

Research Aim & Questions

The research aims to:

Shed light on the gap in the research literature concerning adult online EFL students' engagement experiences, and contribute to the research literature on the private sector in Algeria.

Research questions:

1. What are online EFL students' points of view on engagement experiences in the online teaching and learning context?

1.2 What are online EFL students' beliefs about the possible learning opportunities the online learning environment has created in relation to online engagement?

1.3 What are online EFL students' beliefs of the possible obstacles or challenges the online learning environment has created in regard to their engagement?

1.4 What synchronous or asynchronous strategies do adult EFL students apply to improve their online English language learning experience?

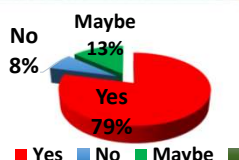
2. How do online EFL students believe the online mode of learning will influence the future of EFL teaching and learning at Algerian English private language schools?

Research Methodology

- **Online Questionnaire (Ms Forms): (62)** Female/male adult EFL students from (east, west, north, and south of Algeria). (A1 A2, B1 B2, and Speaking classes.)
- **Online interviews: (10)** EFL Adults students- Conducted via Microsoft Teams.
- Questionnaires and interviews in Arabic language/ Translated into English.
- NVivo and SPSS software for analysis.

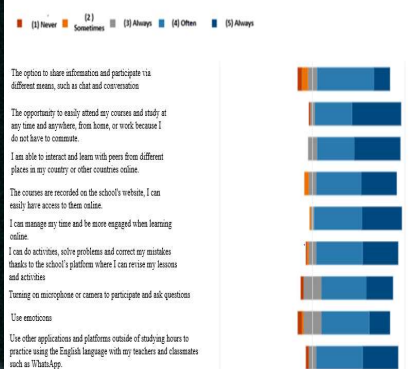
The Data

Do you Feel that you are 'Engaged' in your Online EFL class?

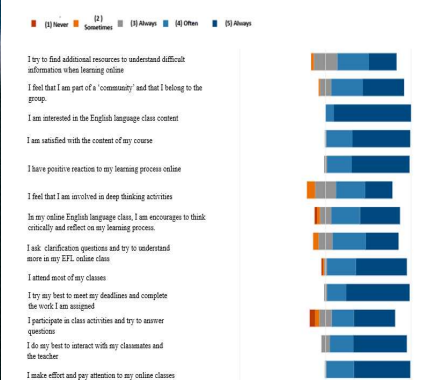


"...the internet problem is what hinders my studies online, you can be engaged in the subject or the topic and then you lose internet connection..... you want to ask a question and you even forget the question you wanted to ask..." (SP.1)

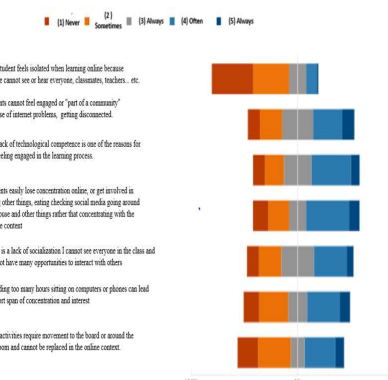
Students' Experiences of the Advantages and Opportunities of Engagement in the Online EFL Class



Students' Personal Experiences of Engagement in the Online EFL Class



Students Experiences of the Barriers and Challenges to Student Engagement online



Research Focus

- The few recent years witnessed an indisputable growth of private English language schools and institutions in Algeria (Belmihoub 2018; Nassim and Kamila 2022).
- However, the recent research literature has failed to address private school student experiences of English language online learning worldwide (Echeverry Mera 2020; Chang 2021) (Xiong et al. 2022). In the Algerian setting, most recent studies on online learning focused mainly on the experiences of university and public school students.
- Accordingly, This research project aims to focus on student engagement in an online English language teaching and learning context in the private sector in Algeria.

Preliminary Results

- According to the primary results of student questionnaires, the majority of Algerian adult students have had positive opinions regarding online English learning and are engaged in their studies.
- Students identified internet issues, distracting (noisy) learning conditions, lack of necessary vocabulary, pronunciation difficulties, and lack of technology knowledge as the most significant constraints to their online engagement.
- The benefits of studying English online included having easy access to courses online, recorded sessions, study groups, the ability to manage time more effectively, and being able to communicate via various synchronous and asynchronous methods.
- Concerning the future of EFL online learning in the private sector, the primary research results revealed an optimistic and supportive attitude toward learning English online.

zoom



Scan me for
references

INTRODUCTION:

A SENCO (Special Educational Needs Co-ordinator) is the person who is responsible for managing and leading special educational needs (SEN) provision in schools. There have been challenges presented to the SENCO role in light of legislation and policy guidance gravitating to a more universal approach to the provision for students with SEN. To date in Ireland, the lack of formal recognition of the SENCO role has led to variability in practice and inhibits development of role identity (Fitzgerald and Radford, 2020). The evolving SENCO role in the primary school setting is not defined in Ireland and research relevant to the role is scarce. My doctoral research is **exploring SENCOs' and principals' perspectives on the role of the SENCO, identifying the current practices of SENCOs and the implications for professional learning for SENCOs in primary schools in Ireland**. The objectives of my research are as follows:

- To define the role of the SENCO through an exploration of the duties and practices of the SENCO, and the facilitators and barriers in executing the role (Phase 1 & 2).
- To explore the learning needs of the SENCO role and the implications for professional learning (Phase 2).
- To further develop the SENCO role in primary schools and inform policy & practice in the area (Phase 1 & 2).

Paradigm and Perspective: Interpretivist/
Constructivist

Methodology: Mixed Methods Design (QUAL
+quan)

PHASE ONE

Design: Mixed methods design (QUAN +qual)
Sampling: List-based, convenience
Instrument: Questionnaire using both open-ended (qual.) and closed (quan.) questions.
Analysis: Descriptive statistics and reflexive thematic analysis. Merging of data at presentation of findings stage.

PHASE TWO

Design: Qualitative methods
Sampling: Purposive
Instrument: Semi-structured interviews. Interview schedule stemmed from themes that emerged from phase one.
Analysis: Reflexive thematic analysis

Results and Discussion: Interpretation of findings from phase one and two, with a focus on phase two.

METHODOLOGY:

- A mixed methods sequential explanatory design was used in this research.
- The focus of this research was to engage with, explore and interpret the role of the SENCO through the lived experiences of the SENCOs and Principals.
- This research had 2 sequential phases.
- Phase 1 involved a survey of SENCOs in primary schools and was distributed between November 2022 and January 2023.
- Phase 2 involved semi-structured interviews with 9 participants (3 Principals and 6 SENCOs). Phase 2 took place between April and May 2023.
- Both phases were piloted prior to their implementation and the results from Phase 1 contributed to the development of the interview schedule for phase 2.
- Phase 1 analysis will involve descriptive and inferential statistics as well as reflexive thematic analysis for the open ended questions.
- Phase 2 analysis will involve reflective thematic analysis.

Phase 1: Survey
targeting SENCOs in
primary schools

Phase 2: Interviews of
SENCOs and Principals
in primary schools

PERLIMINARY RESULTS (PHASE 1):

Variable	Result
# of responses	371
% of female and male SENCOs	92% Female, 8% Male
# of years of teaching experience	Majority over 20 years (54%)
# of years of SEN experience	Majority less than 5 years (35%)
# of years as a SENCO	Majority less than 5 years (66%)
% with SEN specific qualification	39% have postgrad in SEN
% who hold post of responsibility	73% hold such a post
% where this post of responsibility is just for their SENCO role	17% hold a full SENCO post of responsibility

SENCO ROLE FACILITATORS

- 1 • Professional Learning
- 2 • Support from Principal & Colleagues
- 3 • Staff Collaboration

SENCO ROLE BARRIERS

- 1 • Time
- 2 • Dual Role
- 3 • Inadequate External Agency Support

RECOMMENDATIONS:

On completion of this research, it is envisaged that the conclusions and recommendations will impact the development of the SENCO role with specific reference to the implications for policy and practice and the development of a competency framework, which has the potential to inform the design and delivery of SENCO specific professional learning programmes.

Legitimizing a “Humanitarian” Military Intervention: a Critical Discourse Analysis of the Political Discourse of David Cameron (The 2011 Libyan Humanitarian Crisis as a Case Study)

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Supervised by **Prof. Owen Worth & Dr. Maria Rieder**

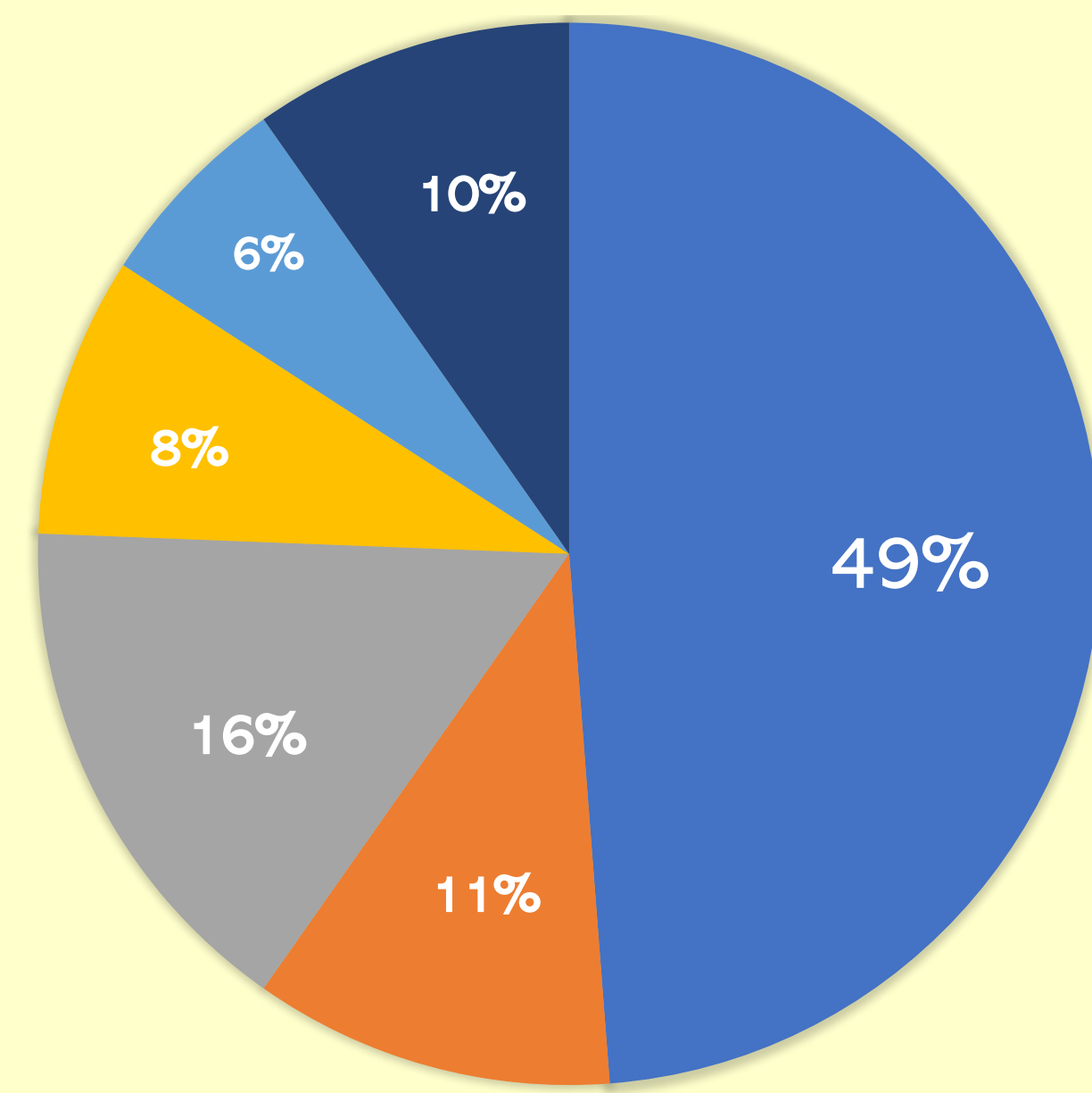
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Context and Aims

After the outbreak of the Libyan “Arab Spring” rebellion in 2011 to overthrow Gaddafi’s authoritarian regime, Libya witnessed an accelerated motion of conflict and violence escalation.

