

## **Editorial**

As the new Editorial Team, it is our honour to both introduce the 31<sup>st</sup> issue of TEANGA and to celebrate an important milestone: the journal's 45<sup>th</sup> anniversary. It has been a dynamic and rewarding year since we assumed our roles, and we are thrilled by the volume and quality of submissions received in both Irish and English. This strong engagement from the scholarly community is a testament to the legacy of our predecessors, who have advanced the journal's commitment to scientific rigour and international visibility. We would like to express our heartfelt gratitude to the outgoing team for all their support and for making the transition so smooth. This has enabled us to build upon a solid foundation of excellence which we will strive to maintain. The current issue includes one introductory paper, ten research papers and one book review. While the content of the research papers is wide ranging, it can be broken down into two broad, yet complementary categories – language practices and language education.

The introductory paper frames the development of the journal TEANGA in terms of its content. The ten research papers have been split into two distinct yet complementary categories. They are language practices and language education. We use language practices as an umbrella term which explores the role language plays in the conducting and shaping of social and institutional life. The seven papers which make up this category are represented by the following themes: language in migration; linguistic discrimination; and variation, change; and planning. Language education focuses on the overlapping themes of teacher education and motivation in both Irish and Asian language educational contexts. Together, these studies offer insights into current trends, challenges, and innovations in the field, underscoring TEANGA's role as a key platform for advancing linguistic scholarship. We are committed to

maintaining the high standards set by previous teams and to fostering a journal that continues to inspire and inform researchers and practitioners alike.

### **Introductory Paper**

The issue opens with a paper by Bruen titled '**Applied Linguistics Reflections on an Evolving Discipline with a Focus on Publications in the Journal TEANGA**'. The author tracks the evolution of content in TEANGA *The Journal of the Irish Association for Applied Linguistics* (TEANGA) with the aims of gaining deeper insights into the nature of applied linguistics research, and of comparing the research published in TEANGA with broader developments in the field of applied linguistics. The paper uses elements of quantitative and interpretative content analysis to analyse the focal topics of keynote and research papers in annual and special editions of TEANGA published between 2001 and 2023. The findings suggest that second and foreign language teaching and learning, including language teacher education are a central focus of the annual and special issues of the journal.

### **Language Practices**

#### **Language in Migration**

In '**The Language Engagement Landscape of Ukrainian Temporary Protection Holders in Ireland**', Ryzhova and Devlin explore the language engagement of six Ukrainian temporary protection holders (UTPHs) in Ireland. Using narrative inquiry, the study explores their access to language opportunities and willingness to invest in language learning across five key spaces: administration, services, education, domestic life, and work. Findings report that female participants actively invest in language learning despite barriers, while male participants tend to delay efforts. This research addresses a key gap in understanding language engagement for temporary protection holders, distinct from other migrant groups.

Changing focus from engagement with the host language to immigrant experiences with the home language, Toth and Riordan in **"My Polish is dying, and I'm really upset about it": First language experiences of the 1.5 generation of immigrants in Ireland'** explore the language experiences of the 1.5 generation, a group of immigrants born into one language community who subsequently migrated to another language community before the end of compulsory education. By means of semi-structured interviews, the study investigates the experiences of participants aged between 22 and 24 who migrated to Ireland between the ages of four and seven. The findings demonstrate that the self-reported effects of language attrition, and incomplete language acquisition of the participants' L1 impact their cultural and personal identity with participants reporting a range of emotions relating to their feeling of language loss including fear, frustration and shame.

### **Linguistic Discrimination**

In **'Linguistic Discrimination: A cross-cultural study of experiences of non-majority language speakers in Slovakia and Spain'**, Urbanska and Plachetka use a raciolinguistics lens to compare practices of language discrimination experienced by two distinct groups of non-majority language speakers: English speakers in Spain and Romani speakers in Slovakia. This qualitative study sheds light on the sidelining that non-majority speakers face across a number of different contexts, namely education, labour market and social settings. Findings show that linguistic discrimination is pervasive especially when it intersects with ethnicity and race. Participants were often rendered *languageless* either through not being seen as legitimate speakers of the language (English), or, in the case of Romani, their language not being validated.

Using a similar theoretical lens, the paper **'Language Ideologies in Irish Secondary Schools: A raciolinguistic approach'** by Lucek explores how standard language ideologies

may shape school principals' attitudes towards sociolinguistic diversity in English medium secondary schools. In particular, it focuses on the variable of social class and how a deficit model is used to position students (and teachers) disadvantageously in terms of language use. Data were collected using professional practice interviews conducted with six secondary school principals in the Dublin area. Findings indicate a strong preference for middle-class language practices, which are equated to 'whiteness' within the study. The paper ends with a call for a re-evaluation of how linguistic diversity is viewed in Irish schools.

