

Receipt Date	Contributor	Title	Abstract
11/11/2005	John Donahue	Images of Irish immigrants in Zane Grey's fiction	Zane Grey's novels The U.P. Trail presents the epic feat of the construction of the U.P. railroad across the continent. This task could never have been accomplished without the work of Irish immigrants who formed perhaps half of the workers on the construction crews. This paper will discuss the presentation of the Irish workers on the project, their position in the hierarchy of laborers, their image of themselves, and Grey's attempt to replicate their speech. The nineteenth century saw the largest influx of Irish immigrants into the U.S. and their spread across the continent. Grey's novel provides a peek at the popular perception of those people at the dawn of the twentieth century.
12/5/2005	Thomas Kiely	A comparative study of student experiences and perceptions of Irish in mainstream primary schools and in Gaelscoileanna (Irish medium primary schools)	Poster presentation
12/19/2005	Bob Burke	From Autonomy to Tyranny	An anecdotal look at experiences in tutoring Irish to 16 Irish children ranging in age from 4½ to 16 and living temporarily in Portland, Oregon. Classroom strategies and selection of age appropriate materials will be discussed along with recommendations for anyone adventurous enough to teach young children. Included will be remarks on classroom activities, some that worked and some that didn't, while the author attempted to follow the New Irish Curriculum for elementary schools.

Receipt Date	Contributor	Title	Abstract
1/7/2006	Sean O'Connor	"Ciancheardlann", A Writing-In-Irish Workshop by E-Mail	Building on experience gained in teaching writing in Irish by e-mail as described in "Ó Lámhacán go Siúl go Rith", (NAACLT 2003, 2004) a writing workshop via e-mail was established based on the suggestions and advice of a convener of residential writing workshops in Ireland. Whereas earlier classes concentrated on teaching grammar, syntax and idiom, this latest initiative was characterized in large part by review, critique and feedback by fellow class members of each member's submissions. The workshop operated on a two month cycle, the first month being dedicated to writing, the second to critiques and responses. Advantages and disadvantages of this approach will be described.
1/9/2006	J. K. Drummon	Yu Ming Is Ainm Dom	I would like to present a dvd in Chinese, Irish, and English with English subtitles. It is called "Yu Ming is Animn Dom" and has won several international prizes. I screened it at the western region conference of the American Committee for Irish Studies, who really needed to see something in Irish on the screen. This fifteen minute film would be excellent for showing to the community or at the first class to a group of Irish language learners.
1/31/2006	Catriona Parsons	APOSTROPHISING the APOSTROPHE! (or : One Case for NOT confusing the Gaelic Learner.)	In <u>Gaelic Orthographic Conventions 2005</u> , Sabhal Mór Ostaig reiterates the "authoritative set of published orthographic

Receipt Date	Contributor	Title	Abstract
			conventions” set forth by the Gaelic Panel for the Scottish Examination Board for use after 1985. The changes wrought by the Panel were somewhat controversial at the time and to some extent remain so. While it may be agreed that there was over-proliferation of the apostrophe in traditional Gaelic publishing—e.g. ‘gam’ for aig + mo—one may also argue that, while for the most part omitting so many apostrophes is not so very confusing, nevertheless certain apostrophes which have been discarded must be retained for clarity’s sake. This is especially true in some sentences containing the so-called “inverted nominal”; or in MacAulay’s words, “embedded non-finite clauses”.
1/31/2006	Seumas Gagne	Zero to Gaelic Program	Slighe nan Gaidheal introduced a new language education program in 2004 designed for adult learners. This presentation will describe the program.
1/31/2006	Roslyn Blyn-LaDrew	Cén Dath Atá Air? Teaching Colors in the Celtic Languages	This paper is a follow-up study to last year's presentation on teaching the color "orange" in Irish. As a result of the research on the color "orange" and its variations (flannbhuí, oráiste, dearg, buí, etc.) I have looked even more broadly into the color terminology used to describe the material and symbolic culture of the Gaeltacht, the colors most dominant in the natural landscape, the use of "native" terms (glas) and borrowed terms (béas), and how all of this is taught in

Receipt Date	Contributor	Title	Abstract
			textbooks and other educational resources and in children's literature. Problems with and inconsistencies in existing textbooks will be pointed out with suggestions for adaptation to classrooms today and for juxtaposing the Celtic view of color with the dominant schema of English and French, the two languages most influential in imposing their world outlook on the Celtic languages today. Although the focus of the paper will be Irish, material from the other five Celtic languages and from other world languages will be investigated as well.
2/15/2006	Aralt Mac Giolla Chainigh	Glide Vowels in Ulster Irish	Data taken in 2004 from speakers of Ulster Irish (native or native competence) is analyzed in terms of the glide vowel paradigm. Significant departures from the official standard are noted, as well as departures from other dialects. The glide vowel paradigm is offered as an alternative to the traditional broad/slender distinction to assist North American learners of Irish in acquiring the phonetic system of Irish dialects.
2/28/2006	Kevin Rottet	Language learners and prepositions in Welsh and Breton: What role for the dictionary?	The correct idiomatic use of prepositions is notoriously difficult to learn in many languages. Choice of preposition is often highly idiosyncratic and language specific. Sometimes the preposition needed in a given construction is not the usual translation equivalent of the preposition in question. Welsh examples of mismatches with English usage include: the reason for

