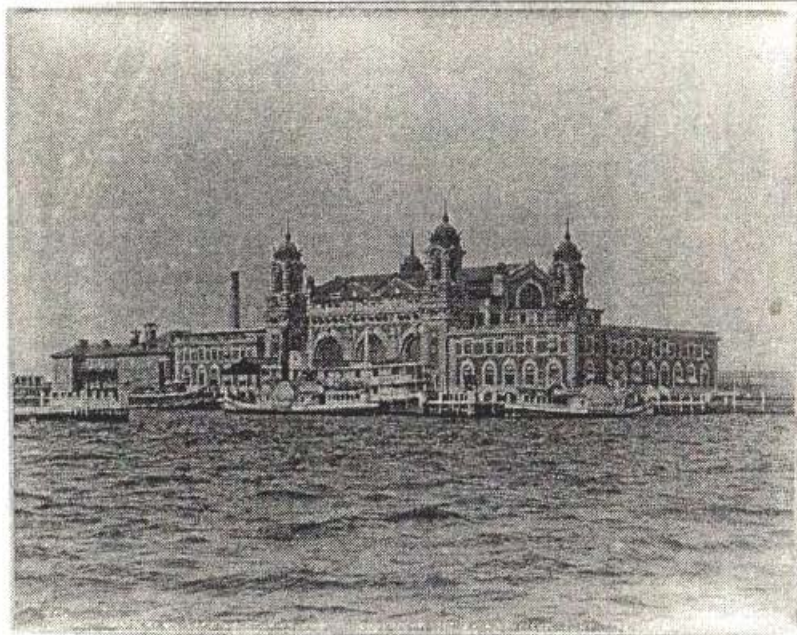




**NAACLT 2001**  
**7th Annual Meeting**



**June 7-10, 2001**  
**Saint Peter's College**  
**Jersey City, New Jersey**

**THE 7TH ANNUAL MEETING OF THE NORTH  
AMERICAN ASSOCIATION FOR CELTIC  
LANGUAGE TEACHERS**

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**THE COVER PHOTO**  
*The photo on the cover,  
item LC-USZ62-37784 from the Collections of the Library of  
Congress, shows Ellis Island in 1905.*

## ABSTRACTS

**David Barnwell, *Institiúid Teangeolaíochta Éireann/Linguistics Institute of Ireland***

### **The Irish-Spanish Dictionary: An Update on Progress**

This year's 400th anniversary of the Battle of Kinsale is a reminder of the long links between Ireland and the Spanish-speaking world. It is a particularly appropriate year in which to publish the first Spanish-Irish dictionary. This paper will describe the project of putting together such a dictionary, one that should be available before the end of 2001.

**Roslyn Blyn-LaDrew, *University of Pennsylvania***

### **A Case Study of Child Acquisition of Irish in the United States**

A study of two American boys' acquisition of Irish, modeled on Owens' *The Acquisition of Irish*. Significant differences from acquisition of Irish in Ireland include: it is not compulsory, their peers aren't learning Irish, there is virtually no exposure outside the lessons, and the parents are learning along with the children.

**Ethel Brogan, *Daltaí na Gaeilge/Vassar College***

### **Irish Language Teaching: More than just a course, it's a movement**

The story of the language immersion courses from March 1981 through May 2001 will be told. It has been a learning experience in more ways than one. This Movement, which began as an experiment in living the language, has spread across North America and metamorphosed into a connecting link with all students of the Irish Language wherever they are. The *Daltaí na Gaeilge* program has now produced a third generation of teachers, a website second to none and an ever increasing enrollment. What's next?

**Sara Davies, *University of Wales, Bangor***

### **Teaching Welsh to Adults**

The paper will focus on present day provision of Welsh language courses and existing methods of teaching Welsh to Adults at the University of



Wales, bearing in mind various aspects such as learners' motivation and language needs; the dominance of English as an international language; local dialect as a basis for course materials and developing listening and speaking skills.

**Colleen Dollard & Deirdre McFarland, *Daltaí na Gaeilge*  
Overcoming obstacles to fluency: Specifically regular and  
irregular verbs and prepositional pronouns**

This workshop offers a hands, feet, and voice-on approach to mastering some of the peskiest aspect of learning a language - the verbs, regular and irregular and the prepositional pronouns. Colleen Dollard of *Daltaí na Gaeilge* and Conradh na Gaeilge, D.C., offers a fun and useful group activity which painlessly helps even the most grammatically-impaired student a way to master verb conjugations and prepositional pronouns. Coordination helps but is not a prerequisite!

**Helen Fitzgerald, *Institute of Technology, Tralee*  
Interactive Irish Language Learning**

This paper addresses interactive language learning specifically in the area of vocabulary acquisition. The paper is based on a study undertaken in the area of second language learning, vocabulary acquisition and issues related to the design of an interactive multimedia environment. It references a particular study undertaken in the area of second language learning (Irish) and multimedia.

**Phil Kelly, *Department of Education, Isle of Man*  
"Several Tired Children Howling" (An introduction to  
Manx Mutation)**

The workshop uses a POWERPOINT presentation to outline the basic principles of the Manx language mutation system. The workshop simulates a mixed ability class of adult beginners and therefore assumes no previous knowledge of the language or of grammatical terms. In addition, files in html format demonstrating a comprehensive site for learners of Manx including dictionaries, grammars, articles and various reference material will be available for copying by interested parties. Additional software for the Macintosh will be demonstrated and made available.