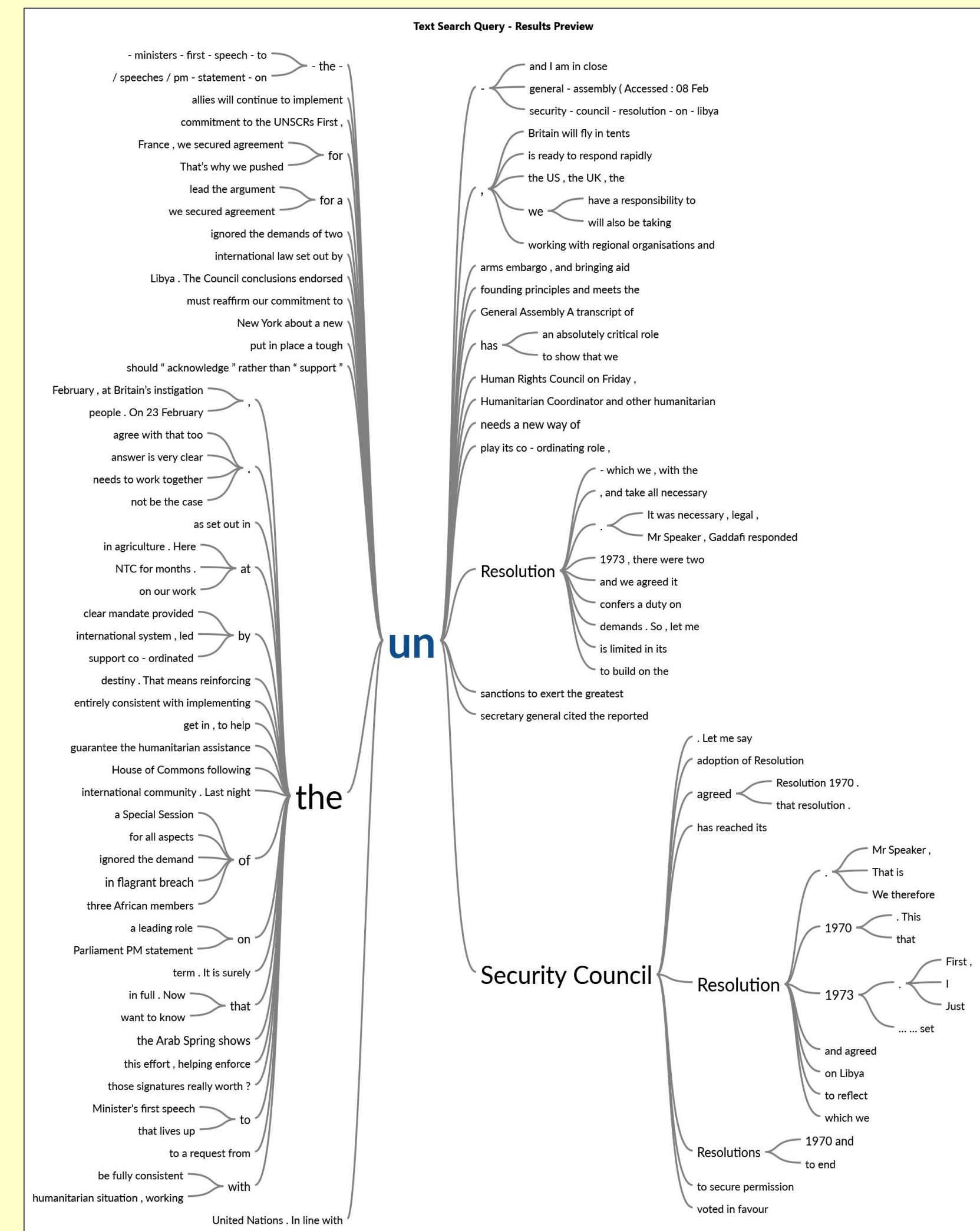
Britain and France coalesced to press the need for a humanitarian intervention to halt the havoc of war. Thereafter, the UN introduced the Responsibility to Protect (R2P) and authorised the deployment of the military machine to Libya in order to halt the gross and systematic violation of human rights. Under the Cameron administration, the UK fully committed to protecting vulnerable civilians.

My PhD project attempts to examine how Cameron’s pro-interventionist foreign policy is communicated in his political discourse and how his normative logic in relation to peacebuilding is structured to legitimise Britain’s intervention in the 2011 Libyan crisis.



Impersonal authorisation 49%
Personal authorisation 11%
De-legitimation of expert authorisation 10%
Authority of conformity 16%
Role modal authority 8%
Authority of tradition 6%
Expert authorisation 0%

Usage of authorisation sub-categories



2

Data and Approaches

The data consist of a **corpus of 16 speeches** delivered by Cameron on the situation in Libya during 2011

CDA

The Discourse-Historical Approach (DHA)

Legitimation Strategies Framework

3

Preliminary Results

- Preliminary analysis deductively identifies that Cameron justifies his pro-intervention rhetoric through discursive legitimization strategies

Codes			
Name	Files	References	
Altruism	14	24	
Authorization	14	78	
Authority of conformity	8	13	
Authority of tradition	3	5	
De-legitimation of expert authorization	5	8	
Expert authorization	0	0	
Impersonal authorization	11	40	
Personal authorization	6	9	
Role modal authority	5	7	
Moral evaluation	13	32	
Mythopoesis	8	12	
Moral tales	2	2	
Cautionary tales	7	10	
Rationalization	13	45	

Authorisation: to foreground the legal basis (UN, R2P)- to disempower unilateralism (interventionism from a right to duty).

Moral evaluation: analogy-based strategy- drawing comparisons by invoking democracy, liberalism, societal openness...etc.

Altruism: self-sacrifice for the well-being of the 'Other'- promoting transformative interventionism (sovereignty-building, institution-building, human security).

Rationalisation: fact-based, but morally-laden- 'the natural order of things'- naturalisation of discourses (A, B, C).

Mythopoesis: Negative stories/ cautionary tales- a hypothetical future. Positive stories- an alternative future.

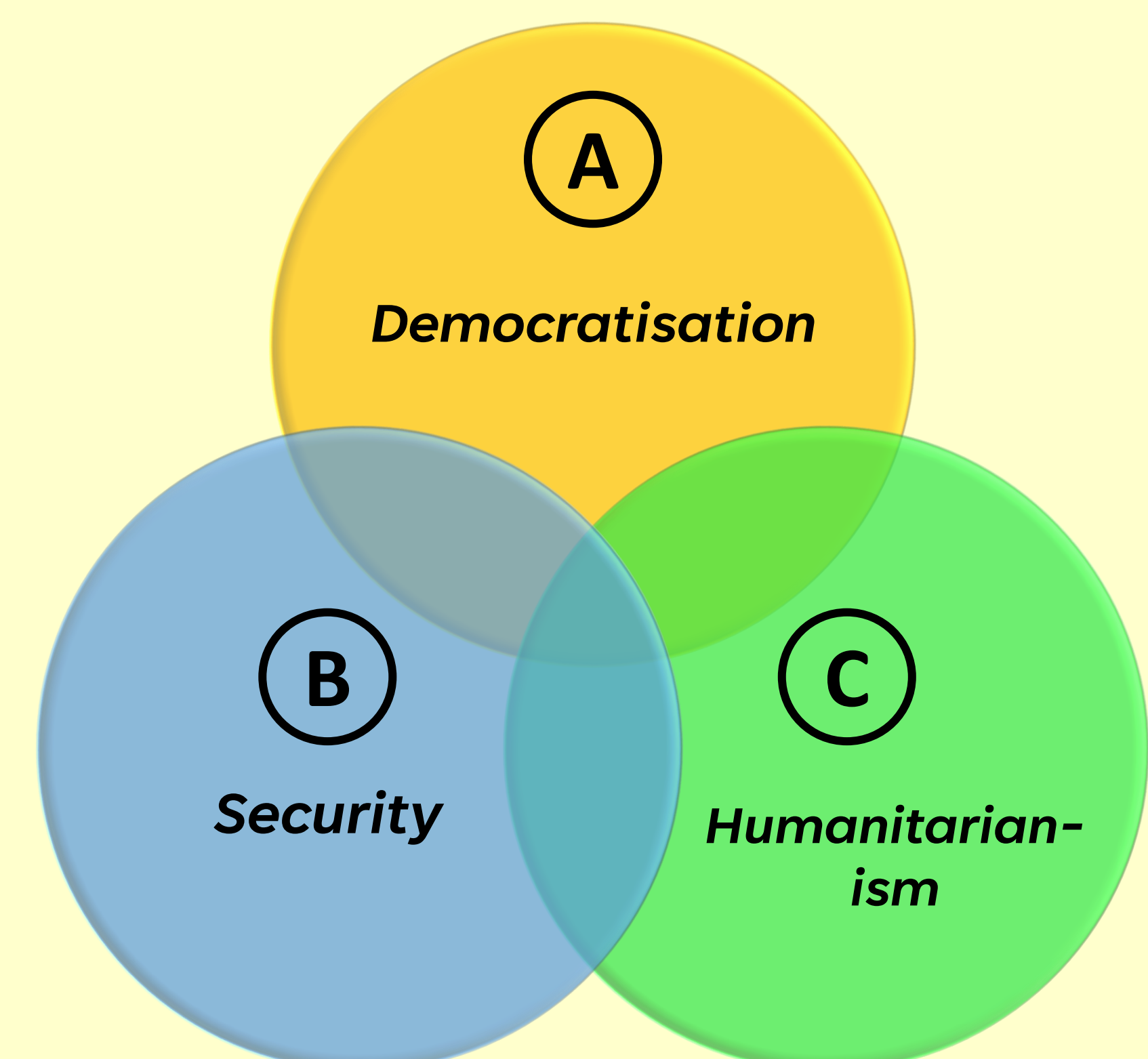
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Findings & Discussion

Thematic discussion

- A**
 - De-humanisation/de-legitimation of Gaddafi's regime
 - Globalisation of interests
 - The revival of the British political influence on Libya
- B**
 - Moralisation/legitimation of the use of force
 - Globalisation of threat
- C**
 - The fairy tale of the just cause: hero, villain & victim
 - Militarisation of the humanitarian language

Emergent Discourses



5

List of References

- Wodak, R. and Reisigl, M. (2016) 'The discourse-historical approach' in Wodak, R. and Meyer, M., eds., *Methods of critical discourse studies*, 3rd edition / edited by Ruth Wodak, Michael Meyer. ed., Los Angeles: SAGE, 23-61.
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Exploring the use of formulaic language by Saudi EFL students – A corpus-based study

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Supervisors: Dr Anne O’Keeffe , Dr Justin McNamara

Aim

Pilot study: examining research tools for main study on Saudi EFL students' use of formulaic language.

Introduction

Formulaic language (FL): a sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language ⁴.

- Examples of 4 types of Formulaic language:
 - Multi-Word Verbs = *give up*.
 - Delexical Verbs= *make an effort*.
 - Collocations = *heavy rain*.
 - Idioms= *kick the bucket*.
- More than 50%of the English language consists of formulaic language¹.
- FL occurs at B1-C2 level (CEFR)³.
- Band 7 and above in IELTS.

Method

- Research Method:** Corpus-Based Approach.
- Sample Size:** 16 university students (10 males and 6 females) from 1st to 4th year of study.
- Research Design:** Three-step process:
- Demographic questionnaire.
 - 50-question Phrasal Verbal Size Test (PVST)²
 - Two 100-word writing tasks:
- First task: describing a picture.
- Second task: write an opinion paragraph about a specific topic.

Analysis of students' texts

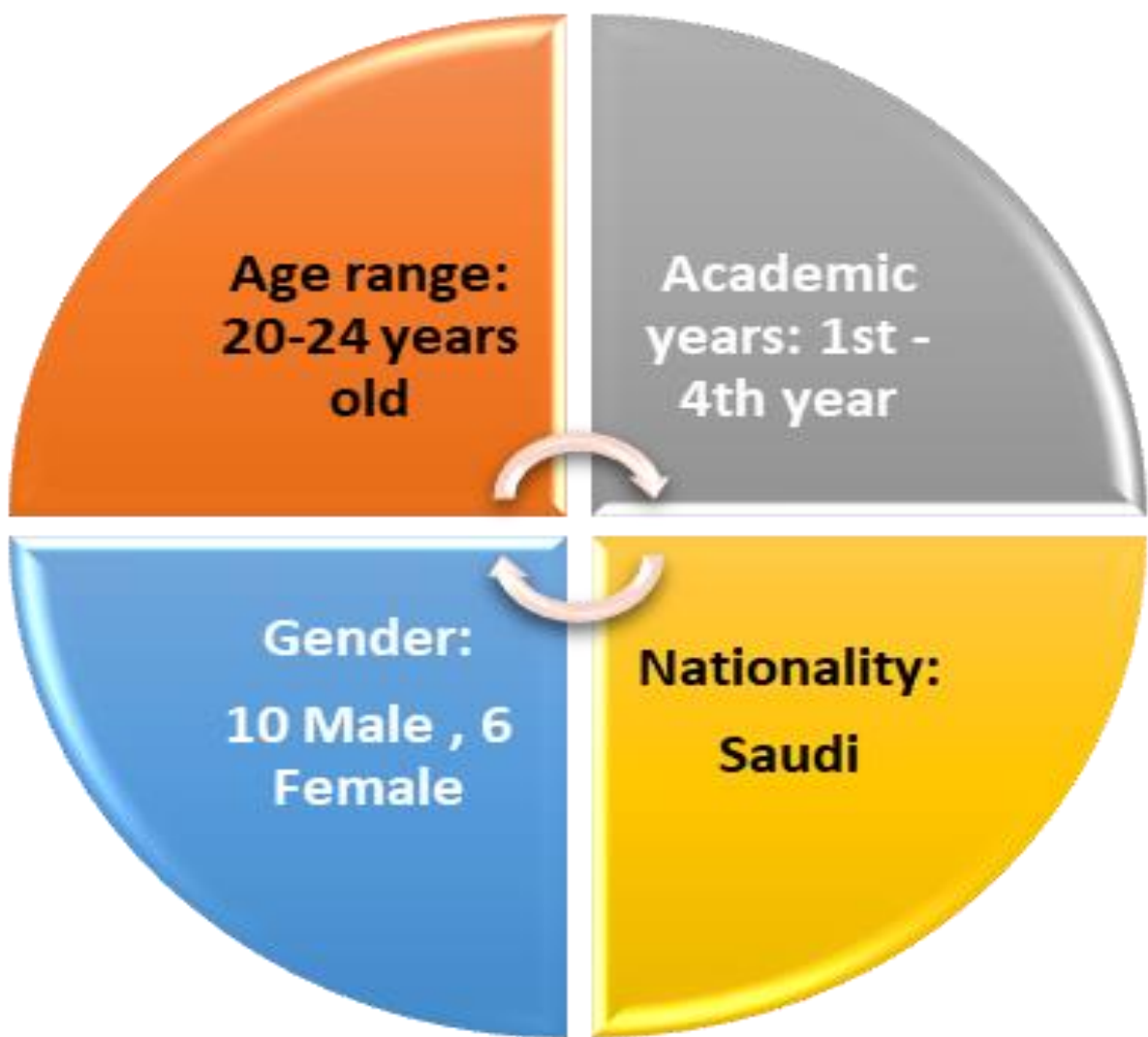
- Electronic tools:** English Vocabulary Profile, Text Inspector, and Lextutor.
- The EVP tool**, grounded in the CEFR, effectively assesses English learners' vocabulary knowledge across various proficiency levels by offering a comprehensive word and phrase list.
- Text Inspector** is an online tool that assesses writing based on CEFR levels (A1-C2), evaluating lexical competence and incorporating EVP for vocabulary analysis by proficiency level.
- The Lextutor** web-based program, used in this study, analyzes language patterns, generates word lists, and integrates Martinez (2011) PVST with 505 phrases. It retrieves matching PVST items from input texts automatically.

