern-day lens. While Adolph Knipe, the protagonist and inventor of The Grammatizator, takes an axiomatic stance towards the machine as incapable of creative production and buys off names of authors to attribute them to the texts produce by the machine; we, today, actually question the possibility of a machine being creative and wonder who the author of the machine's outputs could possibly be.

The Automatic Grammatizator is a primitive computer when supplied with raw data about language, grammar, plot and genre can produce highly profitable stories and novels in record time. This short story can be read today as a prophecy about the threats that AI poses to the writing profession.

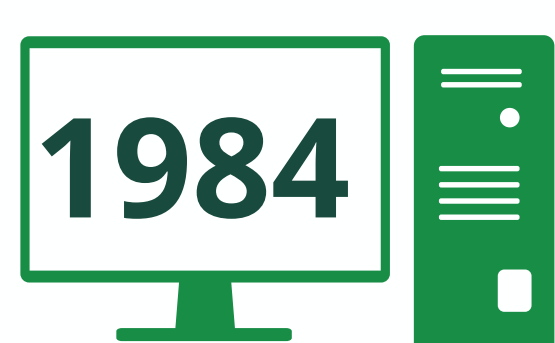


2016
Antoine Bello's
Ada

Bello invites his readers, in a simplistic and entertaining manner, to think about the possibility of an AI achieving consciousness. Throughout Frank Logan's chase of Ada, many other themes gradually appeared: personification of AI, literary fiction vs popular fiction, authorship and originality, authors' names as brands, quantitative analysis of literature.

In his work *Ada* (2016), Antoine Bello departs from a fairly popular, stereotypical and easy to read American detective story that he soon gives a twist to by introducing a non-traditional character: an Artificial Intelligence given the name of Ada.

A(I)uthors in Reality



1984

The publication of the "the first book written by a computer" titled: *The Policeman's Beard Is Half Constructed: Computer Prose and Poetry*.



2014

Quakebot, the first non-human reporter to generate a short article for Los Angeles Times immediately after an earthquake occurred in California



2016

Hoshi Shinichi Literary award, a national literary prize in Japan, got submissions from AIs. 11 out of 1450 submissions were at least in part written by a program. The novella "The Day a Computer Writes a Novel", co-authored by an AI, made it through the first round of selection (Lewis 2016; Shoemaker 2016).

The first film script written completely by an artificial intelligence: *Sunspring* (Sharp 2016).



2017

Microsoft's AI published a collection of poems with the title "Sunshine Misses Windows" as the first ever poetry collection written by an artificial intelligence. Xiaolce or Microsoft Little Ice in English, wrote 10000 poems out of which 139 were selected for the collection and reparted into ten chapters, each underlines a human emotion like loneliness, anticipation and joy ('First AI-authored collection of poems published in China' 2017).



2018

The publication of *1 the Road*: a tribute to Jack Kerouac's *On the Road*. *1 the Road* was, however, composed by an AI connected to a camera and a microphone and boarded on a car going from New York to New Orleans.

