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JOURNAL OF CELTIC LANGUAGE LEARNING

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 worldwide. 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 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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- ◇ 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, ESL and Slavic Languages and Literatures, University of Minnesota, 214 Nolte Center, 315 Pillsbury Drive, Minneapolis, MN 55455. Keep a disk (computer) copy of the paper. It will be requested in the case of acceptance.
- ◇ All submissions should be doubled-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 articles submitted 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 before publication date.

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Welsh Consonant Acquisition in Welsh- and English-dominant Bilingual Children

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Note: The following article was first published in volume 9 of JCLL, but due to a typesetting error, the phonetic fonts were all incorrect, rendering the article unreadable. A corrected version is reprinted here, with the editors' apologies to the authors for the error.

We report the findings of a study into first language acquisition of Welsh, examining particularly the patterns of development of the three consonants found in Welsh but absent from English /x/, /ʃ/ and /ɾ (~r/). The speakers chosen for the study also allow the investigation of development across age ranges and between males and females. We examine percentage correct usage of the target sounds across these categories and look at which effects are statistically significant. We also examine the commonest patterns of substitutions and note when these differ between groups of subjects. Finally, we consider how these findings might inform the teaching of Welsh pronunciation patterns in the second language classroom.

Introduction

The papers presented in JCLL 6 present a fascinating picture of first language acquisition in Welsh and Irish. These articles, however, deal exclusively with the acquisition of syntactic and morphological systems; the development of phonology in acquisition is not an area that been widely pursued by Celtic linguists (though, see Bellin, 1984; 1988). The first in-depth investigation of phonological acquisition in Welsh has been undertaken by the present authors and colleagues over the last several years. Some initial conclusions have already been reported (see Ball, Müller and Munro, 2001a, b, c), and the full report is available in Munro, Ball, Müller, Duckworth and Lyddy (2005). The study included only children acquiring both