- Manual search:**

This approach facilitates the disambiguation of items like "Nothing is impossible, at any cost, just a click of a button," that pose challenges for tools like EVP, Text Inspector and Lextutor due to their limited ability to identify and handle multi-word phrases.

Results

1. demographic information



2. Results of PVST test and writing tasks

The results of both the PVST test and the writing tasks have show a gender disparity with female students outperforming their male counterparts.

Student	Results in PVST	Results in Writing: The lexical level (EVP)
Male Student 2	130	B1
Male Student 4	130	B1
Male Student 1	140	B1
Male Student 7	150	B1
Male Student 3	150	B1
Male Student 10	160	B1
Male Student 5	160	B2
Male Student 8	180	B2
Male Student 9	180	B2
Male Student 6	180	B2
Female Student 3	210	C1
Female Student 2	210	C1
Female Student 6	230	C1
Female Student 1	320	C1
Female Student 4	370	C1
Female Student 5	390	C1

3. Some lexical structures used by female students

The analysis revealed that the female students who achieved the highest grades used a variety of lexical structures

Student	Example	Type	Sentence	CEFR level (EVP)
Female Student 3	left behind	Delexical verb (verb+adverb)	Buyers should also look at reviews other shoppers have left behind to gain some perspective on what experiences they may have with their purchase.	B2
Female students 5	have no chances	Collocation (verb+noun)	Their lack of interest, while poor children have no chances for a bright future, and although they know that, they want to receive education at any cost.	C2
Female student 6	give up on it	Multi-word verb	It does not matter in which place you learn and seek knowledge. What is important is not to give up on it .	B2
Female Student 1	nothing is impossible	Idiomatic expression	In their hands are books and pens, to tell us that nothing is impossible in life.	B2

4. Main study adjustments

1. Controlled test condition
2. Participants selection from Year 2 and Year 4
3. Written tasks topic evoke students interest
4. Writing on a computer with the auto-correction feature turned off

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- Erman, B. and Warren, B. (2000) 'The idiom principle and the open choice principle', Text & Talk, 20(1), 29-62.
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- Council of Europe (2001): Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Council for Cultural Cooperation: Committee for Education, Modern Languages Division. Cambridge: CUP.
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Supervisor: Dr Karol
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Learning History Through Webcomics

a pilot research project by Rachel Beck, PhD candidate in Public History

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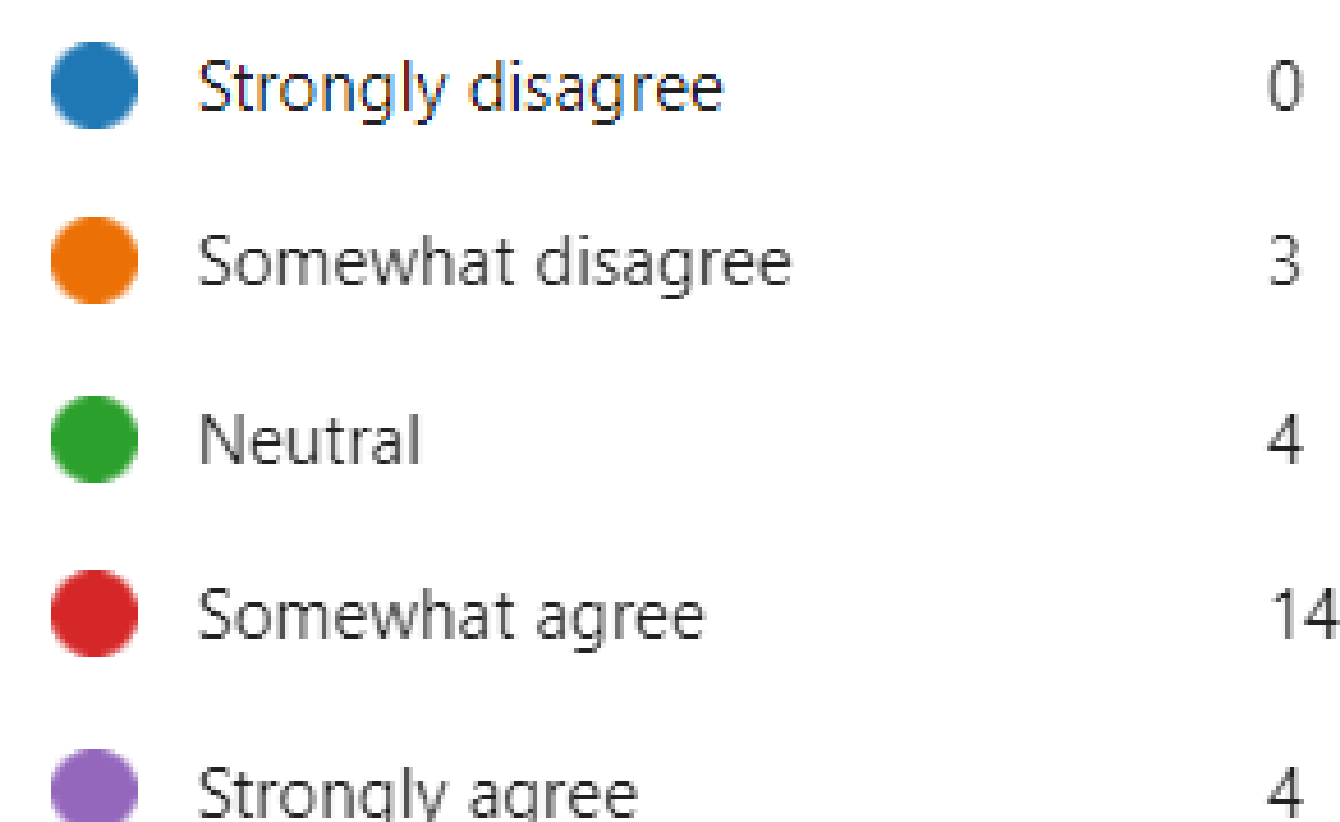
Hypothesis: webcomics have significant potential (currently largely untapped) as a useful tool for public history engagement and participation

Mixed methods approach: Research and design of a short history webcomic about an 1866 dispute between Limerick businessman, Richard Russell, and Peter Tait, Mayor of Limerick. Distributed with a descriptive research survey to two groups of potential respondents (sample publics)

Findings: respondents enjoyed the comic and learned new things about Limerick's history, but the interpretative approach needs refining to avoid confusion, improve the reading experience, and engage readers in the research process.

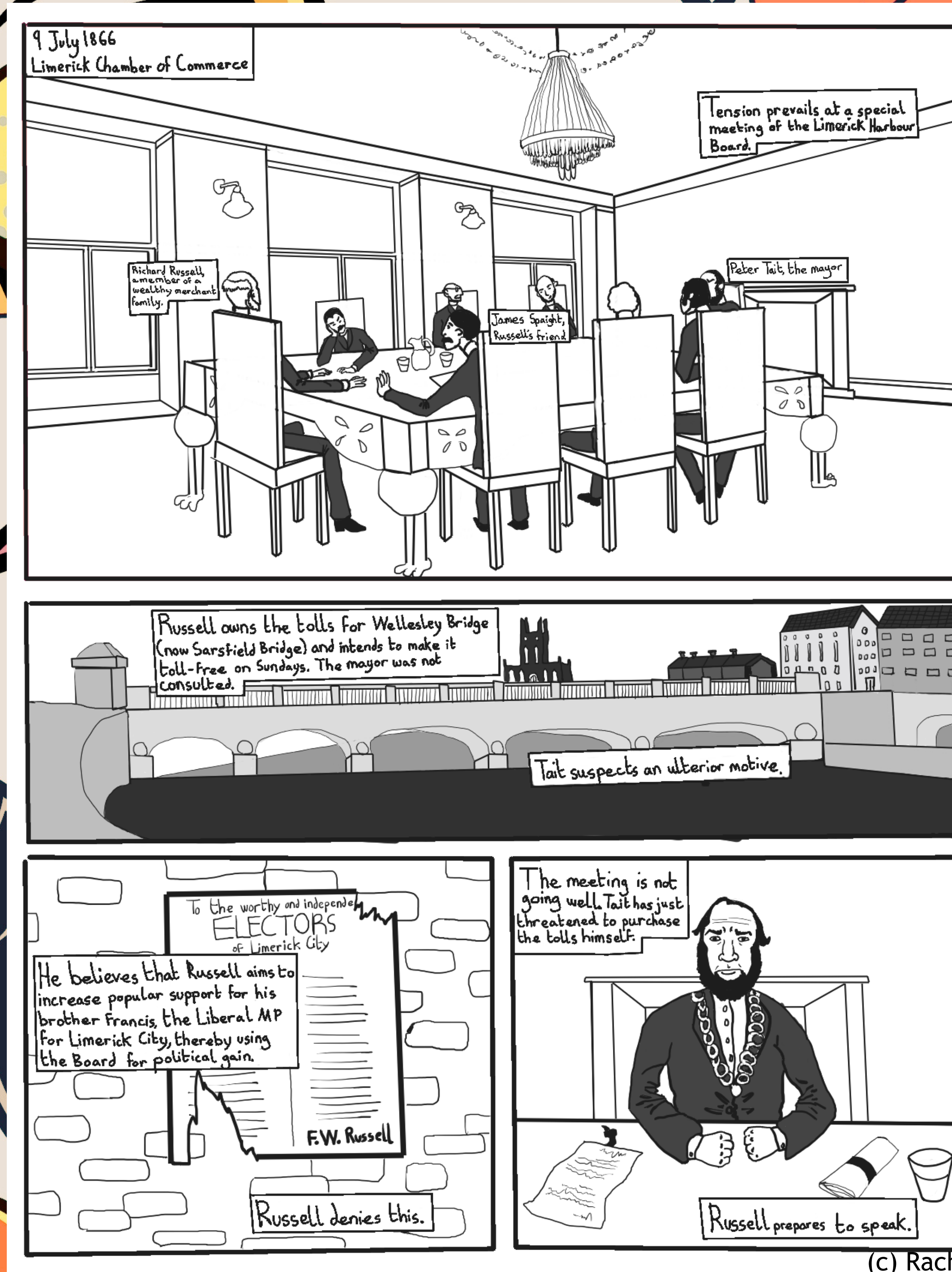
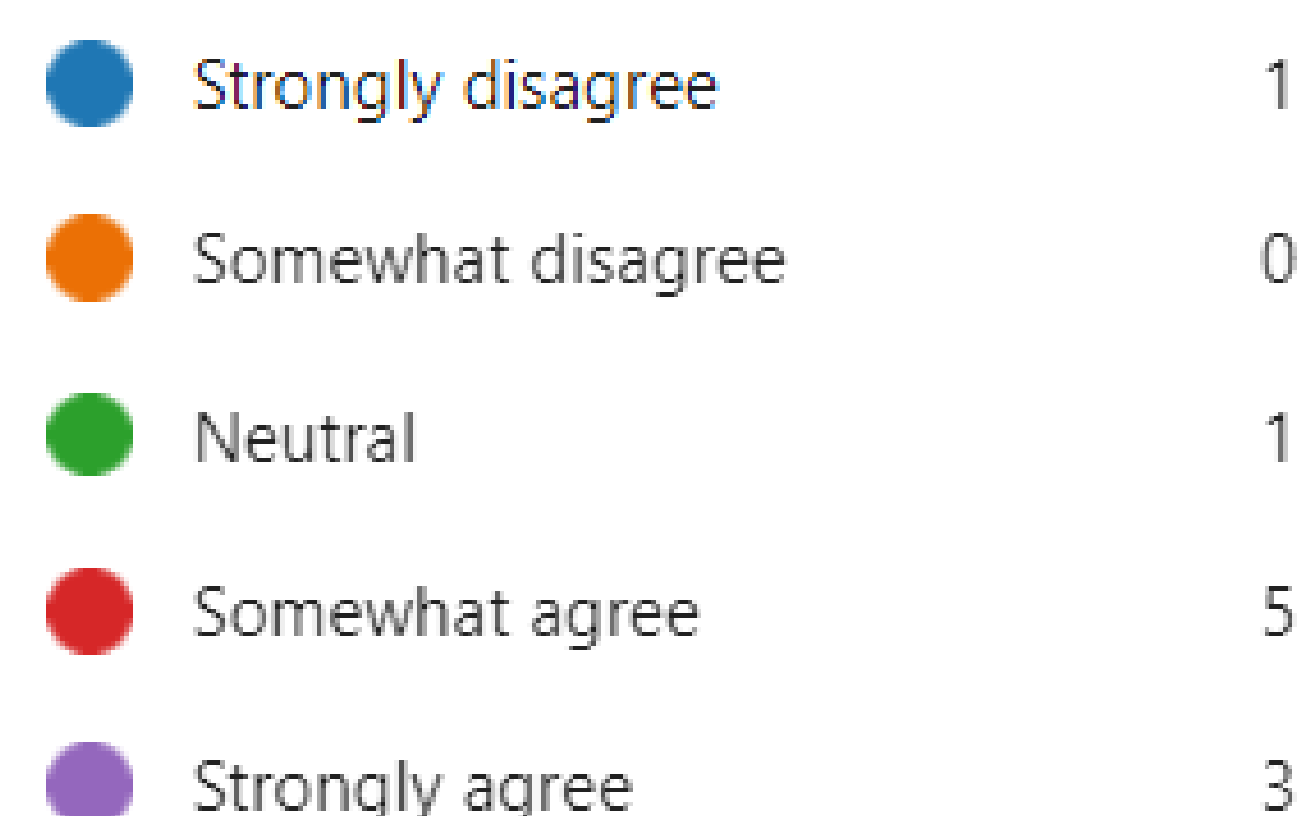
Sample public #1: Self-selected. General. 84% from Ireland, 52% from Limerick, 96% interested in local history. Survey advertised via posters and a post on r/limerickcity. 25 respondents.

