

Editorial

TEANGA 27 is the journal's third (and last) issue under the current Editorship and the articles, reports and reviews it contains again attest to the wide range of work the journal attracts. Interestingly, however, the research articles published in this issue return to a number of themes which have been constant in the journal since its first issue in 1979, albeit with new insights and in new contexts. These themes include language and education policy, teaching methods, immersion education. They also focus on less common areas of inquiry for this journal such as special education needs and forensic phonetics.

This issue contains nine research articles, one project report and two book reviews. We are delighted that three research articles and one book review are written in Irish, providing a vital link between language revitalisation and academic publishing in Ireland. It is our sincere hope that the work done by our authors will pave the way for the excellent researchers here and abroad who work with Irish and, more importantly, through Irish. These papers approach Irish as a medium of instruction, ideologies of varieties of Irish and Irish speech-to-text technology. There is also a major emphasis on language policy in education in Ireland, with considerations of primary, secondary and third level education language policy and the commodification of language learning. These themes are incredibly important in Irish applied linguistics today, and we feel that *TEANGA 27* appropriately shines light on these theoretical and practice-based scholarship.

Aisling Ní Dhiorbháin's article reports the experiences of staff in Irish-medium primary schools of implementing Content and Integrated Learning (CLIL) through a third language. She argues that a key question arising from the study is what model of CLIL would be most suitable for the specific context of Irish-medium primary schools in Ireland.

The second article turns our attention to principals' attitudes towards the suitability of Irish language immersion education for children with dyslexia. Rachael Patton and Elizabeth Mathews present data from a mixed methods study on this topic, the results of which indicate that principals believe that immersion education enrolment is suitable for children with dyslexia and that these children can benefit from being placed in such a learning environment.

The next article, written in Irish by Noel Ó Murchadha, discusses language models in Irish, specifically the target language varieties that are considered most acceptable today and are implicitly or explicitly promoted in Irish language curriculum documents. By looking at ideologies on which those models are based, Ó Murchadha questions long-established ideas about what Irish is and what good Irish should look like and how these language models might be reimagined for the twenty-first century.

Next we have TEANGA's first research article that concerns forensic phonology and addresses the problem of bad data. Chiara Meluzzi, Sonia Cenceschi, and Alessandro Trivillini approach issues surrounding speech data epistemology in the context of forensic phonetics. They highlight the interdisciplinarity required here between linguistics and engineering and provide examples from real Italian cases in relation to collection, classification, treatment of acoustic data, transcription and analysis.

The fifth article, written in Irish by Neasa Ní Chiaráin, provides an overview of Irish synthetic voices developed *as* part of the text-to-speech synthesis systems for the AB AIR initiative. She focuses on their use in the context of Intelligent Computer-Assisted Language Learning (iCALL) and in the development of interactive language learning platforms for the self-directed learning of Irish.

In an article authored by Iker Erdocia, Susanna Nocchi and Mary Ruane explore the policy-making process of *Languages Connect - Ireland's Strategy for Foreign Languages in Education 2017-2026*. They focus on the consultation process adopted by the Department of Education and Skills and discuss positions taken in the document and the role of the procedural mechanisms employed in that consultation process.

The seventh research paper, by Marta Gasiorowska, investigates the effects of contextual change on education policy discourse in Ireland, specifically the discourse pertaining to foreign language education. She uses Discourse-Historical Analysis of key documents to reveal a range of micro-, meso- and macro-environmental factors which have had a detrimental effect on foreign language policy discourse in Ireland over the last twenty years.

In the eighth paper, Carmen Ortiz Granero presents a discussion of the internationalisation of higher education in Ireland. She argues that Irish higher education institutions present an excellent context for leading linguistic internationalisation practices, but that there is little consideration given to language in institutional strategies and a lack of explicitness in existing national strategies.

The final research paper, by Shane Barry, explores the influence of sources of self-efficacy construction on Irish language abilities in civil servants working under the requirements of the *Official Languages Act 2003*. The findings suggest that self-efficacy is a more accurate predictor of language beliefs than previous performances for Irish speakers. Barry argues that sources such as social persuasion and vicarious experiences have the potential to raise self-efficacy beliefs in non Irish speakers.

The project report in this issue, authored by Emma Riordan, Clive Earls, Áine Furlong, Colin Flynn and Silvia Benini, details the foundations of the Higher Education Language Educator

Competences (HELECs) project, which has been funded by the National Forum. The project aims to develop an empirically-informed competence framework for HE language educators and programme developers which is aligned with the National Forum for Teaching and Learning in Higher Education's *National Professional Development Framework for all Staff Who Teach in Higher Education*.

This issue concludes with two book reviews. The first is a review in Irish by Seán Mac Risteaird of *Linguistic Variation and Social Practices of Normative Masculinity: Authority and Multifunctional Humour in a Dublin Sports Club* (O'Dwyer, 2020). The second book review is by TEANGA's founding editor Dónall Ó Baoill, who has reviewed *Irish Speakers and Schooling in the Gaeltacht, 1900 to the Present* (O'Donoghue and O'Doherty, 2019).

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