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## Editorial

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## **Editorial**

I am delighted to introduce the **23th edition of the ITB Journal**, the academic journal of the Institute of Technology Blanchardstown.

The first paper, by Aoife Finn, examines the reflexive construction in the Polynesian language Māori. It provides a brief introduction to elements of Māori grammar and gives special attention to the Māori reflexive construction that sometimes uses a so-called support form to express reflexivity. The account is situated within a functional model of grammar called Role and Reference Grammar (RRG), a model that can characterise both the form and function of language. It is demonstrated that RRG provides a robust framework for analysing reflexive constructions. The article accounts for the occurrence of a reflexive support form in Māori reflexive constructions

The second paper, an article by Judith Gottschalk, is also situated within Role and Reference Grammar but within a very different piece of research and educational context. This paper investigates how an intelligent teaching agent, using the RRG model as a linguistic engine, can support language learning. Based on a user-centred empirical design study, the architecture of a highly persuasive tool for language learning is developed as an extension of the EU project PLOTLearner (<http://europlot.blogspot.dk/2012/07/try-plotlearner-2.html>) The EuroPLOT project aims at developing a framework and tools for persuasive learning objects. Both the EACEA Lifelong Learning Programme and the European Commission fund the EuroPLOT project. While also based on Grounded Theory, the author shows that feedback and support is of greatest importance in self-directed computer assisted language learning. It is also shown how this overall approach to language learning can be situated into traditional conversation-based learning theories. The paper demonstrates the potential for a computationally adequate model of the RRG-linking algorithm, extended into a computational processing model, to account for communication between a learner and the software by employing conceptual graphs to represent mental states in the language-aware software agent. The important role of speech acts is emphasised.

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

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