Figure 1: survey 1 respondents' levels of agreement that reading a comic about the topic was more useful than reading about it in a book or listening to a podcast about it.



Sample public #2: Self-selected. Targeted. International (Brazil, Malaysia, America, Australia, Canada, the Philippines). 90% interested in history. Survey advertised via a post on the webcomic hosting platform ComicFury. 10 respondents.

Figure 2: survey 2 respondents' levels of agreement that reading a comic about the topic was more useful than reading about it in a book or listening to a podcast about it.



(c) Rachel Beck



(c) Rachel Beck

Implementation: feedback received on this short pilot webcomic - on text size, composition, art quality, and the need for greater historical context - will be applied when preparing a longform webcomic on Russell family histories and their contributions to nineteenth-century Limerick City.

Further reading:

- Frey, Hugo, and Noys, Benjamin, 'History in the graphic novel' in *Rethinking History*, vi, no. 3 (2002), pp 255-260
- Kleefeld, Sean, *Webcomics* (London, 2020)
- Wolk, Douglas, *Reading comics: how graphic novels work and what they mean* (Philadelphia, 2007)

Apart in Life but Together in Death: A Content and Thematic Analysis of a Pro-Suicide Website

Presenter: Michaela Cooley (K00224147)

Supervisors: Dr. Frank Houghton & Jennifer Moran Stritch

1

Introduction

The internet's relationship with suicide is complex and at times can be described as contradictory. While content posted online can offer assistance in recovering from emotional, social, and physical distress, it can also be used to facilitate self-harm and suicide.

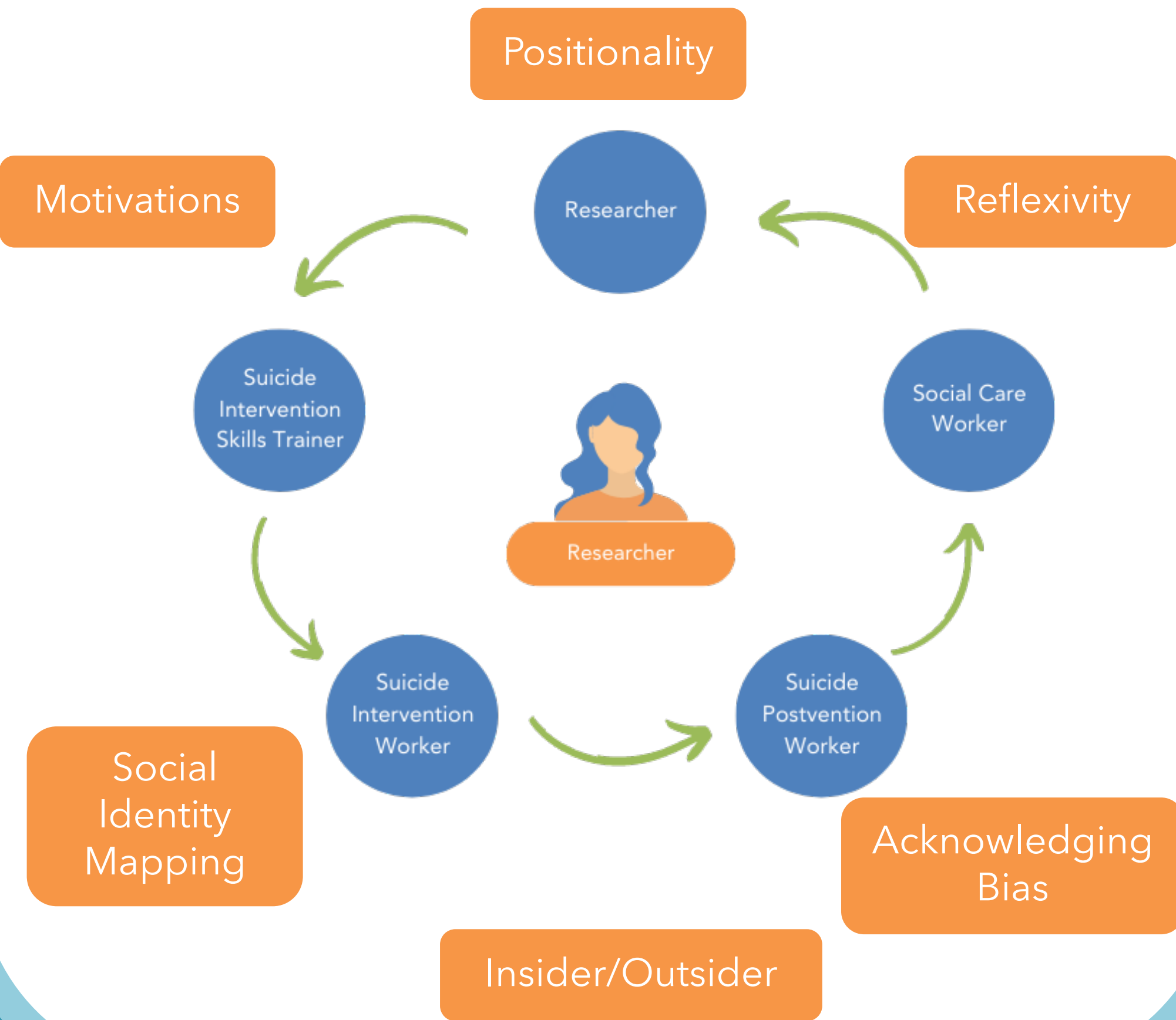
Pro-suicide forums and websites contain potentially lethal information that can be easily accessed in today's digital world. This study aims to generate new insights in three key areas of suicide: methods, locations, and partnerships, by examining content on a pro-suicide website.

Using a mixed-method approach, six months of data (specific to each key area outlined) will be collected from a pro-suicide website. This data will then undergo a process of reflexive thematic analysis before being reported on. Additionally, an axiology chapter will be developed to ensure the transparency and reliability of the results.

This transdisciplinary research will review literature from a variety of fields that may not often be associated with suicide, including geography, tourism, death studies and cultural studies. This approach could lead to innovative collaborations and more inclusive, person-centred care frameworks for supporting individuals in crisis.

2

Researcher Profile



3

Aims & Objectives

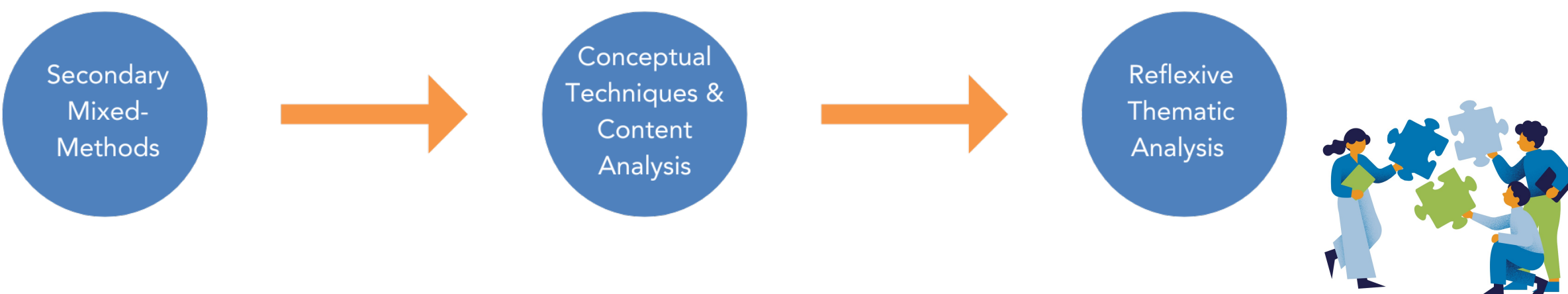
To conduct a comprehensive analysis of content posted on a pro-suicide website. The findings will be thematically examined in order to broaden our understanding of pro-suicide content. It is hoped that insights obtained can be used to guide the development of novel and collaborative suicide prevention and intervention strategies that are centred around the individual's needs.



4

Methodology

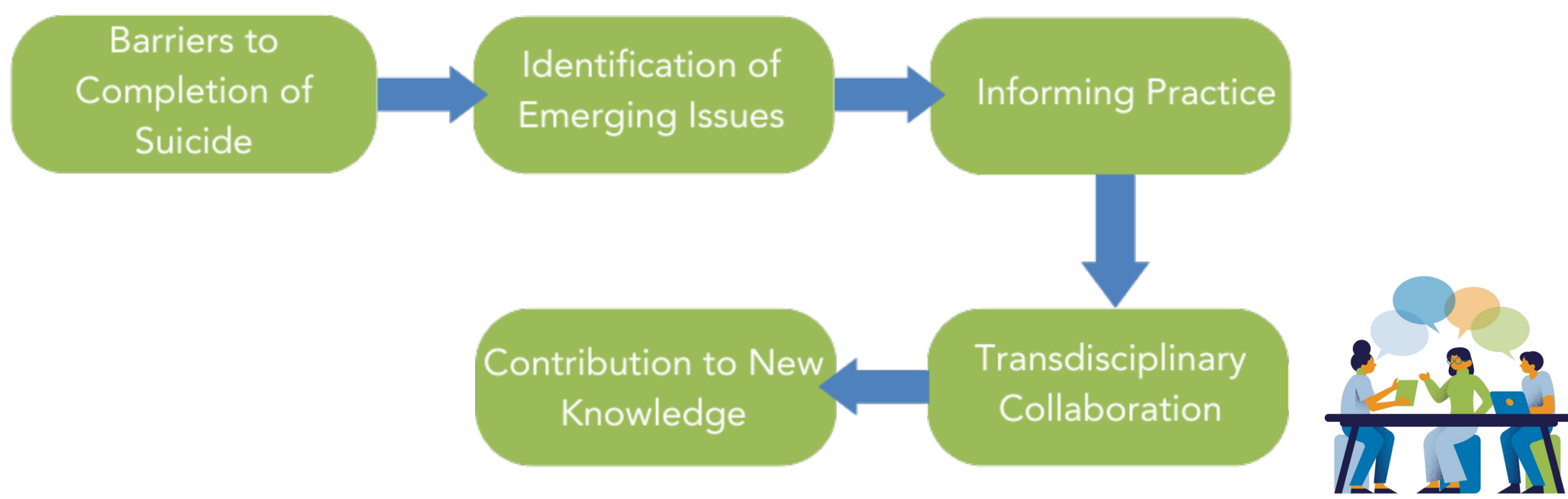
- Transdisciplinary approach
- Critical suicidology as a lens
- Using secondary, mixed-methods base
- Implementing conceptual techniques
- Engaging in reflexive thematic analysis



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Expected Outcomes

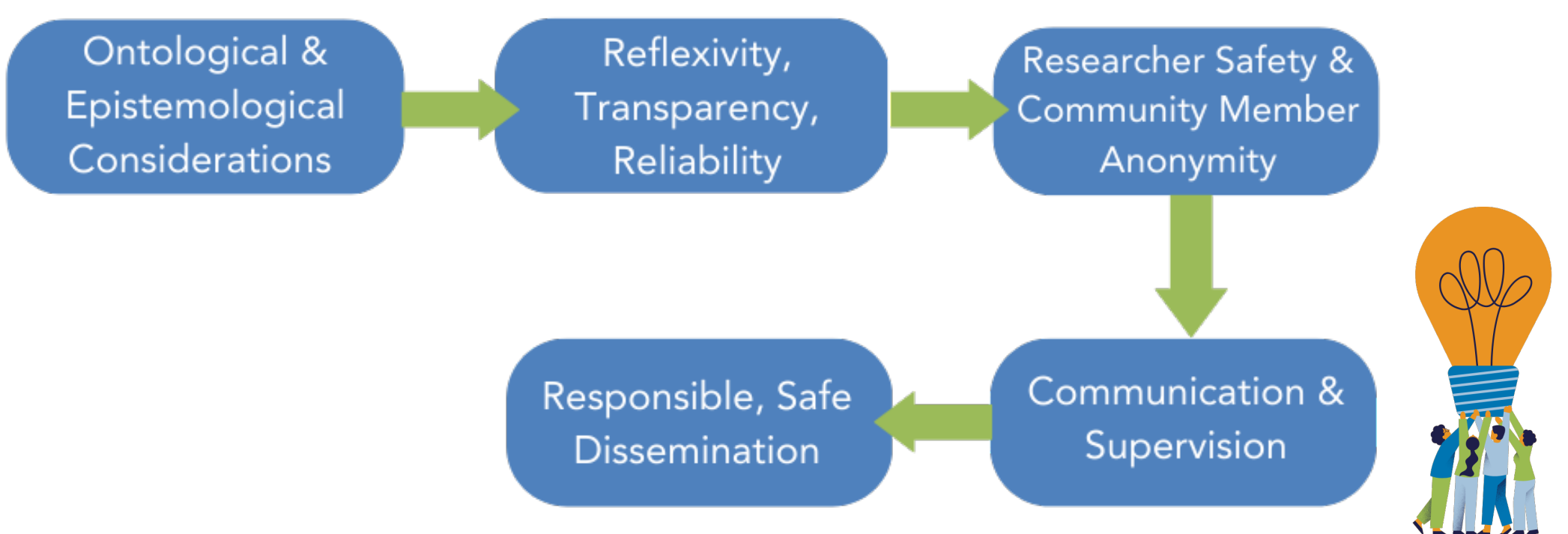
- An up to date inventory of new or emerging suicide methods and the online terminology associated with them.
- New insights on locations associated with suicidal behaviour as well as novel approaches to preventing suicide in these areas.
- An independent exploration of suicide partnerships formed on the internet, separating this form of suicide from others that have received more academic attention, such as suicide pacts.



