NAACLIT

Third Annual Conference of the North American Association of Celtic Language Teachers.
May 1997
ST. I.X. University
Pre-Conference Activities

WEDNESDAY
May 28, 1997

Early bird arrivals meet informally at Piper's Pub College Street, Antigonish (902-863-2590) 8:30 - 9:30 pm

THURSDAY:
May 29, 1997

Day trip to Cape Breton, departure 9:00 am and return 7:00 pm
Itinerary: Highland Village and B&R Heritage, Iona, and Colaisde na Gaidhlig, St. Ann's.

FRIDAY:
May 30, 1997

Celtic Language Teachers Professional Development Day

9:00 Registration, coffee

9:15 Opening remarks
Kenneth Nilsen, Rosalyn Blyn-LaDrew

9:30 Sean Riley, President
St. Francis Xavier University
Welcome
9:45  Sister Margaret MacDonell, Principal  
Mount Saint Bernard  
Former Chair of Celtic Studies  
“History of Celtic Studies at St.F.X.”

10:15  Coffee break

10:30  Goiridh Dòmhnallach (Glendale, Cape Breton)  
“Iarmad mo Shluaigh: Incorporating Local Cape Breton Folklore in the Language Class”

11:30  NAACLT General Meeting (All invited)

12:00  Lunch

1:30  Rosemary McCormack, B & R Heritage  
(Iona, Cape Breton)  
“Methods of Teaching Gaelic to Children”

2:30  Coffee break

2:45  Roslyn Blyn-Ladrew  
“Dysgu Cymraeg: Learning Welsh”

3:45-4:15  Open video session

4:00-5:00  Tour of the Father C. Brewer Celtic Collection,  
Maureen Williams, curator

6:00  Cocktails, Somers Hall

6:30  Lobster dinner followed by céilidh and set dancing.  
Somers Hall

4:30-5:30  Aifhrinn Ghàidhlig - Mass in Gaelic, Mt. St. Bernard Chapel

7:00 pm  Departure for Evening: Ceilidh in West Mabou

SUNDAY:  
June 1, 1997

9:30 am  Registration  
Latha Gàidhlig, Scottish Gaelic Classes

4:30  Milling Frolic

Participants

Mary F. Banta & Mr. Banta  
Wayne Harbert  
Thomas Ihde  
Bob & Phillis Burke  
Roslyn Blyn-Ladrew  
Kara Smith  
Conor P. Hartnett  
John Morrissey  
Eileen O’Brien  
Nancy Stenson  
Dorothy Milne  
Bernadette de Róiste & Mr. Carty  
John Cahill  
Ron Crow  
Herve Gourmelon  
Thomas Fitzgerald  
Gearóid Ó Néill  
Ken Nilsen  
Catriona Parsons
Panel IV: The Present Meets the Future: The 1990s and Beyond

Bernadette De Róiste, Institiúid Teangeolaíochta Éireann
“A Review of Irish Language Syllabus Design in Ireland in the 1990s

Recent changes in Irish language syllabus design are explained. Two communicative syllabuses for Irish, introduced to secondary school curricula, are reviewed. The analysis of interviews, conducted by the speaker, with twelve teachers of Irish reveal their perceptions of a communicative syllabus. Future trends in Irish language syllabus design are anticipated.

Thomas Fitzgerald, Lionta, Teo. Gaeilge-B List Owner (Ireland)

“Can the Internet Revive the Irish Language and the Gaeltachts by Reintroducing Ireland to Its Diaspora, Thereby Strengthening National Identity and Economic Independence?”

This paper evaluates the potential impact of the first interactive technology on the Irish language in general and the Gaeltachts in particular. Today for the first time, the children of the Diaspora can hear their language as it is spoken in the Gaeltacht. The advance of technology and the Internet in particular has made the language accessible and allowed the Gaeltachts contact with the world. It is now possible to teach Irish directly from the Gaeltacht and make the language financially valuable to the Gaeltachts. The Irish language is a product with a true intrinsic value and a potential audience of 78 million.

Roundtable discussion led by Catriona Parsons Chair of Celtic Studies Department, St.F.X.
Wayne Harbert, Cornell University (Ithaca, New York)
“A Course on the Celtic Languages”

This paper reports on a new entry-level undergraduate course on the Celtic languages, designed to address the needs of students with 'pan-Celtic' interests. Modules on the individual languages included lectures on history, structure and current status, as well as basic language instruction and reading of simple texts.

10:00-10:15 Coffee break

Panel II: Computer-Assisted Language Learning
(Each 20-minute paper will be followed by a 10 minute discussion period)

Hervé Gourmelon, Kenaoz ar Gomz e Brezhoneg (KGB) Speech Synthesis in Breton Project, University of Lannion (Brittany, France)
“Computer-Assisted Learning of Breton with Speech Synthesis Tools”

(Please note: Hervé Gourmelon is one of team also including Dr. Guy Mercier and Jean-Pierre Messager, as well as colleagues at three other universities participating in the project: Rennes-II, Limerick, and Lampeter)

Gearoid Ó Néill, University of Limerick (Limerick, Ireland)
A Multi-Media Irish Dictionary on the World Wide Web

An Irish dictionary system for delivery on the World Wide Web is described. Access is through Irish, English or French. In addition to the meaning in Irish, the user can also get the corresponding English or French words. For headwords, the user can hear the entry spoken. Extensive use is made of images and assistance on grammatical points is also available.

11:15 - 12:00 Open discussion of all papers

12:00 - 1:30 Lunch and Executive Committee Meeting

Panel III: The Plastic and the Visual: Classroom Materials and Methods

1:30 - 1:50 Raghnall Mac Conchrú, St. Patrick’s Hedge School (Carroll, Ohio)
“Language Ceili: The Teaching Irish By Hand Method”

The best way to teach a language class is to focus on meaning. Offered in this paper will be some thoughts gained, through ten years of Irish teaching, on how to improve student interest and enhance class experience by focusing on meaning as seen in the context of Irish traditional culture.

2:00 - 2:20 Effie Rankin, St. Francis Xavier University (Antigonish, Nova Scotia)
“Language Learning Materials in Scottish Gaelic”

A demonstration of one language learning technique which relies on a series of visual stimuli to encourage oral discussion and to enhance the practice of acquired skills. A set of slides will be employed, based on Paul Strand’s black and white photos from South Uist in the Outer Hebrides of Scotland. Questions arising from these rare images will enable the teacher to provide, on the one hand, a novel learning experience for the students and, on the other hand, an opportunity to assess their oral proficiency.

2:30 - 2:45 Coffee Break