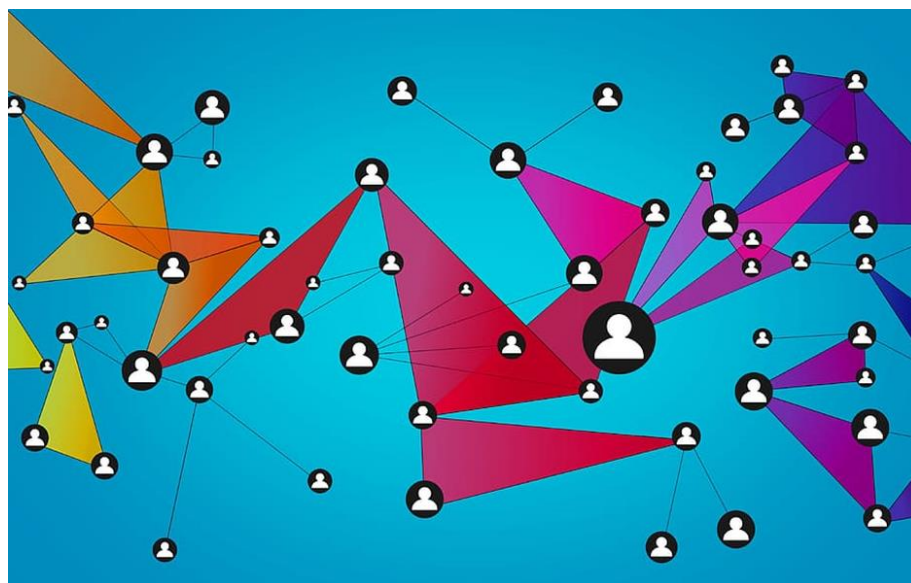


Editorial



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In a world in which there is a manifest need for more effective communication and greater understanding within and across languages and cultures, the *Teanga* Editorial Team is delighted to present the latest volume in the *Teanga* series, *Teanga 29*. The papers selected for this volume deal with areas central to current developments in the field of applied linguistics, our interdisciplinary field that “focuses on the numerous and complex areas in society in which language plays a role” (*Association Internationale de Linguistique Appliquée* (AILA), 1992, p.2, as cited in Tucker, 2022).

In keeping with the *Teanga* tradition and ethos, this volume includes contributions by both early-career and established academics and researchers. The material represents a significant amount of collaborative research both within Ireland and internationally, with two of the research articles written in the Irish language and five in the English language.

The topics explored in *Teanga 29* include new developments in the Common European Framework of Reference for Languages Companion Volume (CEFR CV), the

potentially transformative impact of virtual exchange, the place of culture in language learning, the use of corrective feedback in immersion contexts, the experience of pupils with special educational needs (SEN) also in language immersion contexts, (diachronic) corpus linguistics, global English and attitudes towards multilingualism. An aim common to all of the material is to enhance the experience of the language learner and/or to deepen our understanding of language(s) and communication.

We are delighted to begin *Teanga 29* with an invited piece by Brian North, formerly of the Eurocentres Foundation, Switzerland. ‘Case Studies in Mediation, Online Interaction and Plurilingualism: Implementing the CEFR Companion Volume’ introduces North et al.’s publication, *Enriching 21st Century Language Education: The CEFR Companion Volume in practice* (2022) which was published following the launch of the new edition of the *Common European Framework of Reference for Languages – the CEFR Companion Volume* (Council of Europe, 2020). North focuses in this piece on contextualising the 19 case studies contained in *Enriching 21st Century Language Education: The CEFR Companion Volume in practice* which demonstrate the practical implementation of the new CEFR descriptors.

The first of the six research papers, *Life-Writing and Virtual Exchange: An Exploration of the Impact on Students’ Learning Experiences*, is co-authored by Claire O’Reilly of University College Cork and Arnold Maik of the University of Applied Sciences in Dresden. The paper describes a web-based Virtual Exchange which took place between students in a University in Ireland and students in a University in Germany. The focus is on life-writing and biography, the development of qualitative research skills and speaking the foreign language.

Julie Trobitsch, a doctoral student at Maynooth University, examines the place of culture in the French language classroom in the final two years of secondary school in

Ireland. Trobitsch presents the results of interviews with teachers of French, an online survey of pupils of French and an analysis of three French textbooks.

In *Ó Theoiric go Cleachtas: Aiseolas Ceartaitheach i mBunscoileanna Lán-Ghaeilge [From Theory to Practice: Corrective Feedback in Irish-Medium Primary Schools]* Sylvaine Ní Aogáin, of Coláiste Mhuire gan Smál, Luimneach and Pádraig Ó Duibhir, Dublin City University (DCU) explore the views of teachers and students, gathered via interview, focus groups and classroom observation, on the systematic use of corrective feedback in the Irish immersion classroom.

Sinéad Nic Aindriú, Pádraig Ó Duibhir and Joe Travers, all of DCU, explore factors influencing parental attitudes and behaviours in relation to the selection or otherwise of immersion education for a child with Special Educational Needs (SEN). They focus on why parents of children with Autism Spectrum Disorder and specific speech and language disorders choose Irish-medium primary schools for their children with SEN instead of English-medium primary schools in a context where English is the majority language of the community.

Francesca Nicora, of the National University of Ireland, Galway, presents an open source corpus of Irish-English speech. Although created for the purpose of prosodic contrastive analysis of intonation patterns, the corpus can also be used for additional phonetic, sociophonetic, sociolinguistic and pedagogical purposes.

In the last of the six research articles, Katie Ní Loinsigh, National University of Ireland, Galway, Mícheal J. Ó Meachair, Gearóid Ó Cleircín, Brian Ó Raghallaigh and Úna Bhreathnach, all of DCU, describe how they created two specific-purpose corpora of periodicals from the beginning of the 20th and 21st centuries to facilitate the diachronic analysis of the Irish-language terms, *Gaeltacht* and *Galltacht*. They examine the meanings associated with both terms as well as changes in meaning during the period in question.

Fergal Treanor of the European University Institute in Florence provides us with an insightful and comprehensive review of the publication *Global English and Political Economy* written by John O'Regan and published by Routledge in 2021. Treanor describes it as 'essential reading for applied linguists' (pp. 194, this volume) and of value to education policy makers and all those interested in the reasons for the spread of English globally.

Finally, Inmaculada Gómez Soler of the *Teanga* Editorial Team was delighted to interview Soraya Sobrevía, Education Projects Coordinator of the child-focused social enterprise, [Mother Tongues](#). Founded in Ireland in 2017, the primary aim of this organisation is to promote multilingualism, linguistic and cultural diversity and intercultural dialogue. This interview provides valuable insights into the goals and activities of the Mother Tongues team. In particular, Soraya describes *Language Explorers*, an ongoing project designed to foster a positive attitude towards multilingualism among children and their families.

As always, we greatly appreciate the efforts of all of our contributors and are extremely grateful to our reviewers for their input. We hope that you will enjoy this volume and find it useful.

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