6

Areas of Special Focus

- Axiology
- Social identity mapping
- Insider/outsider research
- Wellness, safety and ethics
- Responsible dissemination



THE POLITICAL REPRESENTATION OF MUSLIMS IN NORTHERN AND WESTERN EUROPEAN COUNTRIES

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Supervisor: Dr. Rory Costello

1. INTRODUCTION

Descriptive representation refers to the extent to which elected representatives share the same characteristics such as gender, religion, race, and ethnicity with the population they represent (Pitkin, 1967).

In Europe the prominent non-Christian minority groups are Muslims and they constitute approximately 4%-10% of the total population of several countries in Northern and Western Europe. However, their descriptive representation in national parliaments is low and it varies across countries (Sinno, 2009; Akturk).

2. AIM AND RESEARCH QUESTION

The research aims to answer the question: What explains variation in the political representation of Muslims across European countries?
By answering this question this project will enable us to understand the factors that contribute to Muslim underrepresentation in these countries.

3. METHODOLOGY

It will use a mixed methods approach. The quantitative section will test for correlation between the independent and dependent variables specified by the hypotheses, while the qualitative section will provide a further test of the causal mechanism through in-depth case study work.

Selected Countries

Denmark, Norway, Sweden, the UK, Belgium, France, Germany, and the Netherlands

4. DATA COLLECTION AND ANALYSIS

This project is a comparative study using quantitative and qualitative methods.
The quantitative section will collect data on the number of selected Muslim candidates and elected Muslim-origin MPs during different elections.
The qualitative section will gather data by conducting interviews with Muslim politicians, party elites, and party selectors.
For data analysis, this project will use different software such as Stata and NVivo.

5. CONTRIBUTION & RECOMMENDATIONS

It will develop the first cross-national comparative dataset on Muslim candidates nominated by parties during different elections.
It will also expand the only existing dataset (Aktürk & Katliarou, 2021) on elected Muslim MPs from the 1990s till now.
It will allow us to understand what can be done to address the issue of Muslims underrepresentation.

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An Exploration Into The Navigation Of A New Professional Title As A Social Care Worker In Irish Practice.

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RESEARCH AIMS & OBJECTIVES

- I. Examine the Social Care Educators (SCEs) understanding of CORU and professional registration.
- II. What narratives do the Standard of Proficiencies employ in positioning Social Care Workers? What constitutes competence?
- III. Explore what impact SCEs the new professional title will have on them personally and their colleagues both in academic and practice areas.
- IV. What support systems are in place to support the navigation of this journey for SCEs, focusing on the Practice Educators (PEs)?



METHODOLOGY

Mixed methods approach

A qualitative approach, using in depth semi structured interviews with 20 participants with the origins of a hermeneutic phenomenology by Husserl (1859-1938).

Surveys reaching over 300 social care workers was also used to recognise potential strengths for future professional practice and contribute to an enhanced understanding of the profession social care in The Republic of Ireland.

THEMES TO EXPLORE FROM PREVIOUS LITERATURE

- I. Description – how is being a professional going to be described?
- II. Understanding – what changes will be made from the new regulations?
- III. Motivation – why is a label needed?
- IV. Educational needs – what needs to be taught for our upcoming social care workers?



THEORETICAL APPROACH

The philosophy used a positivism approach advocating for the ‘application of the methods of the natural sciences to the study of social reality and beyond’ (Bryman, 2004; 11)

The ontological and epistemological position allowed the researcher to establish what the value is as evidence or knowledge of social phenomena (Mason, 2002).

CORU

- Social Care has evolved over the past forty years and although the roots were in residential childcare initially, social care workers are now providing a diverse range of services.
- The Social Care Workers Registration Board was appointed on 27 March 2015 to protect the public by promoting high standards of professional conduct, professional education, and training.
- Social care work in Ireland was designated as a regulated profession in 2005; a change in status led to an increase in health care workers registering for level 7 degree to obtain the new title.

EARLY OUTCOMES

- I. Frustration at the lack of awareness of the upcoming professional title ‘Social Care Worker’ in The Rep of Ireland.
- II. Challenges to meet the registration in both personal and professional lives.
- III. Positive anticipation for positive outcomes for recognition for this career.

Bibliography:
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Resistance to Racial Injustice in Contemporary African American Young Adult Literature



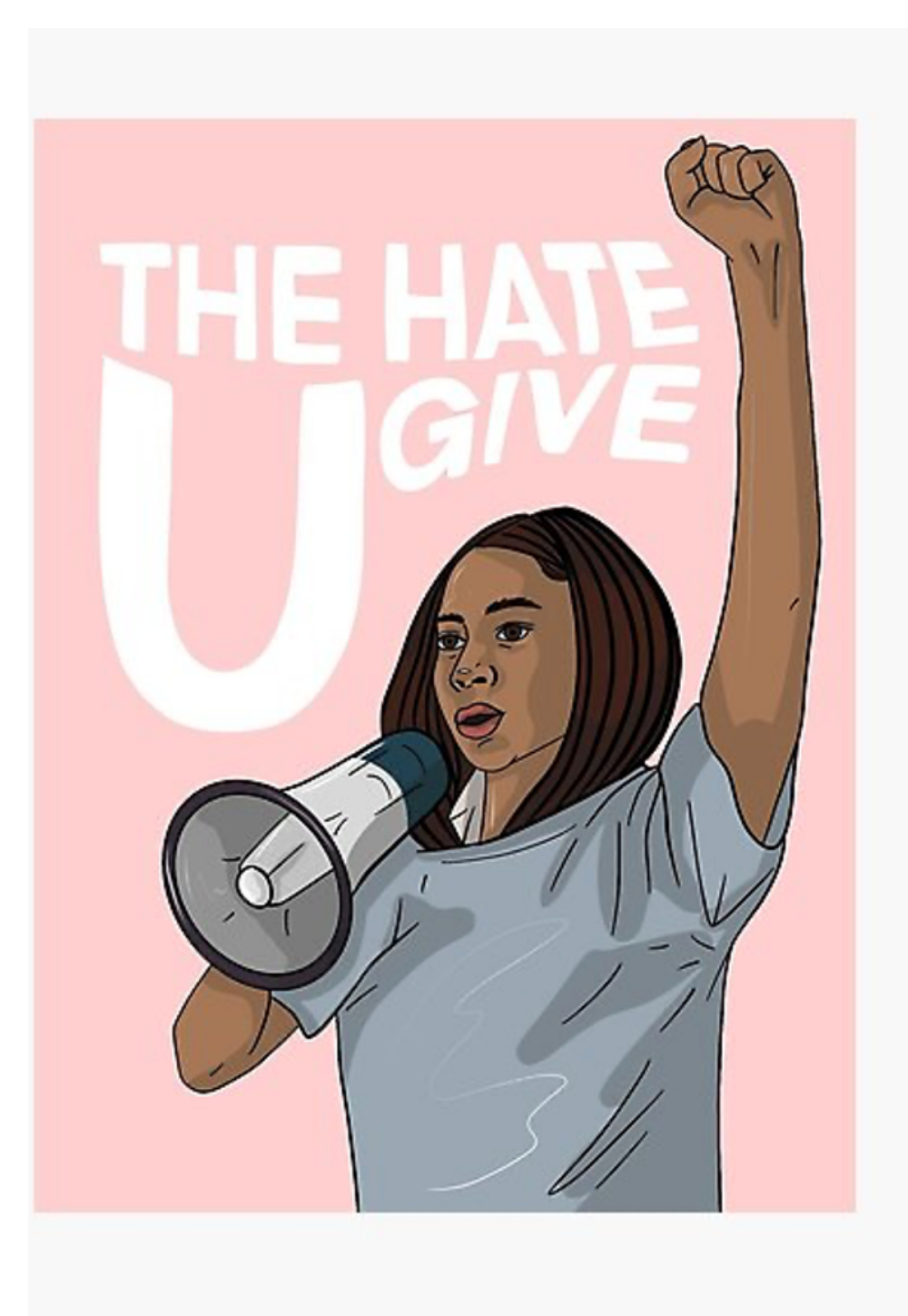
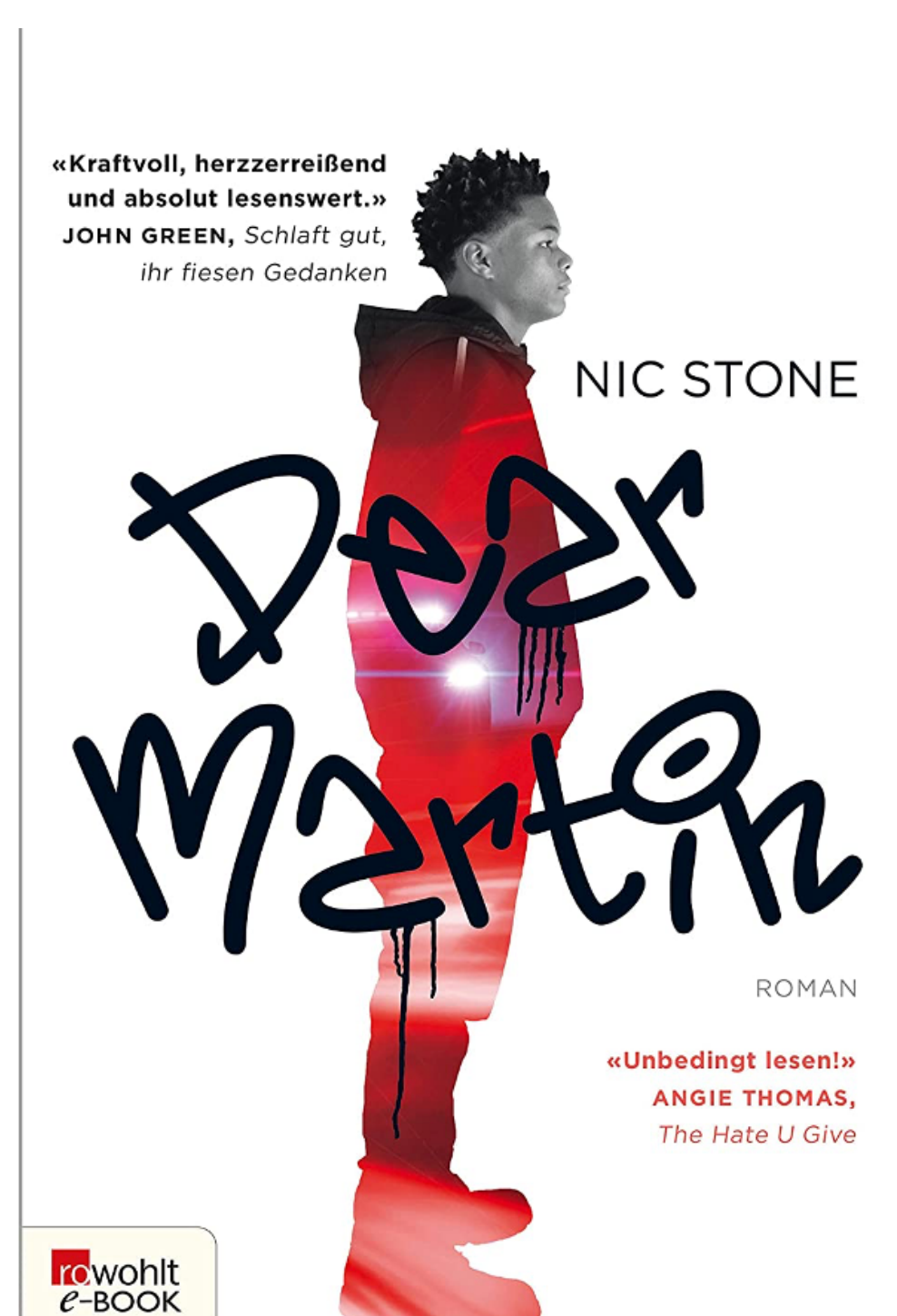
Researcher: Ilhem BELLAL

Supervisor (s): Yianna Liatsos and Sinead McDermott

Ph.D. Student at the Faculty of Arts, Humanities, and Social Sciences.

Introduction

Since the murder of Trayvon Martin in 2012, the quality of realistic African American YA, nearly all of them have attempted to respond to racial injustice, in the sense that they “focalize from the perspective of young Black adults and feature violent and sometimes fatal confrontations with police officers”, reflecting the **Black Lives Matter** movement and current social circumstances of African Americans during the Obama era (Haddad 40). Observing the intersection of such a movement with the growing body of **YA literature**, along with the renewed discussions of racial injustice in the United States, has encouraged **a close reading** of textual study of **realistic novels**, to understand how African American young adult characters navigate **institutional racism** (police brutality, mass incarceration, ...) in racialized America, shape their racial coming of age, and in return, attempt to answer what new nuanced insights do these texts offer to young readers.



What is My Research about?

- This research focuses on the narratives of realistic African American YA fiction (written particularly during the BLM movement) that respond to racial injustice in American society (everyday racism, police brutality, mass incarceration of youth,...). Through a close reading analysis, it attempts to answer how YA characters create safe spaces that enable them to face institutionalized racism.
- The analyzed literary works are as follows: Angie Thomas's *The Hate U Give* (2017), Nic Stone's *Dear Martin* (2018), Brittney Morris' *Slay* (2019), and Ibi Zoboi and Yusef Salaam's *Punching the Air* (2020)

How it has developed?