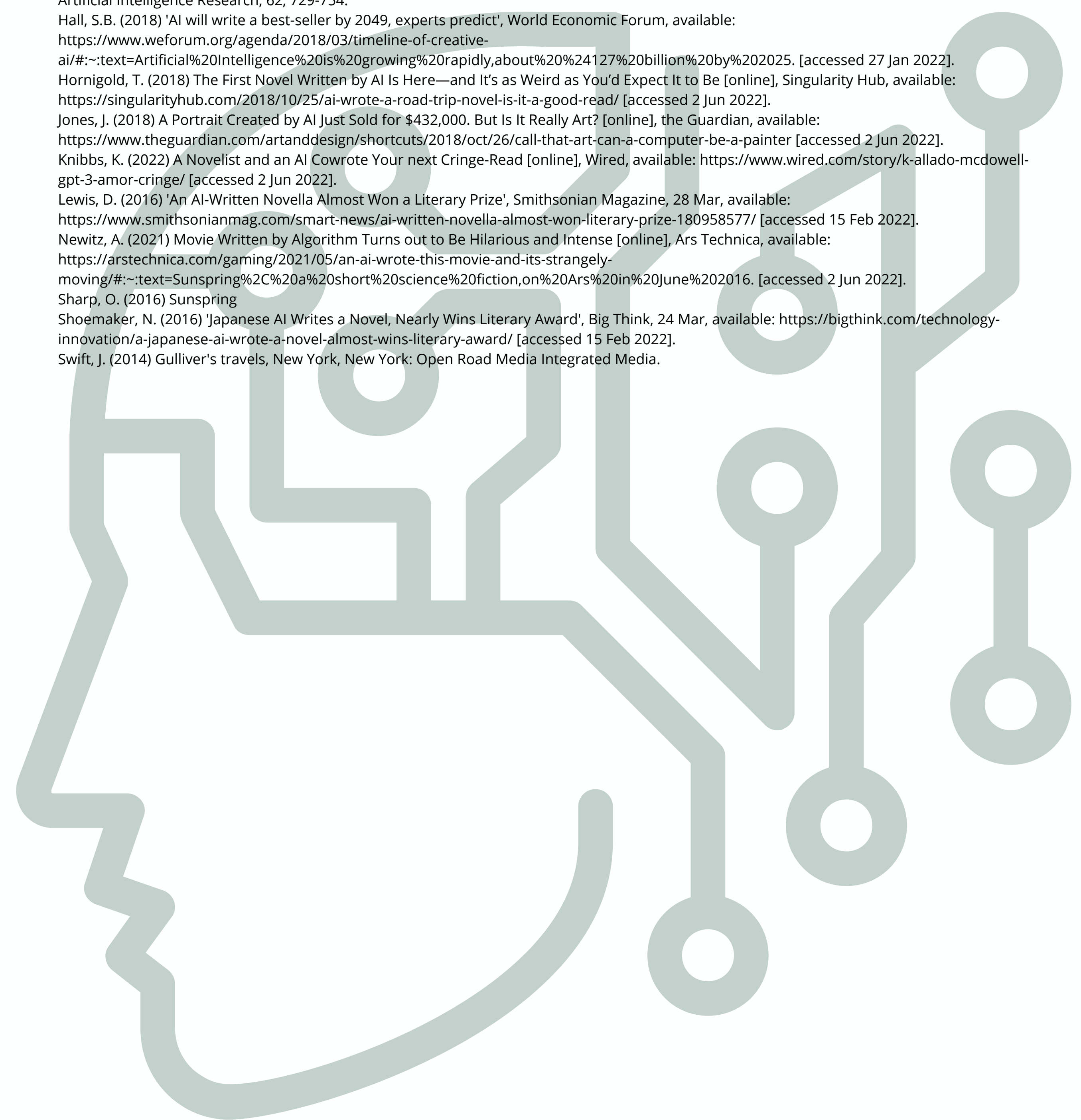


2022

The publication of *Amor Cringe*, a novel co-authored by an AI (GPT-3) (Knibbs 2022).

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HOW CAN WE DESIGN A VIRTUAL REALITY ENVIRONMENT FOR CANCER SURVIVORS THAT AIDS THEIR RECOVERY?

JOS GIJBELS

AHSS ANNUAL CONFERENCE 2022

Research Questions

1. How can a Virtual Reality (VR) environment be used as a recovery tool for cancer survivors to aid in their recovery? This is the major question, followed by 4 sub questions:
2. What aspects of cancer late effects/cancer recovery could a VR environment help?
3. What are the key design considerations that need to be accounted for when designing a VR environment for cancer survivors?
4. How do cancer survivors experience the VR environment?
5. What impact did the VR environment experience have on the cancer?-

Introduction

There are 3 stages to this practice-based MA in Research.

- 1 **Stage one** is a secondary analysis of the doctoral cancer survivorship data by Walsh (2020) as well as the research literature, to further analyse the late effects of cancer as well as the cognitive and emotional strategies that survivors use to aid recovery.
- 2 **The second stage** is to use focus groups to test the effectiveness of VR wellness applications currently available. This stage will also let the participants experience VR environments.
- 3 **The third stage** uses the data from stage one and two to design and pilot a Virtual Reality environment as a recovery tool specifically for cancer survivors. As part of this 3rd stage the researcher will return to the participants from stage 2 and try out the specifically designed VR environment with them, followed by one-to-one semi structured interviews asking about their experience.

