

Editorial

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The two articles in this issue of *Apples* introduce important contemporary concerns in education. In the first article, *Lars Holm* and *Helle Pia Laursen* describe how, after a poor ranking in an international survey, a 'literacy crisis' was constructed in Danish policy documents in ways that discursively and ideologically positioned migrants as the symbol of the crisis. Such ideological work leads to pressure on migrants to adjust and adapt to a monolingual standard of literacy, and to certain valued literacy practices with little attention to their multilingual experiences.

Josephine Moate's paper focuses on content and language integrated learning (CLIL) settings, with particular reference to the role of talk in CLIL and how describing different types of talk involved in CLIL and the pedagogical implications involved may both function as a navigational tool for teachers and outline areas for further research inquiries. In her paper, Moate also introduces the notion of a 'transitional dynamic' with which she draws attention to an often overlooked phenomenon of transition into the foreign language often occurring at different rates in different talk-types.

This issue of *Apples* also starts a discussion on the challenges of university language centres with contributions from Croatia and Finland. The two articles highlight how, despite the common demands on language education in higher education set by political, social and economic changes in Europe, each country is also faced with its specific contextual concerns, relating for example to the history of language centres within its system of higher education. This also shows in the different orientations of the two discussion notes. Whereas the paper of *Ivan Poljaković* emphasises the importance of cooperation between European language centres to overcome common challenges related to their status as service providers within the university environments, *Ulla-Kristiina Tuomi* and *Heidi Rontu* stress the own roles and responsibilities of language centres in the strategic planning of language studies, and the achievements of active participation in this process.

We would like to encourage the submission of more discussion notes on this topic, especially as regards the development of possibilities to establish research activities in language centres. We would also like to invite readers of *Apples* to propose discussion notes on other topics in the area of applied language studies.

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