- While my research has begun with the idea of analyzing how African American young adults attempt to resist racial injustice, namely through creativity, it has shifted towards how each character creates his/her own safe space (parental guidance, family connections, education, virtual world) that eventually contribute to facing institutionalized racism.
- Creative outlets, safe spaces, and counterstorytelling emerging as important frames of this project.
- Considering theorizing the concept of safe space.

Contribution

The research adds to the literary merit of young adult literature/ genre, namely through:

- The representation of diverse and complex experiences, especially in relation to identity, racial coming of age, and enacting social change.
- Its potential to provide a space for young people (fictional and real) to navigate institutionalized racism.
- Understanding how the construction of a safe space engages with YA characters' sense of self and their understanding of the complexity of the world.

Acknowledgment

Extreme gratitude to:

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Investigating the Use of Kahoot! as an Alternative for Homework Methods by EFL Teachers in Algeria

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Supervisor: Liam Murry, Martin Mullen



K!

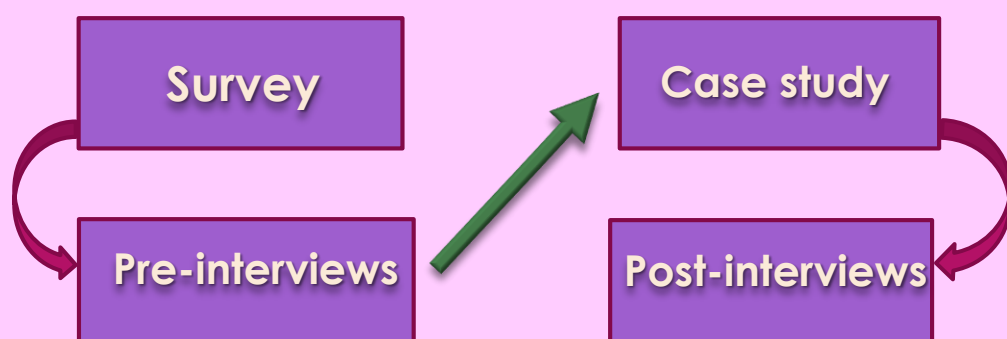
Context and overview of topic

- Teachers tend to assign homework tasks and activities in the traditional format (i.e., activities from the textbooks) (Rosário et al. 2019).
- Not much investigation has been done regarding the format of homework delivery (Magalhães et al. 2020).
- Existing literature highlights the fact that traditional homework formats may also have some inconveniences that can affect both teachers and learners.
- Recent literature has described the implementation of online homework by EFL teachers using mobile learning in general and mobile apps more specifically.

Research Questions

- 1 How do EFL teachers perceive the traditional homework methods used?
- 2 What are teachers' beliefs and attitudes associated with the initial adoption of mobile language learning apps as a tool for homework?
- 3 How do teachers perceive the present and future use of mobile language learning apps beyond the classroom as a tool for learning?
- 4 To what extent does the integration of these mobile apps influence or change teachers' pedagogical approaches when it comes to homework?

Methodology



Possible Contributions

- The development of new pedagogical practices in the Algerian EFL context.
- contribute to the professional development of language teachers in the Algerian EFL context.
- The inclusion of a specified mobile assisted language learning training as part of The curriculum.

Preliminary results

- 58%** of teachers assign homework 2-3 times/week.
- Only **16%** of teachers mentioned that their learners always complete their homework
- 65%** of teachers have mentioned that students are not interested.
- 62%** of teachers correct homework whenever they assign it and 38% of them think that it's too time consuming.

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Implementing an English Medium of Instruction Policy in Algerian Higher Education: A study of teachers' attitudes, agency and professional identity.

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Supervisor:
Prof. Helen Kelly-Holmes

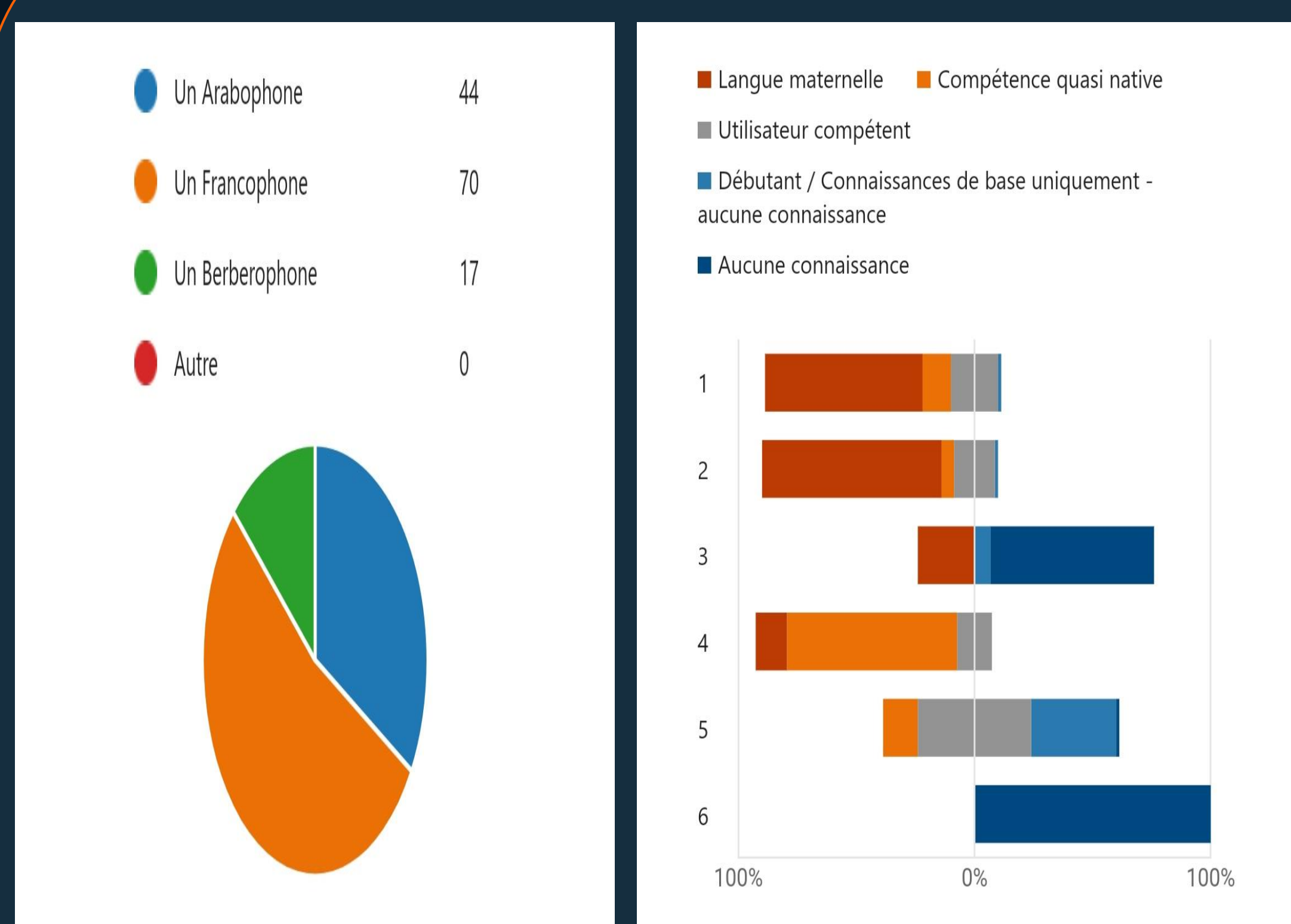
Introduction

English as a Medium of Instruction known as (EMI) is expanding rapidly in the world (Dearden 2014). A growing volume of research has been dedicated to investigating its implementation, with findings that depict a complex picture and suggest that the practicality and effectiveness of EMI are still the subject of debate (Başibek *et al.* 2014). However, considerably less attention has been given to understanding EMI in a context where its implementation has been discussed but not yet put into practice. One such context is Algeria, where talks about a possible implementation of EMI have been going on for some time (Medfouni 2020).

Research Questions

- ✓What are the attitudes of Engineering lecturers towards the implementation of EMI in Algerian HE?
- ✓What are the main perceived benefits and challenges for teachers in the implementation of EMI in HE?
- ✓How do lecturers perceive their role and understand their agency in the implementation of EMI?
- ✓What potential threats / opportunities does the implementation have for teachers' professional identity?

Preliminary Data



Lecturers linguistic background

Preliminary Findings

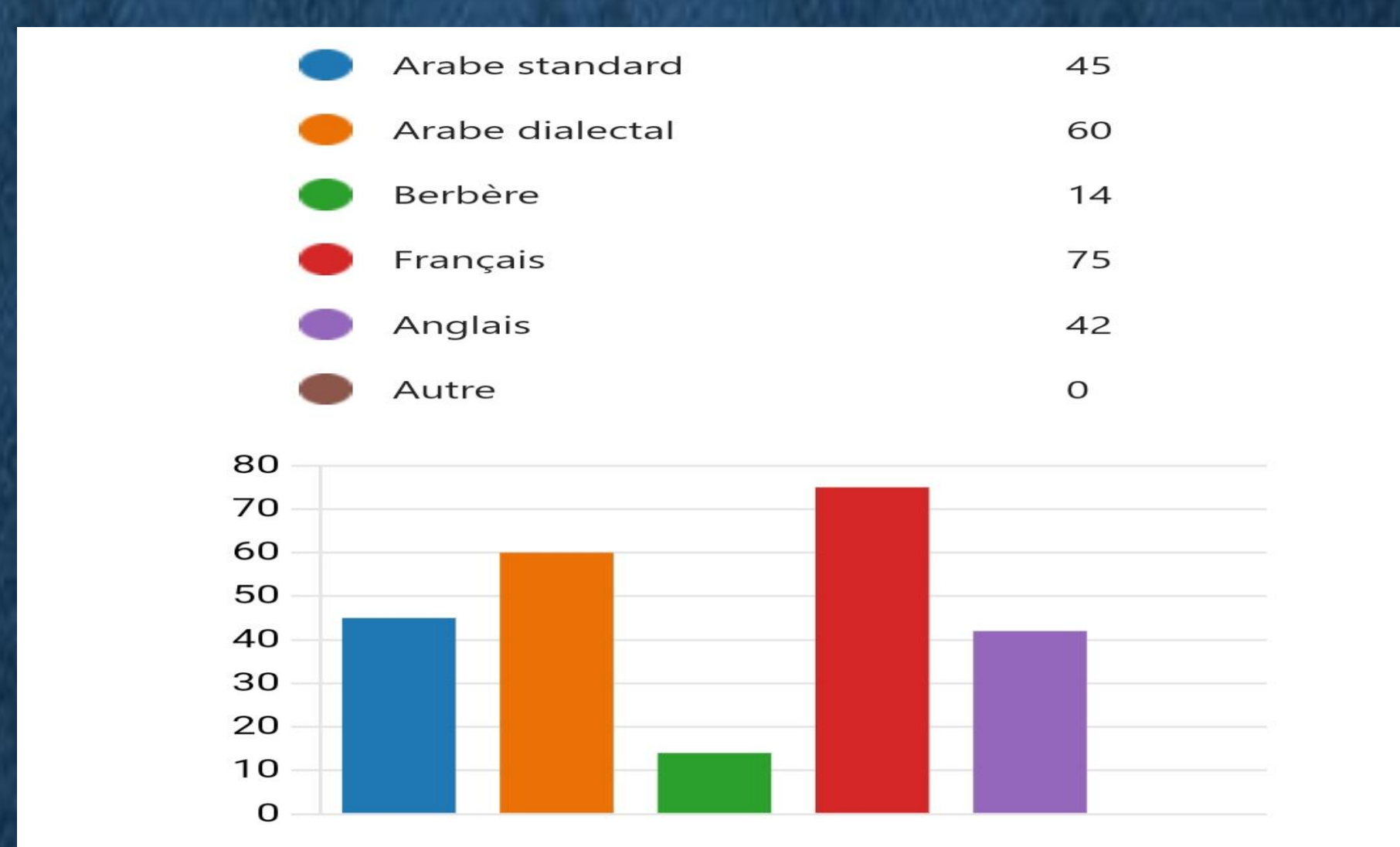
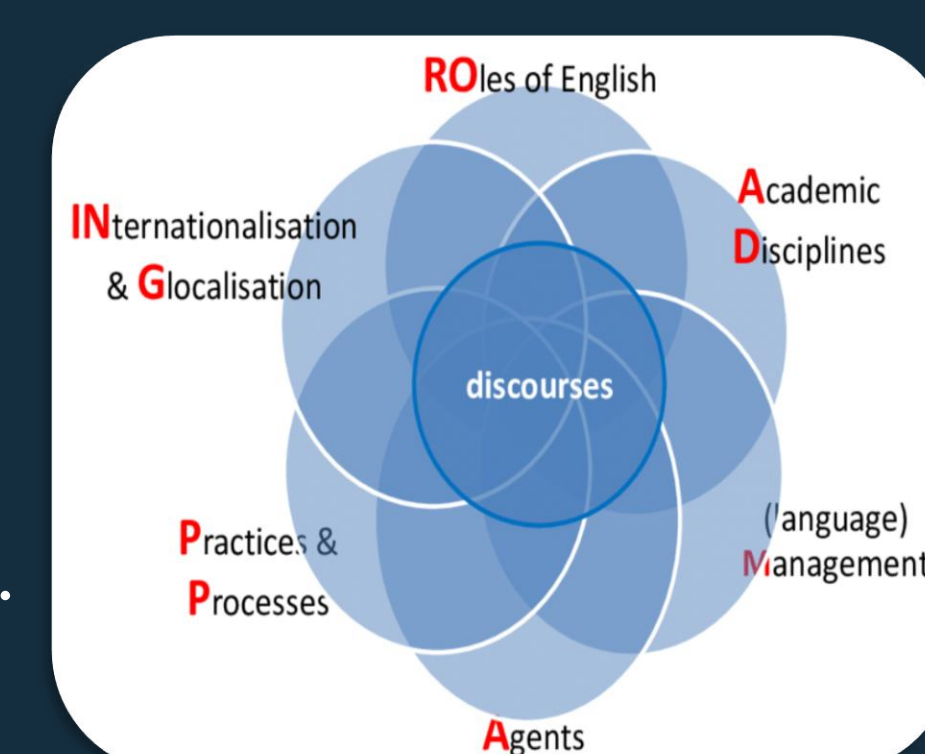
- Despite the translanguaging policy that exists in Engineering departments, the study reveals that French is generally assumed to be the medium of instruction (FMI), yet there is an evident desire for it to be replaced by English.
- Due to the instrumental and integrative benefits of English, lecturers who consider themselves as Francophones and competent users of French show common positive attitudes towards the implementation of EMI in Engineering departments more than Arabic, though it is the current 'official' medium of instruction (MOI).
- Lecturers consider the implementation of EMI as a challenging task due to the current multilingual practices, their limited competence in delivering and designing Engineering lectures in English, and the fact that the status of English is still weak in Algeria (considered as only a foreign language). Based on the findings of the present study, English is even rarely used in the classroom compared to other languages (French and Arabic)

