

Editorial. *Teanga* in 2023: Language in Society and Education.

“Language is the road map of a culture. It tells you where its people come from and where they are going.” - Rita Mae Brown.



<https://www.istockphoto.com/photo/diverse-cultures-international-communication-concept-human-silhouette-with-speech-gm1390317952-447326685>

This year is the 44th anniversary of *Teanga*, and our last issue as an editorial team. It has been a busy and wonderful three years where we have tried to continue to shape *Teanga*, keeping its scientific rigour, and ensuring international collaborations while empowering the role of Irish as a language of academic dissemination and exchange. *Teanga* was accepted into Scopus in 2020, its papers are now widely referenced, and our annual volume attracts a healthy number of national and increasingly international authors.

This issue includes one keynote paper, one invited article, seven research articles, one project report and two book reviews. The content of these pieces encompasses Applied Linguistics and a range of related disciplines and subdisciplines including English as a Lingua Franca, sociolinguistics, language education, and language policy.

Teanga 30 opens with a contribution by renowned Professor Claire Kramersch from UC Berkeley. Her keynote paper, entitled “**Global English: The Indispensable Bridge in Intercultural Communication?**”, considers how the globalisation of English has impacted intercultural communication and calls for an understanding of symbolic power to tackle such changes. Her paper creates a stimulating context that will have readers thinking of the overall landscape of language and/in society and provides relevant ideas for the rest of the articles, reports, and reviews presented in this issue.

Claire Kramersch’s research is followed by a second article where Lacie Raymond, a doctoral student at Dublin City University, looks at the discourse of English as a Lingua Franca, more

specifically the impact that it has had on conceptualising English language teaching in **“English as a Lingua Franca: Exploring a Communicative Situation and Language Scenario”**. The author argues that this (re)conceptualisation, however, is not reflected in the teaching of English as an additional, second or foreign language. This article therefore outlines the evolution of English as a Lingua Franca and reconsiders the implications for teaching English.

The third contribution to this issue, authored by Eamonn Hickson, explores sociolinguistics in Ireland in an article entitled **“Expressing Attitudinal Stance on Irish Local Radio Through the Use of *You Know*”**. This study delves into the uses of *you know* in conveying attitudinal stances expressed by guests on Radio Kerry, an Irish local radio station, between June 2021 and March 2022. The findings gathered in this corpus reveal certain tendencies in the use of this expression (live radio *versus* recording; age of the speakers; occupation of the speakers) and is compared to other corpora —such as the Limerick Corpus of Irish English and the British National Corpus. The corpus created for this study is pioneering in that it is the first to consist solely of language used on an Irish local radio station.

Our next four articles, the first of which is written in Irish, look into several challenges (and possible solutions) experienced by teachers and students in Irish-immersion schools as well as issues related to the lack of connection between schools and communities.

“Aiseolas Ceartaitheach mar Réiteach ar Easnamh Theangeolaíoch sa Tumoideachas Lán-Ghaeilge” [Corrective Feedback as a Solution for Linguistic Deficits in Irish-medium Immersion], authored by Caitríona Ní Mhurchú (Coláiste na hOllscoile Corcaigh), Sylvaine Ní Aogáin (Coláiste Mhuire gan Smál, Ollscoil Luimnigh) and T.J. Ó Ceallaigh (Coláiste na hOllscoile Corcaigh), investigates the use of Corrective Feedback (CF) in Irish immersion education to address challenges in acquiring a proficient L2 language repertoire. The research involves a systematic implementation of CF to target common grammatical errors in two classrooms (fifth and sixth class), with data gathered from teachers, students, and observations. Results show teachers’ and students’ increased awareness and improvement in error correction practices after this intervention.

The following article **“Students with Early Irish Literacy Difficulties in *Gaeltacht* Primary Schools: Identification and Early Intervention Practices”** by Fiona MacIntyre Coyle and Sinéad Nic Aindriú, both of Dublin City University, employs a mixed method approach, surveying 105 schools and interviewing four special education teachers. It examines strategies in *Gaeltacht* schools for identifying early Irish literacy issues and offering extra support under the *Gaeltacht* Education Policy. The study outlines necessary resources to enable schools and teachers to better meet the educational needs of all their students.

Continuing with the matter of Irish literacy, **“A Prototype Bilingual Literacy Screening Test for Pupils in *Gaelscoileanna* and *Gaeltacht* Schools: Design Consideration and Teacher Attitudes”** by Emily Barnes (Trinity College Dublin) and Pádraig Ó Duibhir (Dublin City University) outlines the development of a bilingual literacy screening test for pupils in *Gaelscoileanna* and *Gaeltacht* schools. The study also assesses teachers' perceptions of the prototype, revealing a preference for assessments covering a broad range of skills (such as phonemic awareness and listening comprehension) and the need for an oral language assessment, the latter emphasised by participants from *Gaeltacht* schools.

