

Editorial

The present issue of *TEANGA* is the first published under our new name, *TEANGA: The Journal of the Irish Association of Applied Linguistics*. This change is enabled by the overwhelming support we have received from the linguistics community in Ireland, not only from the pedagogical, acquisitional researchers who have always found a home at *TEANGA*, but also from researchers in other areas and subdisciplines of linguistics who have perhaps not been as well represented in the past. With the publication of Volume 25, we are ushering in a new era for *TEANGA* that is more inclusive of linguistics research in Ireland, but also cognizant of the wealth and breadth of research that is related to the work that we do in Ireland in language-related industries.

We aim to be the 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. Towards that goal, we are proud to stand behind the three publications in this volume that come from early career researchers.

Two of the papers in this volume come from research groups, as well an additional paper that is a project report. This type of collaborative research must be at the forefront of our journey through an uncertain future in the Higher Education sector.

TEANGA has always supported Irish-language scholarship and this is true today with the publication of two articles and one book review in Irish.

This journal has consistently been a home for the publication of papers based on presentations at the annual IRAAL conference. In 2017, the theme of the conference was “Applied Linguistics in the Era of Globalisation: Opportunities, Challenges, Practices.” We feel that these papers reflect that theme in their discussion of the global emphasis of our Chinese language pedagogy and English as a lingua franca in education in Ireland, opportunities in digital language teaching and bilingual science, the challenges of primary education in DEIS Gaelscoileanna and shame in Second Language Acquisition, and the lexical input of children’s television and the comparative pragmatic practices of Irish English and Russian.

Our invited paper for this issue comes from the recently confirmed Honorary Lifetime Member of AILA, and Emeritus Fellow of Trinity College Dublin, Prof. David Singleton. His paper addresses some of the major themes of multilingualism and multi-competence as they relate to how the mind interacts with language systems.

The second paper, by Una Carthy, addresses the use of English as a Lingua Franca in the Irish Institutes of Technology. The subject of English language policy in higher education has

received little scholarship in Ireland and this paper is, indeed, a welcome one from a language policy and planning perspective.

Next, we have two papers that celebrate the recent turn in Irish Universities towards improving Chinese language pedagogy. The first Chinese-language paper from Chang Zhang and Hongfei Wang follows the development of Chinese language teaching in Ireland, particularly in the wake of the recently published Languages Connect strategy. The focus of this article is on the post-primary sector and how to improve teaching in this area. The second Chinese-language paper, by Caitríona Osborne, is an empirical study of four different teaching methods and their impacts on character recognition and recall. These papers both reflect current practice and make suggestions for improvement in the future of what is becoming the world's second most studied language.

We then move on to more traditional *TEANGA* publishing, with two papers written in Irish addressing issues affecting Irish-medium schools and teachers. Karen Ní Chlochasaigh, Pádraig Ó Duibhir, and Gerry Shiel present their study of Gaelscoileanna that are in the DEIS plan for disadvantaged schools. The difficulties that these schools face demonstrate a need for more comprehensive teacher training for immersion education and on education in socially disadvantaged settings. Aisling Ní Dhiorbháin's paper presents an error analysis of the written Irish of primary school teachers in training. The findings show the types of errors that these students make and suggestions are offered as to how to identify the most common grammatical errors and how to teach Irish grammar in Institutes of Education.

The area of Pragmatics makes its return to the pages of *TEANGA* in Martina Maria McCarthy's cross-linguistic comparison of politeness in Russian and Irish English. This paper presents a thorough examination of Irish English Pragmatics research and draws conclusions based on an empirical study conducted in Russia.

Anna Ceroni, Kathleen McTiernan, and Francseca La Morgia describe child language acquisition through the medium of children's television in their article. Comparison of modern-day children's television with children's television programmes from 1992 across several different language acquisition strategies shows that vocabulary richness may be a more informative way of analysing the linguistic value of television.

Catherine Jeanneau and Christian Ollivier present their theoretical description of the e-lang project, which introduces a different pedagogical approach to language teaching and learning. Through a social interaction approach, the authors offer a real world task that can be implemented in language learning.

There is also a project report by Francesca La Morgia, Tatiana Correia, and Joana A. Moscoso on the Native Scientist project. This project brings heritage languages into STEM education

in schools with a high number of bilingual students. This project has shown impressive results from all stakeholders.

Finally, we have two book reviews, the first of Michal Boleslav Měchura's *An Ríomhaire Ilteangach*, and the second of Elizabeth Mathews' *Language, Power, and Resistance—Mainstreaming Deaf Education in Ireland*. The first review is written in Irish by Caoimhín Ó Dónaill and the second is written in English by Lorraine Leeson. Both of these books represent major themes for *TEANGA* and themes that we hope to explore further in the coming years.

The publication of *TEANGA 25* means a definitive move to an open-access model of publication for IRAAL. We believe that this is the best way to promote a vibrant scholarly discussion of applied linguistics in Ireland. In the coming years, we hope to build on the tradition of *TEANGA* in publishing high quality articles from practitioners and academics in Ireland, while also offering a venue for the early career researchers among us, whose work oftentimes presents us with more experimental scholarship. We hope that you all will join us on that journey.

Acknowledgements

Our thanks are due to the peer reviewers. We wish to also acknowledge the support of our fellow members of the IRAAL executive committee: Susanna Nocchi (President), Laura McLoughlin, Marie-Thérèse Batardière, Lorna Carson, Iker Erdocia, Qi Zhang, Sarah O'Brien, Jennifer Martyn and Mary Ruane. We would also like to thank the organisers of the 2017 annual conference: Marie-Thérèse Batardière, Angela Chambers, Aoife Lenihan, Florence Le Baron-Earle, Niall Curry and Catherine Jeanneau.

Stephen Lucek, Colin Flynn, and Úna Bhreathnach
stephen.lucek@ucd.ie, colin.flynn@dcu.ie, and una.bhreathnach@dcu.ie

November 2018