Editorial

"You can never understand one language until you understand at least two."

- Geoffrey Willans

TEANGA 28 is the journal's first annual issue under this editorial team. Taking on an editorial role in the depths of the COVID 19 pandemic came with its own challenges. These included the cancellation in 2020 of the annual conference of the Irish Association for Applied Linguistics (IRAAL), an event which has been a rich source of contributions to previous issues of *Teanga*. As a result, this issue is entirely the result of an open call for papers.

We are nonetheless confident that *Teanga 28* reflects some of the best in innovative scholarship in applied linguistics both in Ireland and further afield. Accordingly, we welcome the recognition of the quality of the *Teanga* journal by the Scopus Team as evidenced by its recent inclusion of the journal in the Scopus database.

The papers and reports in this volume span several core sub-fields of applied linguistics with most of the contributions spanning more than one. These include language policy, language and technology, language teaching and learning, sign bilingualism and sign language, language and gender, and the development and analysis of language corpora. In keeping with *Teanga*'s bilingual profile, we welcome the fact that three of the contributions are written in the Irish language.

We are delighted to begin our first issue as editors with an invited paper by Anne Gallagher of Maynooth University who has, for many years, been an inspiring leader in the field of language policy and in the promotion of language teaching and multilingualism both in Ireland and further afield. Her ambitious and comprehensive paper is entitled "Twenty-Five Years of Language Policies and Initiatives in Ireland 1995-2020". It considers the main

issues facing language education in Ireland today against the backdrop of the economic, geopolitical and cultural forces influencing Ireland's communication at home and abroad. Gallagher analyses selected European policies currently influencing how Irish and Modern Foreign Languages are learned and taught in Ireland. She also assesses recent government policies/strategies and initiatives in their historical context, and weighs the strengths and weaknesses of language education in Ireland. The paper concludes by proposing specific measures to increase Ireland's language capacity.

The research articles and reports which follow pick up on several of the issues dealt with by Gallagher. One sub-theme is the (potential) facilitating role of new technologies in the language learning process. To begin, Ó Ceallaigh, in "*Comhtháthú Ábhar agus Teanga le Cuidiú Teicneolaíochta san Ardoideachas (E-CÁTA): Eispéiris Mac Léinn Iarchéime* [Technology-enhanced Content and Language Integration in Higher Education (E-ICLHE): Postgraduate Student Experiences]", examines the attitudes and experiences of postgraduate students completing a technology-enhanced ICLHE programme. Ó Ceallaigh's findings provide insights into the effectiveness of E-ICLHE as measured by levels of student motivation, autonomy and success.

In "Telecollaboration: Creating International Bridges in Socially Distanced Times", Carthy describes a transnational exchange project (TEP). The TEP successfully enabled virtual mobility for students following the cancellation of their year abroad in 2020 owing to the Covid pandemic.

Sounding a slightly more cautionary note, Mullen, in a paper entitled "Broadening Language Learner Perceptions of 'Actual, Proper Study' to Be More Inclusive of Smartphones in Irish Secondary Schools: 'For Like Actual Like Proper Study, and Schoolwork, I Wouldn't Use My Phone at All Really'" argues that smartphones currently

play a peripheral role in students' language learning. He examines learners' sometimes limited perceptions of what constitutes language learning and suggests ways in which such attitudinal and perceptual limitations can be countered by educators.

Continuing a focus on language teaching and learning, Kelly, in "The Effects of Classroom Intervention Strategies on Language Learner Motivation", analyses the findings of a study on learner motivation and the adolescent language learner. Specifically, Kelly focuses on the impact of two teacher intervention strategies: the delegation of material and task selection.

Switching focus somewhat to language teacher identity and motivation, Flynn, Ó Duibhir, Ní Thuairisg, Ó Ciardubháin and Uí Laighléis explore the impact of identity and motivation on the work of language assistants in Gaeltacht schools in Ireland. Their paper "*Féiniúlacht agus Inspreagadh i gcás Cúntóirí Teanga i Scoileanna Gaeltachta*" [Identity and Motivation among Language Assistants in *Gaeltacht* Schools] discusses their findings in the context of research on both language identity and language teacher motivation, as well as on the Irish language and the *Gaeltacht*.

Nic Aindriú's study informs current debate around whether bilingualism and/or learning through an L2 is appropriate for children with particular types of special educational needs (SEN). It does so via an exploration of the challenges faced by students with SEN when acquiring Irish as a second language in Irish-medium primary schools.

In the field of deaf education, and based on a comprehensive review of the international literature, O'Connell presents a series of cogent arguments in favour of debate at policy level in Ireland on the merits of sign bilingualism.

Conama reports on ongoing research entitled "Sense of Community: The Irish Deaf Community". After considering the results of a primary research study, he concludes with the

view that Irish Sign Language is one of the fundamental bonds uniting the Irish deaf community.

Two further papers in this collection provide valuable insights into aspects of the relationship between language and gender. Firstly, Devlin and Marnane focus on how young Irish males and females perceive gendered compliments in relation to both appropriateness and politeness.

Secondly, Reilly-Thornton considers the use of epicene pronouns by Chinese students of English as a second language, as well as investigating the Chinese students' perception of gender-inclusive pronouns.

This brings us to the development and analysis of corpora. Bhreathnach and Ó Raghallaigh begin their paper "*Tiomsú Corpais don Taighde Foclóireachta: Corpas Foclóireachta na Gaeilge (CFG2020)*" [Corpus Creation for Lexicographical Research: Corpas Foclóireachta na Gaeilge (CFG2020)] by outlining the development process of a monolingual 77.3 million word Irish-language corpus, "*Corpas Foclóireachta na Gaeilge 2020*". They further consider how the corpus could be expanded and enhanced and explore the kinds of analysis and research the corpus enables.

Forde, in his paper, draws on "Nua-Chorpas na hÉireann / the New Corpus for Ireland" to explore the contextual use of particular terms coding identity in Irish. His specific focus in this analysis is on the construction of nationhood in the Irish language.

We thank all of our authors most sincerely for their insightful contributions and for considering *Teanga* as an outlet for their valuable work. Our particular thanks are also due to our peer reviewers. Finally, we wish to acknowledge the support of the IRAAL Executive Committee: Susanna Nocchi (President), Marie-Thérèse Batardière, Silvia Benini, Iker Erdocia, Colin Flynn, Jennifer Martyn, Laura McLoughlin, Lucía Pintado Gutiérrez, Mary Ruane and Qi Zhang.

The Editors

Jennifer Bruen, Inmaculada Gómez Soler, Siobhán Ní Laoire, Lucía Pintado Gutiérrez

November, 2021