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Editors

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JCLL's mission, similar to that of NAACLT, 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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- ◇ The deadline for submissions is 15 April of each year.
- ◇ Those interested should submit four typed copies of their manuscript (two without any indication of the authors' name) to Dr. 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.
- ◇ Two anonymous readers will referee all submissions blindly.
- ◇ 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

Some of the articles published in the *Journal of Celtic Language Learning* are abstracted or indexed in *Language Teaching*, LLBA (*Linguistics and Language Behavior Abstracts*), RIE (*Resources in Education*), the Modern Language Association *International Bibliography*, and Institiúid Teangeolaíochta Éireann's *Selected Articles from Language Journals*.

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English books and Irish aspirations: Language and material artifacts in two Irish medium schools

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This paper presents findings from a study that investigated language use and material artifacts in *Gaelscoileanna*, or all Irish schools located in the English-speaking areas of the Republic of Ireland. The study consisted of two case study schools in which the material artefacts were explored as part of a sociolinguistic investigation of the language environments of the schools. Findings from the study revealed that nationally and locally produced material artifacts existed in both Irish and English in distinct ways. In the schools locally-generated materials attempted to elevate the status of Irish over English. Despite that effort, material artefacts of the schools were largely in English. Contradictions between the educational efforts of *Gaelscoileanna* and national support afforded the schools are discussed, and implications for the development of biliteracy of students.

Background

Within the past decade there has been renewed interest in *Gaelscoileanna*, or Irish medium schools, located in the Republic of Ireland. Teacher unions and news reports alike have expressed concern regarding the national language policy and funding for the teaching and learning of Irish in schools (e.g., Flynn, 1993; Sugrue, 1997; Doyle, 2000; Flynn 2000). This attention has been sparked, at least in part, by the notable growth in *Gaelscoileanna*, with three new primary schools opened in September 2003 and a secondary school scheduled to open in September 2004 (*Gaelscoileanna*, 2004). *Gaelscoileanna* are one form of bilingual education program is known as immersion. In an immersion education program, students who come from homes in which the majority language is used are educated through the medium of a minority language (Baker, 1996). The intent of the programs is to