Research Aims

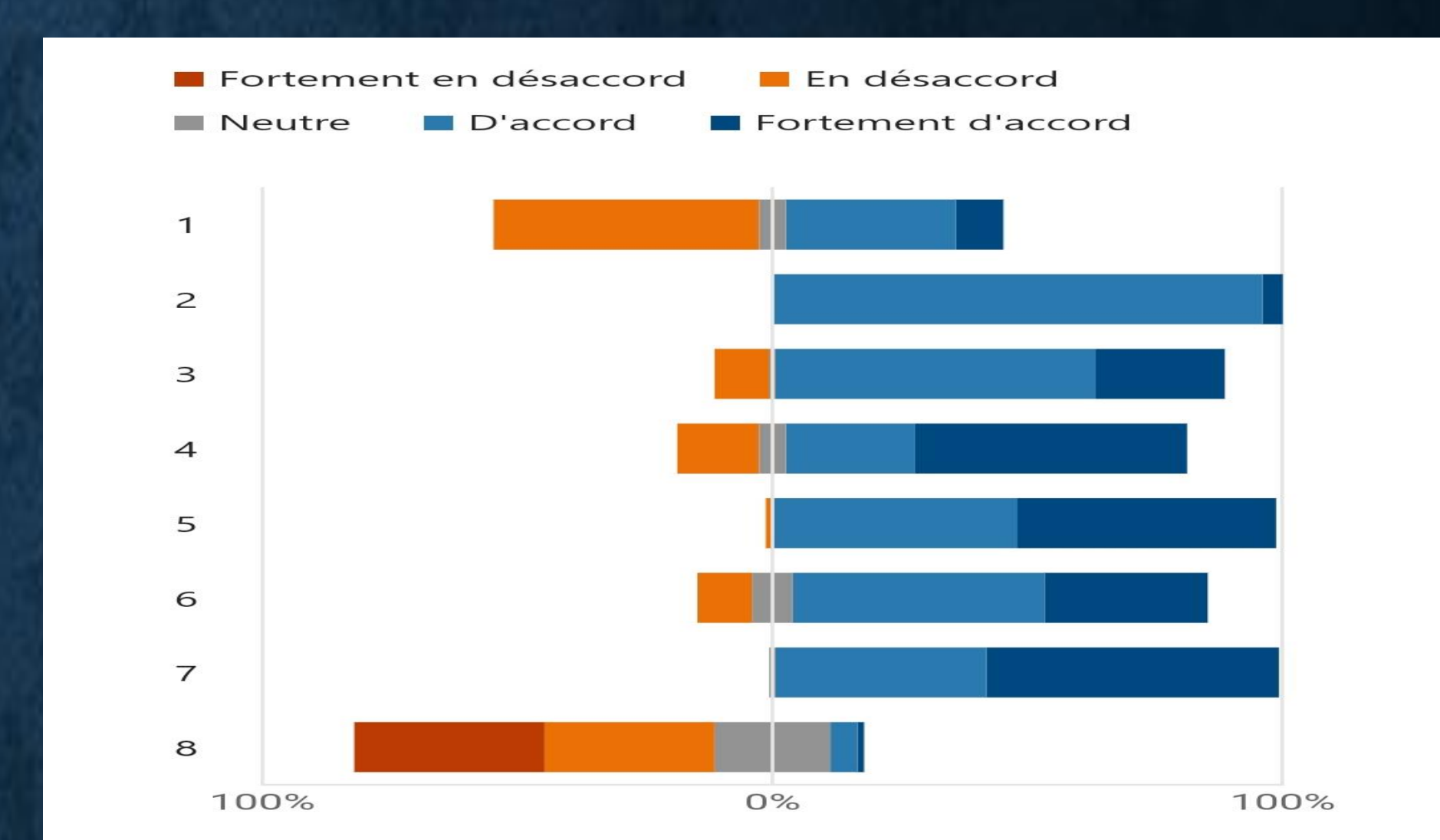
- ✓Examining the current discourses and university lecturers' attitudes towards the potential implementation of EMI as well as investigating the current implicit and explicit language policies in scientific courses in Algerian state universities. The focus is specifically on Engineering departments
- ✓Exploring the language in education policy (LEP) and planning situation in Algeria, the current media of instruction for instance (Modern Standard Arabic, French, Algerian Arabic, English, other) as well as the status and use of the English language in the scientific courses of the tertiary sector.
- ✓Exploring the perceived challenges and benefits of the implementation of EMI programmes from teachers' perspectives with a particular focus on agency and how this potential policy implementation and teachers' perceptions of agency around it may reflexively influence their professional identity.

Research Methodology

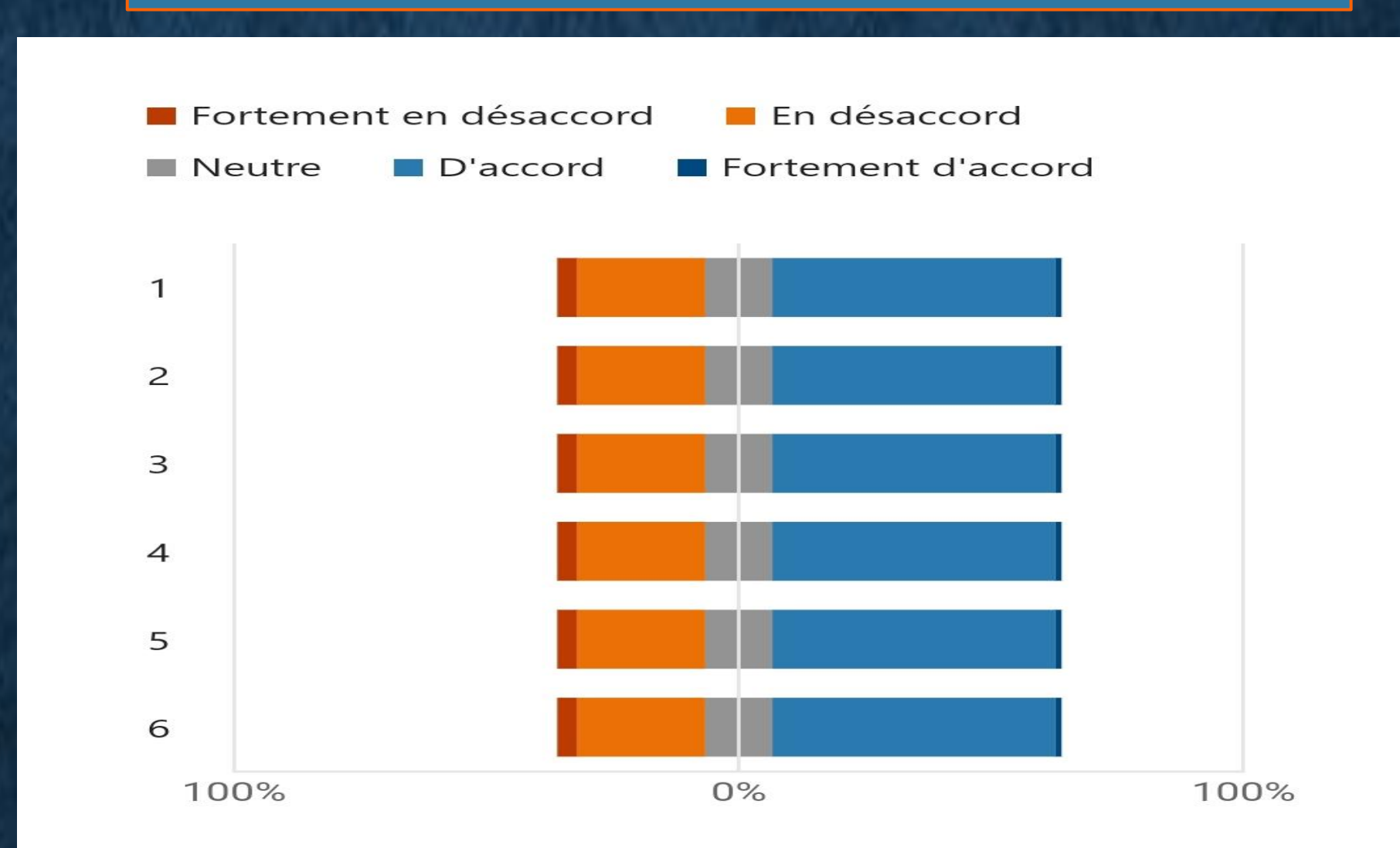
- ✓Online survey (Ms forms): 75 Male/ Female Engineering Lecturers (4 Algerian universities/ / Engineering departments).
- ✓Online interviews (video recorded): 7 Male/ Female Engineering lecturers (4 Algerian universities/ Engineering departments)- Manual transcription (Microsoft Teams).
- ✓Survey/ Interview questions translated into French and Arabic.
- ✓NVIVO and SPSS software for data analysis.
- ✓ROADMAPPING theoretical framework (Dafouz and Smit 2016).



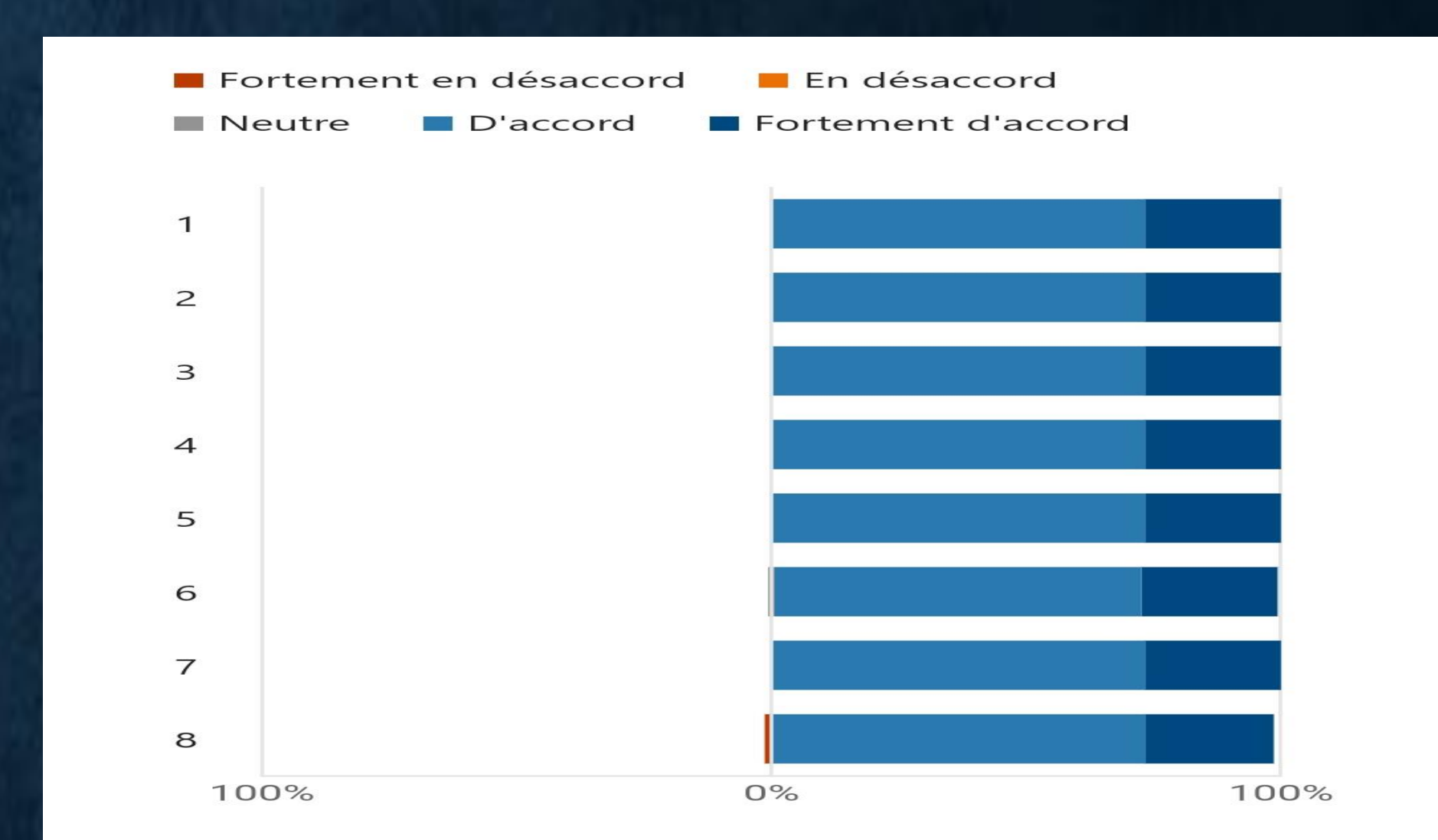
Classroom linguistic situation/medium of instruction