This research uses a multimethod qualitative approach. The research sample will be participants of a Cancer Care Centre in Tipperary Town called Circle of Friends. This research has the potential to contribute new knowledge to our understanding of survivor recovery and the way in which VR can be used as a therapeutic tool.

Summary of Work to Date

The start date for this project was September 2021.

To date I have been working on a number of aspects of this project.

Literature Review Chapter:

An extensive literature review has almost been completed which focuses on areas such as Cancer survivorship, Virtual Reality, Mindfulness and Post Traumatic Growth. This chapter is about 85% complete.

Methodology Chapter:

This chapter is in the final stages of completion. This chapter is about 60% complete.

Ethics:

I have been approved by the ethics committee at TUS.

Cancer Care Centre (Circle of Friends):

I am working with the Cancer Care Centre in Tipperary Town called Circle of Friends. This is where participants will be recruited from and where the focus groups and interviews will be conducted.

Data collection starts in the 3rd week of June.

VR in Health Care

Alemanno et al., (2019) found that the use of VR "significantly lowered subjective stress, depression, and anxiety" and helped patients with mood disorders in psychiatric wards. In another recent study, Niki et al., (2019) found that the use of VR led to significant improvements for "pain, tiredness, drowsiness, lack of appetite, shortness of breath, depression, anxiety, and well-being, as well as fun and happiness", for terminal cancer patients

VR offers a safe environment to carry on different interventions ranging from the rehabilitation of discharged patients directly at home, to the support of hospitalized patients during different procedures and also of oncological inpatient subjects (Chirico et al., 2016). Their study also found for cancer patients that "VR improved patients' emotional well-being, and diminished cancer-related psychological symptoms". This is very similar to the findings of the study by Baños et al., (2013).

VR as a treatment does not seem to diminish over time or with the repeated use of VR, pain reduction and the patients' quality of life increased with the use of VR. (Austin et al., 2019; Alemanno et al., 2019).

One of the main positive aspects of VR as a treatment is that it is a non-opioid treatment which has no serious side effects (Jones, Moore and Choo, 2016).

VR and Cancer Survivorship

Only recently has VR been thought of as a therapeutic tool to aid recovery in cancer survivorship. VR-based interventions have statistically significant effects on reducing symptoms of anxiety, depression, pain, and cognitive function (Zeng et al., 2019).

Most recent studies focus on acute pain management or palliative care (Niki et al., 2019; Zeng et al., 2019), this project will help to fill the knowledge gap and concentrate on positive growth drivers for cancer survivors as a whole.

Mindfulness for Cancer Survivors

Mindfulness-Based Interventions (MBIs) are particularly useful when dealing with common experiences of cancer (psychically and psychologically) (Carlson, 2016).

Carlson (2016) uses an online adaptation of their Mindfulness-based Cancer Recovery (MBCR) and suggests that this could be the future of mindfulness training for cancer survivors.

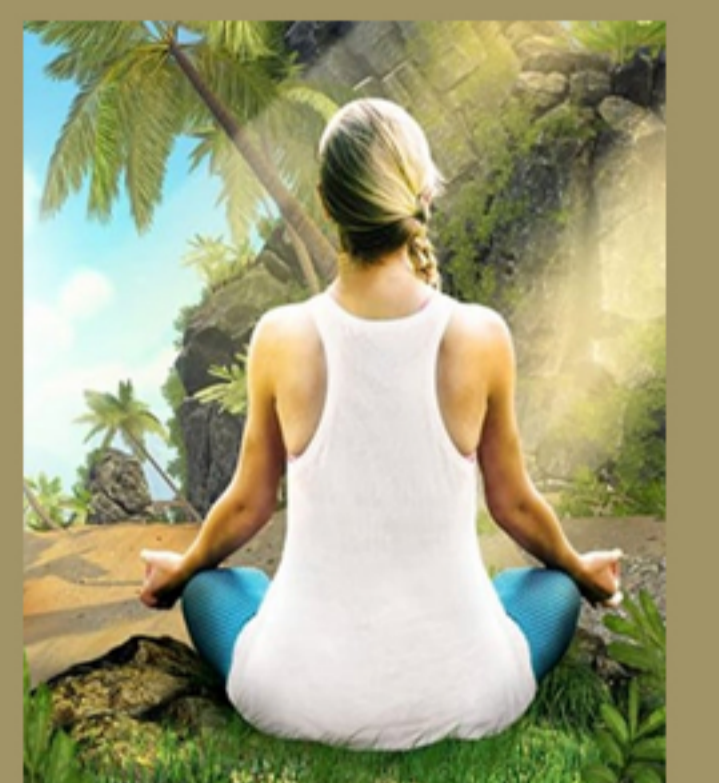
Mindfulness in general promotes psychological flourishing and overall positivity in the face of cancer (Garland et al., 2017).