**Will Kenny, *Gaeltacht Minnesota***

**Skating with your head up: Thinking in Irish, using English**

Students of any language can benefit from learning how to think about their *first* language in terms of the structure and concepts of the *target* language. Parsing English from an Irish perspective pushes students *towards* expressing concepts more directly in Irish, and *away* from word-by-word translation. The workshop offers examples, suggestions, and models for developing and applying these parsing skills.

**Patrick McCormack, *North Bethesda, MD***

**Easy Reader/An Léitheoir Éasca, report on a computer program in development**

This program was written to facilitate the reading of documents written in the Irish language, without the need for dictionary/grammar look-up. A further objective was to provide a vehicle for practice in the spoken language. It is believed that it also can be useful for document composition in Irish. It can be used for opening e-mail attachments written in Irish.

**Kenneth Nilsen, *St. Francis Xavier University, Nova Scotia***

**The History of the Irish Language in New Jersey**

The majority of historians of the Irish in America have expressed little interest in the question of language use among Irish immigrants. A major reason for this is the relative scarcity of evidence for the use of Irish. This paper will present evidence that shows that a fair amount of the Irish in New Jersey in the period 1850-1920 were Irish speakers. It will look at the rise of Irish classes after 1878 and treat the question of Irish use by the clergy.

**Muiris Ó Laoire, *Institute of Technology, Tralee***

**The Use of 'Translated Simulation' in the Development of Communication and Learner Strategies in the L2 Classroom**

This paper analyses research conducted among eight students of Irish at tertiary level who were asked to simulate five role plays in English and then to complete the same task in Irish. The results demonstrate that 'translated

simulation' has a significant role to play in instructed second language acquisition, when used in conjunction with evaluation of communication and learner strategies.

**Catriona NicIomhair Parsons, *St. Francis Xavier University, Nova Scotia***

### **Exploitation of a Waulking Song in Gaelic Language Instruction**

After a brief explanation, a 15 minute video will demonstrate how a teacher can involve language learners in song, drawing, and drama as a stimulus to second language learning. Here a waulking song is used as eminently suitable for this task, since from its dramatic story not only can the teacher build vocabulary, language drills, but in the storyboarding and as the students lend themselves to artistic representation of the song and dramatic simulation in its presentation, the learners are encouraged to think and learn in the target language.

**Delyth Prys, *University of Wales, Bangor***

### **Designing a Dictionary for Learners of Celtic Languages**

This paper describes the background and principles used in the development of a new Welsh dictionary for learners. Problems with mutated forms and the traditional alphabetical sorting of digraphs are explored, as is the importance of disambiguation in the listing of polysemes. Lessons learnt are applicable to all Celtic languages.

**Mary Roguski & Will Kenny, *Gaeltacht Minnesota***

### **Teaching the Eternal Student**

Many Celtic language students are taught in community-based, open-ended classes that can run for years. We recommend adjustments in teaching methods, compared to the traditional college course, to take advantage of opportunities, respond to challenges, and maintain realistic expectations for the 'eternal student.'



**Kevin J. Rottet, *University of Wisconsin-Whitewater***  
**Phrasal Verbs and English Influence in Welsh**

Phrasal verbs (PVs) are classified as literal (dod i mewn "come in") or idiomatic (edrych ar ol "look after"). The literal type dates to at least Middle Welsh. More recently, under intense contact with English, Welsh has begun calquing English idiomatic PVs. Welsh grammars and textbooks have surprisingly little to say about this widespread phenomenon.

**Brian Stowell, *Yn Cheshaght Ghailkckagh/Manx Language Society***  
**Non-religious Writing in Manx Gaelic in the Nineteenth and Twentieth Centuries**

Manx Gaelic literature has been predominantly religious in nature, relying heavily on translation. With few exceptions, little attention has been paid to non-religious writing in Manx. The purpose of this paper is to give a preliminary survey of non-religious writing in Manx Gaelic in the nineteenth and twentieth centuries.

## **NAACLT 2001 Planning Committee**

### **Conference Co-Chairs**

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### **Conference Committee**

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Gearóid Ó Néill, *University of Limerick*

Nancy Stenson, *University of Minnesota*

John Wrynn, S.J., *St. Peter's College*

## **About NAACLT**

Celtic languages form a branch of the Indo-European family and include Breton, Cornish, Irish, Manx, Scottish Gaelic and Welsh.

The North American Association for Celtic Language Teachers exists to permit instructors to exchange ideas and research through meetings and an annual publication, to increase links of Celtic language teachers with those of other languages and other umbrella organizations, and to increase opportunities for Celtic language teachers.

NAACLT has held a highly successful annual conference in North America since 1995. Previous events took place in Glendale Community College, California, University of



Pennsylvania, St. Francis Xavier University, University of Minnesota, University of Ottawa, and University of Limerick.

NAACLTL has as its primary membership Celtic language teachers, students of Celtic languages, and all other supporters of Celtic languages living in North America. NAACLTL also welcomes members from outside North America, researchers in Applied Linguistics, and graduate students in related fields. For more information, please refer to the NAACLTL website, [www.naaclt.org](http://www.naaclt.org).

## **NAACLTL Executive Committee (2000-2001)**

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Nancy Stenson, University of Minnesota, *Ex-officio Member*

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Thomas W. Ihde, Lehman College, CUNY, *Committee Co-Chair*  
(*Conference*)

Muiris Ó Laoire, Institute of Technology, Tralee, *Committee Co-Chair*  
(*Journal*)