

Editorial

TEANGA 26 is the journal's second issue under the current Editorship and the articles, reports and reviews presented in its pages continue to demonstrate a wide range of work in applied linguistics and related disciplines in Ireland, as well as further afield.

TEANGA 26 also marks the 40th Anniversary of the publication of *TEANGA* 1 in 1979.¹ This first volume contained 12 research articles and two invited lectures from Dónall Ó Baoill and John Harris, both of Institiúid Teangeolaíochta Éireann. The topics of Interlanguage (Ó Baoill) and Psycholinguistics (Harris) continue to influence scholarship in Ireland and well beyond. Fittingly for the visit of the IRAAL Conference, there is a strong contingent from Galway represented in the research papers of the first issue of *TEANGA*. Papers from Dino Bressan, Maureen Ryan and Séamus Mac Mathúna of UCG, now NUI, Galway,, the institutional hosts of IRAAL 2019, feature. While much has changed from the publication of the first issue of *TEANGA* (thankfully, the current Editors don't have to insert each fada by hand), one thing has not changed. *TEANGA* 1 represented the finest in linguistics writing in Ireland and this dedication to the highest quality research remains today.

The journal continues to be a home for the publication of scholarship related to language learning and use in Ireland, as well as a venue for the development of cutting edge research in these areas. The contents in this issue address machine translation, student language learning, language maintenance, and language policy. *TEANGA* continues to welcome Irish-language scholarship and this is represented by the publication of two books review in Irish.

The theme of the 2018 conference, held in Dublin City University, was "Applied Linguistics and Language Strategies: Practices and Policies". We feel that these papers reflect that theme. Indeed, this is particularly evident in the two contributions concerned with the Languages Connect Strategy which take the form of one research article and one project report.

The first research article by Liam Murray and Marta Giralto discusses the challenges inherent in the Languages Connect strategy for producing not only multilingual graduates but also interculturally competent graduates from third level institutions in Ireland.

The second paper by Úna Carthy presents an empirical study which investigates the impact of institutional language policy on attitudes towards languages in third level technical institutes. Results reveal that the desire for both language teaching and mobility is not currently being met in the majority of Institutions of Technology/Technological Universities.

Third is a study by Meghan Dowling, Teresa Lynn, and Andy Way in which they assess the use of backtranslation as a method for creating artificial English-Irish data to increase training data for use in state-of-the-art data-driven translation systems.

The fourth and final research article by Juan Pablo Rodríguez Prieto investigates the effects of motivational orientations and the social aspects of emotional intelligence of L2 Spanish

¹ <https://journal.iraal.ie/index.php/teanga/pre2016>

learners' willingness to participate in a study abroad program. His study addresses a gap in the literature with the inclusion of a set of social emotional abilities (i.e. altruism or helping others selflessly) that are related to the students' integrative motivational orientation.

The first project report deals with Chinese heritage language maintenance in Malaysia. The author, Teresa Ong, reports a preliminary analysis of data on the various efforts made by three groups of participants to maintain the use of Chinese community languages in everyday life in Penang, Malaysia. In the second report, Jennifer Bruen discusses Ireland's linguistic profile and its relationship to the Languages Connect Strategy and higher education. In this regard, she argues that consideration should be given to new degree programmes and to the inclusion of Language Management Strategies in existing programmes.

Finally, we have four book reviews, the first is of Emma Riordan's *Language for Teaching Purposes: Bilingual Classroom Discourse and the Non-Native Speaker Classroom Teacher* and written by Jennifer Bruen. The next two reviews are of *An Meon Folaithé: Idé-eolaíochtaí agus Iompar Lucht Labhartha na Gaeilge in Éirinn agus in Albain*, edited by Tadhg Ó hIfearnáin agus John Walsh, and *An Ghaeilge sa Nua-Aoiseacht Dhéanach – an meon i leith éagsúlacht teanga sa Ghaeilge* by Noel P. Ó Murchadha. These reviews are written (in Irish) by Colm Ó Ciardubháin and Muiris Ó Laoire respectively. The final review of *The Oxford Handbook of Language Policy and Planning*, edited by James W. Tollefson and Miguel Pérez-Williams, is written by Sarah Berthaud.

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