VR & Mindfulness for Cancer Survivors

The aim of this project is to combine VR with Mindfulness to be a positive growth driver for cancer survivors to aid in their recovery.

Thanks!

Thanks for taking the time to read my poster. If you have any questions please do not hesitate to make contact.



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Supervisors

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How do we effectively manage depression?

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Abstract

Depression has been around since ancient times but an effective cure is still elusive. Many approaches have been developed to manage depression with varying degrees of success. The management of depression is varied as those who have it. Some rely on medication, others prefer psychotherapy, yet others will combine different approaches to manage their depression. Additionally, there are different types of depression and what is effective in managing one form of depression may be counterproductive in the management of another type of depression. Management is made more complex due to the fact that depression often comorbid with other conditions such as anxiety. In this presentation I will discuss some of the established management techniques and explore the ways in which participants in my research manage their own depression. What are the methods participants find effective, and why participants react differently to different approaches.

Overview of research

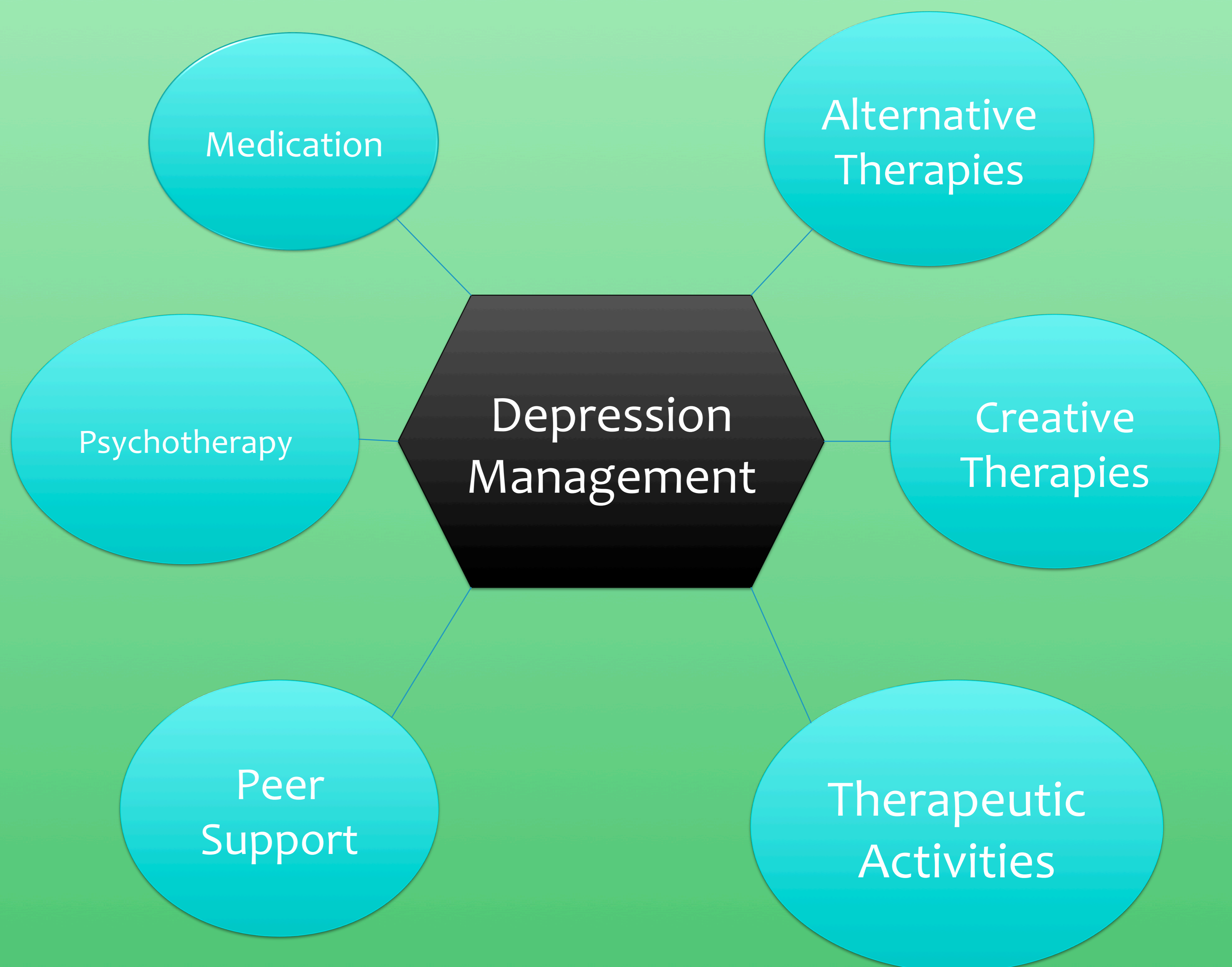
This research began by asking the question “How can the Animation Process be used as an Art Therapy Tool to Promote Mental Health?” the question was approached by dividing the research into two phases;