Receipt Date	Contributor	Title	Abstract
			<p>something "y rheswm dros rywbeth" (dros usually means "over"); to buy a cake for Sunday "prynu cacen at y Sul" (at is usually "towards"); to send a letter to the bank "anfon llythr i'r banc" (i usually means "to") versus to send a letter to someone "anfon llythr at rywun" (at is usually "towards"); to buy flowers for a friend "prynu blodau i ffrind"; to talk to someone "siarad â rhywun" (â most often means "with"); to fail to do something "methu â gwneud rhywbeth".</p> <p>The syntax of a verb and its object or objects, including verbs which take a complement preceded by a preposition, are a related problem area. Here I have in mind cases like the following, where the English and the Welsh patterns are different in some unpredictable way:</p> <p>a)        gwneud        i        rywun  wneud rywbeth</p> <p>do        make        to        someone  something</p> <p>'to make someone do something'</p>



Receipt Date	Contributor	Title	Abstract
			<p>specific points of usage like the above are tested against pedagogical materials, and in particularly the most widely used dictionaries in Welsh pedagogy, to measure how suitable these dictionaries are for Celtic language production tasks.</p>
2/28/2006	<p>Tomás Mac Gearailt, Bard na nGleann, Cork, Ireland            Aralt Mac Giolla Chainnigh, Canadian Defence Academy, Kingston, Ontario, Canada</p>	<p>A Certification Course in Irish for Ontario High School Teachers</p>	<p>Irish has been taught as a credit course within the Ontario high school system since 1997. The experience has been limited to a single high school, KCVI (Kingston Collegiate and Vocational Institute). This experience has strongly demonstrated the need for a teacher's certification course if Irish is going to be offered more widely within the school system. A partnership has been initiated between NAACLT, Bard na nGleann and Queen's University in Kingston, Ontario to develop, and offer a course of this nature as an Additional Qualification for Ontario high school teachers (registered with the Ontario College of Teachers). Primary course development is being undertaken by Bard na nGleann, a highly successful Gaeltacht based company. Bard na nGleann won the European Languages Award in 2005 for their web-based course "Gaeltalk". The company was also named among the top five fastest growing companies in Ireland in 2005. This talk will discuss the potentials of promoting the Irish language within the official educational system in Ontario, and will provide an overview of the Certification</p>

Receipt Date	Contributor	Title	Abstract
3/14/2006	Sheila Scott	Faoi Chlitics: Irish Mutations Provide Evidence for the Clitic Group	<p>Course in Irish.</p> <p>Prosodic Phonology accounts for phonological changes triggered at various level on a hierarchy, ranging from the vowel within the syllable through to the whole utterance. In the hierarchy, the phonological word (PW), and phonological phrase (PP) are widely accepted as distinct levels within which phonological changes occur. The Clitic Group (CG) is situated between these two levels, but has not enjoyed the same secure status as the PW and the PP. This presentation explains that the environment required to trigger the pattern for word-initial mutations in Modern Irish is found within the Clitic Group (CG) and not within the other two. The mere presence of the phonological environment for lenition (between two vowels) or eclipsis (preceded by a nasal consonant) between adjacent words does not suffice to trigger the mutation. The environment for mutation is located between one or more function words and their related content word within the CG, and not between two content words. Underlying forms are attributed to the clitics in order to ensure that the appropriate mutation occurs. Language teaching applications can be derived from this conclusion. Student can be taught to lenite or eclipse content words if they are preceded by the appropriate</p>

Receipt Date	Contributor	Title	Abstract
			function words.
3/15/2006	Colleen Majella Dollard	A Framework for Autonomous Irish Language Learning In North America	<p>This dissertation examines a dedicated group of language learners and teachers in North America who have been promoting and teaching Irish socially in immersion weekend settings for over twenty-five years.</p> <p>The first chapter describes this group and their programs, highlighting what works and why, what some of their challenges have been, and the advantages and disadvantages that this non-traditional distance learning entails.</p> <p>The second chapter suggests a framework that could be used to provide additional structure without negatively impacting the enjoyable, relaxed Irish language learning atmosphere that they have created and fostered. It explains how independent learning can be converted to autonomous learning to great effect.</p>

Receipt Date	Contributor	Title	Abstract
			<p>The third chapter introduces task-based learning and suggests a plan of learning goals and communicative tasks that could help illuminate the path toward fluency for learners who have not yet reached this goal. It also suggests ways that higher-level learners can continually improve their skills and help revitalize and reinvest their own knowledge by assisting their less capable peers.</p> <p>The fourth chapter discusses current assessment methods in these programs and suggests possible alternatives that could coordinate with the plan mentioned in chapter three. It concludes by expressing hope that this group's particular perspective and enthusiasm could lend support to language revival efforts in Ireland and how international cooperation between both government-supported and voluntary</p>

Receipt Date	Contributor	Title	Abstract
			organizations in Ireland and abroad could be mutually beneficial.