Lecturers attitudes towards English/French/Arabic



English/French lecturers linguistic competence



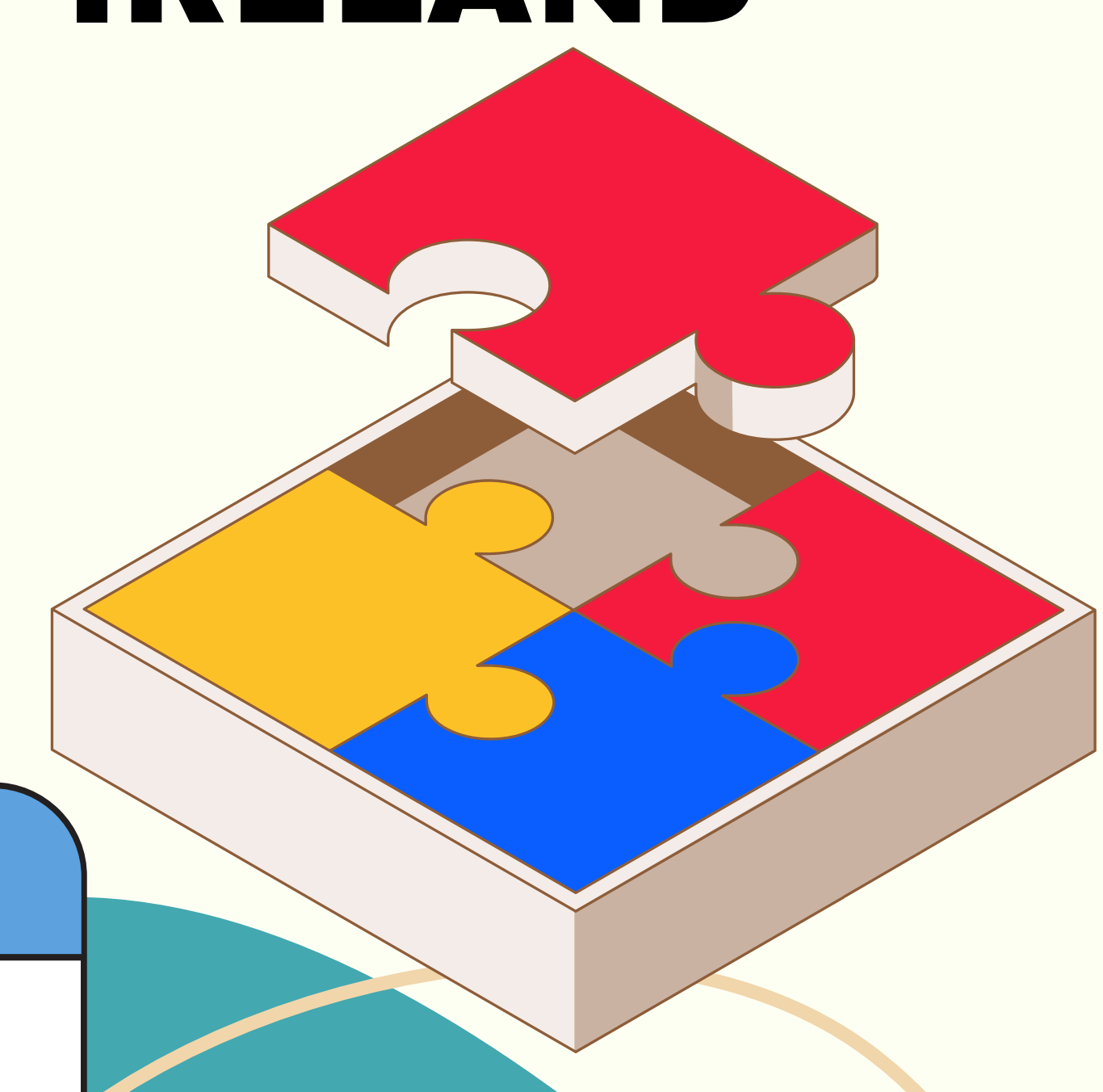
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EXAMINING THE SOCIAL, PSYCHOLOGICAL, AND ACADEMIC ADJUSTMENT OF THE ALGERIAN PHD STUDENTS IN THE UK AND THE REPUBLIC OF IRELAND

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Research Focus

Adjustment issues of international students (social or psychological) may become the major distraction factor that affects their academic achievement (Charlers & Stewart, 1991). In order to depict the impact of culture on students' adjustment, this research study aims to explore the mobility process of the Algerian doctorate students in the UK and the Republic of Ireland. It focuses on the impact of experiencing a new culture and the influence it has on students' social, psychological, and academic adjustments in order to provide better support and enhance the Algerian PhD scholarship programme.

Research Questions

- 1- What challenges did students face, and how did it impact their social, psychological, and academic adjustment?
- 2- What strategies did students use to overcome these challenges?
- 3- How can the Algerian scholarship program address these challenges?

Mixed- Method approach

Online Questionnaire
(27 Algerian PhD students in the UK and 22 Algerian PhD students in Limerick)

Online Interviews
6 Algerian PhD students in the UK and 5 Algerian PhD students in Ireland- Limerick

Preliminary Findings

- The cultural disparities between the UK and Algeria present a series of challenges for Algerian individuals residing in the UK. These challenges extend beyond religious beliefs and include language barriers, social norms, dress codes, values, beliefs, and food. The incompatibility between mainstream UK culture and Algerian culture can pose significant difficulties for individuals trying to navigate their way through various aspects of everyday life. Such challenges can lead to feelings of discomfort and disorientation, affecting individuals' social integration and overall well-being.
- Algerian students may face challenges in communicating with their supervisors due to cultural differences. Expressing concerns or feelings about their research is perceived as difficult, as supervisors are often viewed as sources of authority. This lack of open communication can hinder the quality of the doctoral journey. To improve this, the introduction of culture within academia could be helpful, enabling students to approach their supervisors with questions, concerns, and worries in a more open manner. This can maximize the doctoral journey and expand academic networking
- The Algerian PhD students faced several challenges when studying abroad, as evidence by the findings of this study. These included concerns about safety as a Muslim girl wearing hijab, cultural differences, lack of English proficiency, lack of intercultural competences, loneliness, difficulty in finding friends and socializing, academic writing, and the pandemic.

REFERENCE

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- I would like to express my sincere appreciation to my supervisors: Prof. Gisela Holfter, Dr. Florence LeBaron-Earle, and Dr. Anissa Daoudi for their support, feedbacks and motivation during this journey



STUDENTS' PERSPECTIVE

"Coming from a culture where supervisors are seen as a source of authority made it difficult to discuss with supervisors instead of waiting for supervisors' instructions. Given that the first objective is to get student have their PhD degree on time, introducing culture within academia would be much helpful, as I think that knowing how to approach our supervisors with our questions, concerns and worries in a more open way, that would maximise the doctoral journey as well as knowing how to widen our academic networking" - **STUDENT 1**

STUDENTS' PERSPECTIVE

"The mainstream culture in the UK is different from the Algerian culture. Consequently, we face challenges in regard to most aspects of life including religious beliefs, language, socialisation, dress code, values, beliefs, and food".
-**STUDENT 2-**

An exploration of the well-being of leaders for inclusion, including Special Education Needs Co-ordinators (SENCOs) and Principals, in Irish primary schools

Emma O'Sullivan, PhD Candidate, Department of Educational Psychology and Inclusive Special Education
Supervisors: Dr. Trevor O'Brien & Dr. Johanna Fitzgerald



Introduction

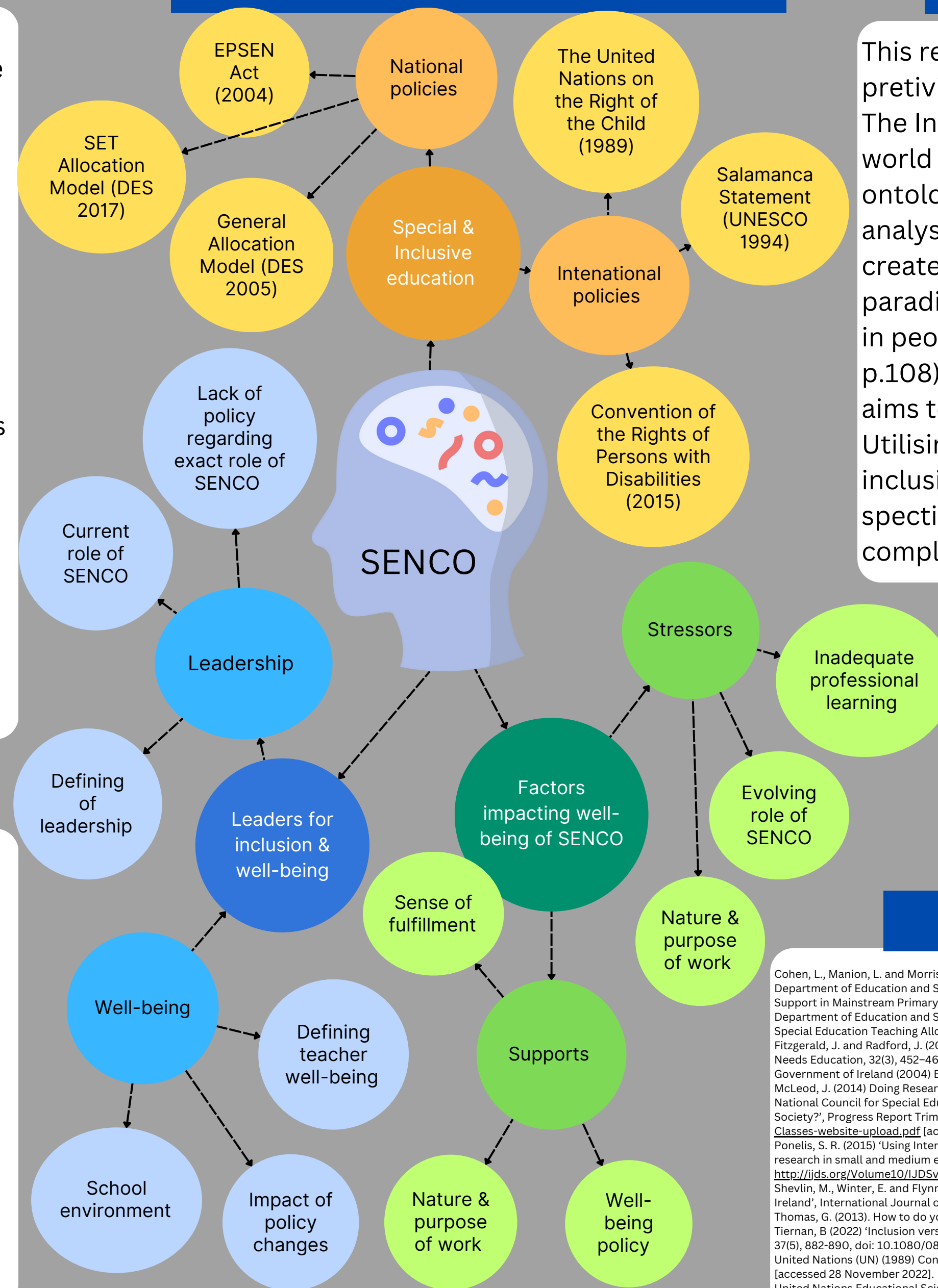
Educational provision for students with SEN has seen significant developments in Ireland over the past three decades (Shevlin et al. 2013), with many changes influenced by international developments. The most recent policy change involves the introduction of the SET Allocation model (SETAM; DES, 2017). It provides schools with the opportunity to allocate resources based upon the whole-school's profile and priority needs (Fitzgerald and Radford, 2017). Despite the new SEN allocation model SETAM (DES 2017), the current Irish education system involving mainstream education, special classes and special education settings is not an appropriate approach to inclusive education, according to the UNCRPD model of inclusion (NCSE 2019). As Ireland aspires to create a fully inclusive educational system, collaborative learning practices and continuous professional development are pivotal for the successful implementation of inclusive practices and strategies by all teachers and leaders of special education (Tiernan 2021).

Research Questions

What does the literature say about:

- The developments of special and inclusive education?
- The evolving role of SENCOs in schools in response to policy changes?
- The impact of leading inclusive and special education on leader's well-being?
- Defining the concept of leadership, especially the concept of leaders of inclusion?
- Potential stressors for leaders of inclusive and special education?
- Potential factors/supports for leaders of inclusive and special education?

Literature Review



Proposed Research Design

This research study will be framed under an interpretivist, mixed-methods approach to data collection. The Interpretivist paradigm investigates the social world and is built on the foundation of a lifeworld ontology (Pontelis, 2015). The ability to explore, analyse and describe the way in which individuals create meaning is acknowledged as a key aim of this paradigm (McLeod, 2014). Interpretivism is "interested in people and the way they relate" (Thomas, 2013, p.108) which is central to conducting research which aims to explore leaders' perceptions of their wellbeing. Utilising this approach in this study, will facilitate the inclusion of a variety of human experiences and perspectives from a certain situation, acknowledging the complexity of real-life situations (Cohen et al., 2007).

Interpretivist, mixed-methods approach

Phase 1:
Quantitative
approach

Surveys with
primary
teachers

Phase 2:
Qualitative
approach

Interviews
with
SENCOs/
Principals

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