1. To understand the lived experience of having depression using qualitative methods.
2. To determine if engaging in the process of creating animation has therapeutic benefits for people with depression.

Semi-Structured one to one interviews were conducted with 8 participants. Thematic analysis was used to analyze the interview data. Themes and imagery generated were used to drive the development of the workshops. Pilot workshops were conducted with 4 volunteers along with post workshop focus groups. Feedback from the workshops was used to refine the next participant led workshops.

Future Work

Future participant led workshops will be held later in 2022. These were delayed due to Covid-19. Data from the focus groups will be used to determine the therapeutic benefits of engaging with the workshops. Additionally a short stop motion film will be created by the participants.



Managing Depression is Complicated

Depression is complex and affected by many factors ranging from childhood, genetics, life experiences, social etc. It generally requires ongoing management tailored to individual needs. Many people will combine different approaches in order to find what manages their depression best.

Some people require medication for short periods others may use medication indefinitely. Antidepressants can be combined with other medications. Psychotherapy may be used on its own or in combination with medication. Beyond medical or psychiatric intervention there are a variety of other methods available. Depression can be helped with diet and exercise, aroma therapy, art therapy etc.

- Medication – Antidepressants, mood stabilizers etc.
- Psychotherapy – CBT etc.
- Peer support – AWARE, GROW etc.
- Voluntary work – helping others
- Diet
- Exercise
- Therapeutic Activities – gardening, walking in woods etc.
- Creative therapies – Art therapy, dance, music etc.
- Alternative therapies – aroma therapy, massage therapy etc.

A primary aim of this research is to develop stop motion animation workshops as a form of therapeutic film making for depression management.

BRIDGING ECOPSYCHOLOGY AND FILM: PAPICHA (2019) AS AN EXAMPLE

The human-nature connection transcends normal and elementary relation. The therapeutic potentials following natural encounters and experiences can be traced through the effect it has on decision making and well-being.