### **Variation, Change and Planning**

This section starts with an exploration of a novel data collection tool which sheds new light on gender-based use of Irish English. In **'"Ah, uhm, yeaaaah, maybe." Developing a New Data Collection Instrument to Explore the Gendered Realisation of Refusals by Young Adult Speakers of Irish English'**, O' Riordan and Devlin introduce the Online Spoken Discourse Completion Task (OSDCT). This innovative tool captures the nuanced ways in which Irish-English speakers aged 20-30 refuse requests. By analysing (para)linguistic features such as pauses, elongations and dysfluencies, the study reveals that while gender differences exist, social factors like maintaining face play a larger role in shaping refusal strategies.

Turning to the integration of new terminology into written Irish, **'Assessing the Implantation of ITC Terms in Irish: A corpus-based approach'** by Ó Cleircín and Murphy utilises corpus-based methodologies to examine the implantation of information and communication technology terms in written Irish. They do so by conducting searches of a newly created specialized corpus which had been designed according to the Quirion protocol. While this approach has previously been followed in relation to major languages, this paper

presents the results of research undertaken on a minoritised language and provides a solid basis for future research in other languages of similar status.

The final thematic paper provides a bridge between variation and language education by illuminating, among other issues, how planning for variation can influence the teaching of the Irish language. In '**Language Planning in An tUltach**', Long focuses on the four central elements of language planning – corpus planning, status planning, acquisition planning and prestige planning – to explore how these principles were used to promote Ulster Irish in *An tUltach*, an Irish-language journal published in the early twentieth century. Even though theories of language planning had not yet come to the fore, Long undertakes a close textual analysis of material published in the journal and argues that *An tUltach* utilised each of the four central elements to language planning to promote Ulster Irish in the journal. Furthermore, the author notes the emphasis placed on education within acquisition planning by highlighting the frequent inclusion of a teachers' page ("Leathanach na Múinteoirí") in the journal's early years.

## **Language Education**

### **Motivation and Teacher Education**

Starting with learner motivation, in '**Driving Motivation in Irish Language Learning: An analysis of variation in post-primary pupil attitudes to Irish in the Growing Up in Ireland study**', Barnes, Condon, Devitt and Ó Murchadha examine motivation for learning Irish among post-primary students in Ireland using data from the Growing Up in Ireland study. Analysing over 7,000 students, it finds attitudes toward Irish remain stable from primary to post-primary school. Key factors include the language of schooling (English or Irish) and classroom dynamics; a student-centred approach and positive teacher interactions

enhance interest and ease of learning. Findings support policies to boost motivation by fostering enjoyment and minimising challenges in learning Irish.

With its emphasis on motivation in teacher education, '**Potential Powerful Pathways of Motivation in Immersion Teacher Education**' by Ní Dhonnchadha, Ní Chlochasaigh and Ó Ceallaigh explores the concept of 'Directed Motivational Current' (DMC), a relatively novel concept in motivation studies in Second Language Acquisition. Through a mixed methods approach, this paper examines the presence of DMCs in the lived experiences of both pre-service and in-service teachers undergoing initial and ongoing professional development in teacher education through the medium of Irish. This paper proposes an initial framework of analysis focusing specifically on teacher education through the medium of Irish.

Continuing with the theme of teacher education in '**Bridging Gaps and Building Futures: Establishing initial teacher education for Asian languages in Ireland**', Zhang and Ruddock explore the challenges and approaches associated with establishing initial teacher education for Asian languages in Ireland and identifies educational needs in the context of initial teacher education pathways. The study highlights the diversity in student cohorts, the demand for plurilingual and pluricultural awareness and the need for alignment of teaching methodologies in the Irish school context. In addition, the study addresses the critical shortage of qualified teachers of Asian languages and makes recommendations for developing sustainable teacher supply chains.

### **Book Review**

The last contribution to this issue is a review by Kharchenko of **Farr, F., & Farrell, A. (2023). *The reflective cycle of the teaching practicum*. Equinox Publishing** which she describes as

providing "a much-needed evidence-based reflective practice framework in ELTE that can contribute to the sustainability of the English language teaching profession."

Finally, we would like say just how much we have appreciated all the efforts made by our contributors and to express our gratitude to all the anonymous reviewers.

The Editorial Team:

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