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## Editorial

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## ***Editorial***

I am delighted to introduce the **14th edition of the ITB Journal**, the academic journal of the Institute of Technology Blanchardstown.

The first paper in this journal from Alessio Frenda examines the complexities involved in the coding of grammatical gender within Irish and explores, in particular mutation, inflection and their consequences at the morphosyntactic interface across three macro-dialects (Ulster, Connacht, Munster), and standard Irish. In the second paper, Anne Herwig motivates a discussion on how emotions can be viewed as abstract cognitive events without an external reference object. Within this view, they are cognitive relations in the sense that they consist of two or more primarily autonomous events, which are set in relation to each other. Accordingly, their conceptual structure is relatively complex and this is reflected in a broad variety of lexicalisation patterns, both within and across languages. Their complexity is reflected in the rich inventory of emotion terms in many cultures. According to Herwig, the processing of emotion terminology can provide important information about the cognitive organisation of conceptual and linguistic knowledge. The next paper, by Denise Lyons, describes the practice of providing art therapy as a support for a teenage boy, living within a residential group home. A brief history of residential care is introduced and the role of art therapy as an intervention within a holistic approach to social care practice discussed. This paper concludes with a case study illustrating the practice of art therapy in residential care. The paper by Kelly and McCabe studies the body of existing research into procedural city generation and provide an overview of their implementations and a critique of their functionality and results. After this, they present areas in which further research into the generation of cities is required and outline their research goals for city generation. The final paper by Dawn Duffin on working towards an inclusive model of practice hypothesises that third level tutors are not required to and do not generally possess teaching or disability awareness qualifications and that the third level colleges would benefit from a collective approach towards more inclusive practice.

We hope that you enjoy the papers in this issue of the ITB Journal.

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