In our last article dealing with Irish, “***Teanga sa Chistin: A qualitative study of bilingual families baking bread, and reclaiming Irish in the home***”, the focus changes slightly from schools to the community in an attempt to bridge the disconnect between the two. Mel M. Engman (Queen’s University Belfast), Órla McGurk (Glór na Móna) and Alison MacKenzie (Queen’s University Belfast) describe a study of intergenerational language learning and use that aims to bring the language of school into the home. Six participating families were given ‘baking bundles’ of ingredients to bake bread, an instructional baking video and text-based language supports. The families filmed themselves baking together and participated in interviews. The research highlights the significance of linking school and home learning for effective language reclamation particularly in the North of Ireland as this article considers the sociopolitical factors that shape Irish language learning and use in Belfast.

Similar to the previous article, in “**The Impact of Extracurricular Activities on Beginner Chinese as a Foreign Language Learners in the Formal Classroom**”, Caitríona Osbourne (University College Dublin) and Qi Zhang (Dublin City University) explore the connection between formal and informal language learning activities but this time with a focus on students in a university setting. They describe a two-part classroom-based study exploring the possible benefits of extracurricular, peer-taught activities for beginner Chinese as a Foreign Language students. The researchers provided students with informal opportunities to use and be exposed to the Chinese language in a multicultural space that facilitates local and international students in promoting and sharing their culture and language through various peer-teaching activities. The paper discusses the merits and limitations of formally linking credited courses with peer-teaching activities and offers some recommendations for implementing future collaborations.

The last article and the project report included in this issue delve into a current topic that is relevant not only within the context of Ireland but worldwide: how to best support migrants and refugees in their language learning journey. Given that language skills are essential for the integration of these populations, these articles pave the way for an important line of research.

In “**Technology-Enhanced Language Learning in Community-based Classes for Adult Migrants: Post-pandemic Potential?**”, Bronagh Ćatibušić (Trinity College Dublin), Shadi Jing Karazi (Dublin City University), and Deng (Trinity College Dublin) explore the pandemic's impact on language support for adult migrants in community-based settings, particularly in online Fáilte Isteach volunteer-led English classes. It also assesses the potential of technology-enhanced methods post-pandemic. Findings, from surveys and digital workshops, highlight challenges and benefits of online learning. The research stresses the significance of digital training, suggesting that accessible tools can aid both migrants and tutors in post-pandemic language classes.

Describing a similar type of project, Julie Daniel and Maria Loftus (Dublin City University) detail the origins of the “**Irish Refugee Integration Network (IRIN)**” initiative, explaining why it was established and contextualising it within the broader migratory context in contemporary Ireland. The report delineates the various phases this volunteer-led collective has gone through with an analysis of their constituent challenges and successes.

Teanga 30 includes the review of two monographs relevant to language education and language policy. In the first place, Sarah Berthaud reviews Jennifer Martyn’s book entitled ***Discourses, Identities and Investment in Foreign Language Learning*** (2022), a monograph on identity for foreign language learners at post-primary level in Ireland that explores the relationship between learners, the Irish education system, and how learners speak about their

language learning experience with an emphasis on how they construct their identities. The findings are based on an ethnographic study conducted in a secondary school in county Galway. Sarah Berthaud considers the newly published monograph an essential piece of research in the area of foreign language teaching and learning. In her view, it provides invaluable empirical data that will be of use in improving foreign language teaching and learning, not only at secondary but also primary and higher levels in Ireland. In light of this, the reviewer calls for further ethnographic research on foreign language teaching and learning in Anglophone countries.

Alexandra Philbin writes a review in Irish of Wilson McLeod, Robert Dunbar, Kathryn Jones & John Walsh (Eds) *Language, Policy and Territory: A Festschrift for Colin H. Williams* (2022). In her review, she highlights how this collection of essays reflects and celebrates the influence and significance of Williams' work over a lifetime in language planning and policy, ranging widely over many themes and diverse linguistic territories.

Finally, we would like to thank the authors and reviewers who have contributed to the current issue, and make it possible for this journal to thrive and continue to be a point of reference for applied linguists in Ireland and worldwide. We also would like to express our gratitude to the IRAAL Executive Committee for their continuous support in our endeavours as editors. We are delighted to have been a part of the *Teanga* team these past three years and look forward to seeing *Teanga*'s future developments under its new editorship.

The Editors

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