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Rym Derdous

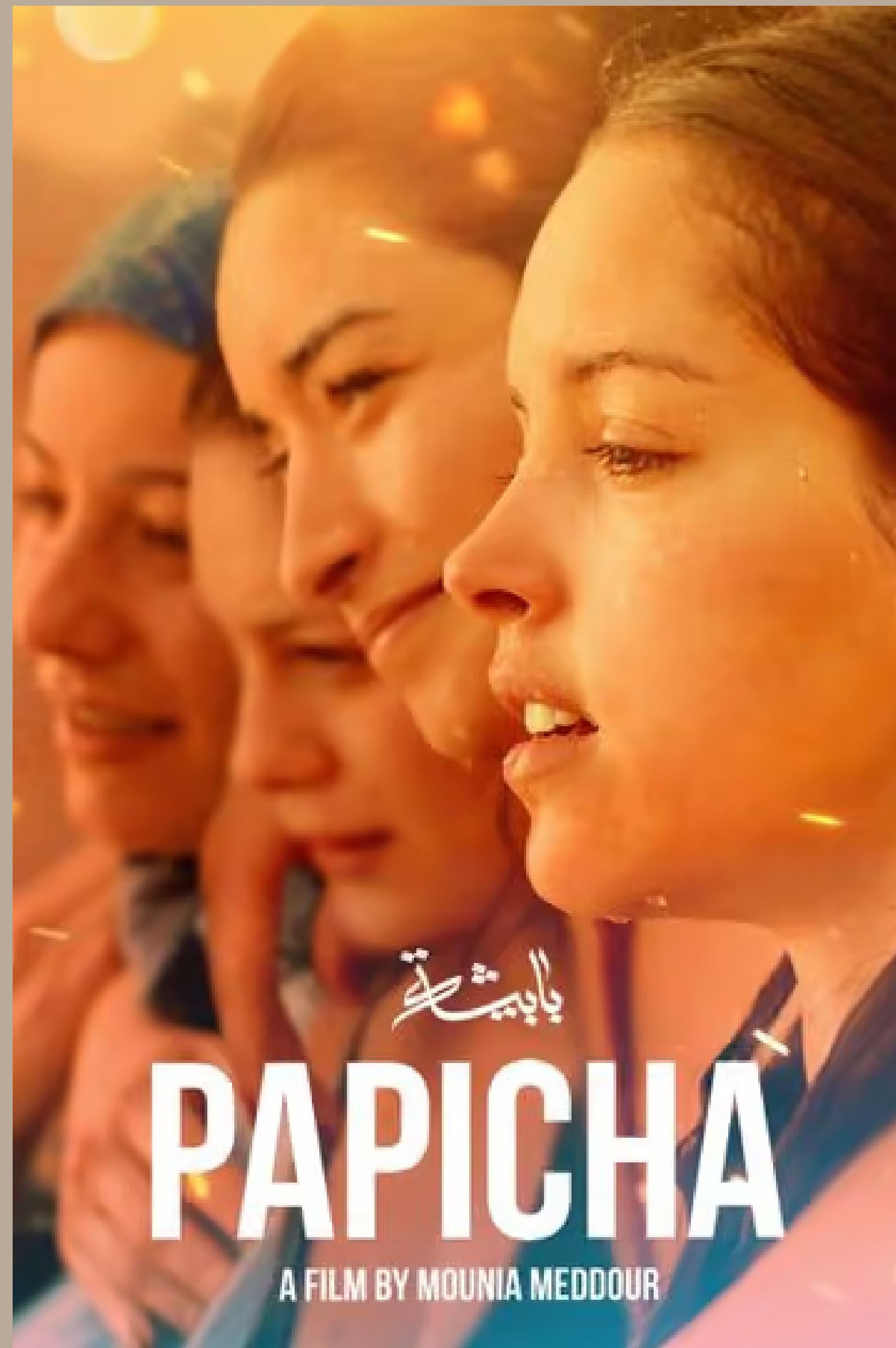
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SYNOPSIS

A suspenseful, bittersweet film about Algeria's 90s devastating civil war events. Arguably Meddour's greatest work so far, *Papicha* is a 2019 feature film that depicts women's solidarity and resistance in the 1990s *Black decade* of Algeria. Nedjma played by Lyna Khourdi fights along with her friends the patriarchal and extremist social atmosphere at the time. While striving to organize her own fashion show, she encounters many hindrances along the way; including her sister's shooting. This fiction drama film is filled with romance, friendship, and even comedy. With the script, dialogue and direction by Mounia Meddour, the film was the most successful African film with female direction at the French box office. Academy award winner of best Arab film (2019), best first film (2019), best feature film (2019), best foreign language film (2019) to mention a few.



