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Editors

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Journal of Celtic Language Learning is an international review for researchers and teachers of modern Celtic Languages. The official publication of the North American Association for Celtic Language Teachers, *JCLL* includes papers presented at the association's annual conference in addition to manuscripts submitted by Celtic language scholars world-wide. It is also a forum in which Celtic language teachers can share insights into methodology with their peers.

JCLL's mission, similar to that of NAACL, is to provide another forum in which teachers and applied linguists can contribute to the literature presently available on second language acquisition as well as increase communication among Celtic language teachers and researchers.

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SUBMISSIONS

- ◇ The *Journal of Celtic Language Learning* is published each winter.
- ◇ The deadline for submissions is 15 April of each year. Submissions received by this date are guaranteed consideration for the upcoming volume. Later submissions may be deferred to later volumes as space requires.
- ◇ Those interested should submit four typed copies of their manuscript (two without any indication of the authors' name) to Nancy Stenson, Institute of Linguistics and Asian and Slavic Languages and Literatures, University of Minnesota, 190 Klæber Court, 320-16th Avenue, SE, Minneapolis, MN 55455. Keep a disk (computer) copy of the paper. It will be requested in the case of acceptance.
- ◇ All submissions should be double spaced. Articles should be 2,500 to 3,000 words (with a 50 to 60 word abstract at the beginning) and short descriptions of a program or technique should be 200 to 500 words.
- ◇ All submissions will be refereed blindly by two anonymous readers.
- ◇ Comments from the referees will be forwarded to the authors together with the editors' decision regarding publishing after 15 September of the same year.

INDEXES

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ISSUES IN THE DESIGN OF CREDITED IRISH COURSES

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This position paper shares experiences and opinions regarding the creation of college level Irish language courses in North America. It begins by explaining why Irish should be offered in third level institutions and proceeds to consider practical issues including peer support and opposition, hiring of instructors, piloting courses, planning publicity, negotiating credit type, and dealing with transfer issues. Syllabus development is also briefly considered.

WHY IRISH?

There are many reasons why a college or university might chose to offer Irish language courses to its students.¹ Some institutions take into account their large number of students of Irish descent and decide to offer the tongue as a heritage language. Some colleges may offer Irish as a result of a notable number of Irish immigrants in the student population. Still other institutions may offer Irish as a part of an Irish or Celtic Studies program or to complement an English department program that focuses on Irish literature. Whatever the reason, the introduction of this less commonly taught language into the permanent foreign language offerings of an institution of higher education in the United States can be a difficult and long process. This position paper will share general comments and specific experiences related to creating credited Irish language courses. The opinions presented here come from interactions with several institutions and especially the author's multiple experiences of designing courses for Bergen Community College (BCC). It is the hope of the author that these comments and