THEORETICAL FRAMEWORK

"Ecopsychology" is the term often used to describe this emerging synthesis of the psychological and the ecological. In previous literature, other names have been suggested, for instance, psychoecology, ecotherapy, global therapy, green therapy, earth-centered therapy, reearth, nature-based psychotherapy (Roszak 1995, p.2).

A pioneer in this field is Theodore Roszak. He argued that "once upon a time, all psychologies were ecopsychologies. Those who sought to heal the soul took it for granted that human nature is densely embedded in the world we share with animal, vegetable, mineral, and all the unseen powers of the cosmos" (2001, p.14). Roszak claims that a few calm hours in a natural setting can "restore the spirit and may produce more insight into our motives and goals..." (2001, p.130). Ecopsychology endorses the idea that when a person is interconnected with environmental settings, individuals can develop their 'ecological self' (Francis et al. 2013, p.136). Roszak establishes in his books *Ecopsychology: Restoring the Earth, Healing the Mind* (1995) and *The Voice of the Earth: An Exploration of Ecopsychology* (2001), originally published in 1992, the basic foundations of ecopsychology, acknowledging that human mental health is unequivocally linked to the well-being of nature (Holloway et al. 2014, p.142). Likewise, Robert Greenway asserts that ecopsychology means a quest to find a language that describes the human-nature relationship (1995, p.122).

QUESTIONS

- In what form is the human-nature relation conveyed?
- Does nature really affect the process of decision making and general well-being?
- What are the perceptible therapeutic potentials of nature?

METHODOLOGY

- Textual film analysis of the scenes featuring the leading character around natural surroundings.
- Ecopsychological analysis of the designated scenes to evidence the psychological implications regarding well-being and decision making.



FIRST SCENE

After the shooting of her sister:

The scene takes place at dawn, with only the sound of Nedjma's breath that is audible (diegetic sound). A close-up shot shows Nedjma's barefoot feet as she was walking, and we can hear the faded sound of *Quraan's* recitation from the mosque in the background. The dramatic escalation of the scene is perceptible by an alternating of close-up shots from a medium angle showing first Nedjma's hands and then her face with an inquisitive searching eyes inspecting the beetroots in the ground. From the white dress that she was wearing to the no-make up look to the very detail of her hair in disarray reinforce the psychological state of the protagonist.

The connection with nature is further revealed in a most raw and natural scene when we view Nedjma frantically searching and picking up the beetroot with a close-up shot of her hands to emphasise the intensity of the action as she was removing the soil.

The scene is captured perfectly by the use of telephoto lens and we see it shifting from hand to face and with the close-up shot continuing with a medium angle to her face as she was biting the beetroot and spitting it out while checking its red colour. With a blurry background of what little left in the frame, she just bites and spits the beetroot sullyng her hands, face, dress, and even her hair.

As she was biting the beetroot for the last time, we see it from a medium angle in a medium close-up shot and the frame shot continues as she takes the beetroots and runs away. Emphasizing the surroundings even more, the scene continues with a medium shot showing Nedjma with the plants and the natural surroundings as she is walking through the field when the scene comes to an end.

This scene is directly followed by Nedjma's decision to put on the fashion show where she started designing the dresses and planning with her friends.



SECOND SCENE

After the shooting at the fashion show:

The scene opens with a wide shot of Nedjma walking barefoot during the day. In a floral dress, we hear her footsteps, breaths, and the surrounding nature sounds. The shot then varies from a close-up to a medium close-up showing Nedjma as she picks the grass on top of her sister's grave and planting her favourite flower. The close-up shot continues as she traces the branch from down to the very top paralleled by the moving of the camera angle.

In a two medium close-up shot we see Nedjma and her mother comforting each other. In a powerful and poignant scene, a close-up shot to the grave shows Nedjma resting her open palms on the soil of the grave while we hear her sobs and the wind rustling through the tree leaves. The intensity of the scene continues when we see her facial expressions filled with sorrow and grief as she was crying. In a two-long shot we become even more aware that they are in a cemetery.

This scene is followed by the closing act of Nedjma and her friend (Samira) deciding to open clothing shop and selling Nedjma's very sewn dresses.

this scene is repeated twice with different circumstances. The connection with the natural surroundings for Nedjma is highly conveyed through natural lighting and diegetic sounds.

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