

- Gwanas, B. (2003). *Gwrach y gwyllt*. Llandysul: Gomer Press.
- Jones, A. (1995). *Y dylluan wen*. Llandysul: Gwasg Gomer.
- Jones, T. L. (1970). *Y corff ar y traeth*. Llandysul: Gomer Press.
- Jones, C. (2001). *Dweud eich dweud: Geiriadur o idiomau Cymraeg*. Llandysul: Gwasg Gomer.
- Jones, D. G. (1988). "Literary Welsh." In Ball, M. (Ed.), In Ball (Ed.), Ball, M., J. (Ed.). (1988). *The use of Welsh: A contribution to Sociolinguistics*. (pp.125-171) Clevedon and Philadelphia: Multilingual Matters.
- Jones, M. C. (1998). *Language obsolescence and revitalization: Linguistic change in two sociolinguistically contrasting Welsh communities*. Oxford: Clarendon Press.
- Morgan, M. (2000). *Cathod a chŵn*. Talybont: Y Lolfa.
- Prichard, C. (1988). *Un nos ola leuad*. Caernarfon: Gwasg Gwalia.
- Roberts, K. (1995). *Y Byw sy'n Cysgu*. Abridged edition by Christine M. Jones. Gwasg Gomer.
- Ross, J. (1992). *Amser i farw*. Cardiff: Hughes.
- Rottet, K. J. and Sprouse, R.A. (2006). "Tag questions in Welsh." Manuscript.
- Thomas, P. W. (1996). *Gramadeg y Gymraeg*. Cardiff: University of Wales Press.
- Thorne, D. A. (1993). *A comprehensive Welsh grammar*. Oxford: Blackwell.
- Timm, L. (2003). "Breton at a crossroads: Looking back, moving forward." *E-Keltoi* 2: 25-61.
- Valdman, A. (1988). "Classroom foreign language learning and language variation: the notion of pedagogical norms." *World Englishes* 7(2): 221-236.
- Valdman, A. (1989). "The elaboration of pedagogical norms for second language learners in a conflictual diglossic situation." In Gass et al (Eds.), *Variation in second language acquisition: Volume 1, Discourse and pragmatics*. (pp. 15-34) Clevedon: Multilingual Matters.
- Williams, S. J. (1980). *A Welsh grammar*. Cardiff: University of Wales Press.

## Celtic Studies in European Higher Education: CRAMLAP – Celtic, Regional and Minority Languages Abroad Project

*Eugene McKendry*  
*School of Education Queen's University Belfast*

The Celtic, Regional and Minority Languages Abroad Project (CRAMLAP) is funded by the European Commission to research the provision and pedagogy of regional and minority languages outside their national borders in Europe. The teaching of Celtic languages across Europe was the focus in year one (2003-2004). This article summarizes the qualitative data received in response to questionnaires sent to institutions across Europe offering Celtic Studies. Responses indicated that Celtic Studies are quite widely available across Europe. The languages are taught in comparative linguistics, linguistics and English departments, with few dedicated Celtic departments or sections outside the Celtic countries. Irish is supported abroad by Irish government grant aid which will become more widely available in the immediate future. Many of the teachers have considerable experience, but limited pedagogic training. The lack of suitable teaching resources is the most commonly expressed concern.

### The Project

As an outcome of the European Year of Languages 2001 and a public consultation in 2003, the European Commission adopted an Action Plan *Promoting Language Learning and Linguistic Diversity* for the period 2004-2006:

([http://europa.eu.int/comm/education/doc/official/keydoc/actlang/act\\_lang\\_en.pdf](http://europa.eu.int/comm/education/doc/official/keydoc/actlang/act_lang_en.pdf)).

The three key areas outlined in the plan are:

- Extending the benefits of life-long language learning to all citizens
- Improving language learning
- Creating a more language-friendly environment

The Commission invited proposals for two-year long projects to support the implementation of the Action Plan, and seven Europe-wide projects promoting language learning and linguistic diversity were successful. A list of these can be found at:

<http://europa.eu.int/comm/education/programmes/calls/languages/selection.pdf>.

One of these is CRAMLAP, 'Celtic, Regional and Minority Languages Abroad Project', based in the Northern Ireland Centre for Information on Language Teaching and Research (NICILT), Graduate School of Education, Queen's University Belfast, with partners from the universities of Oslo (Norway), Uppsala (Sweden), Mannheim (Germany), Rennes (France) and Maynooth (Ireland).

The teaching of regional and minority languages internally or nationally in Europe can be found in all education sectors – primary, post-primary, higher and life-long learning. At transnational level, however, these languages are mostly taught abroad in higher and life-long institutions only. So, for example while it is unlikely that Celtic languages will be taught in Swedish Grundskolan or Gymnasiet, they are taught in Uppsala University. Accordingly, the Higher Education environment provides the focus of the project CRAMLAP is researching the transnational provision for regional and minority languages outside their national borders in Europe, particularly *ab initio* provision, and pedagogy in Higher Education. Three main aims and objectives of the project are the following:

- To establish a transnational network to work in collaboration on teaching and learning Celtic languages
- To provide an innovative approach to the delivery of the subject
- To develop collaboration for delivery of the subject on a wider scale
- To investigate provision for Celtic languages abroad in Europe as a case study on approaches to teaching and learning regional and minority languages in general

- To conduct an audit of transnational higher education provision for regional and minority languages in Europe
- To research ways to disseminate information from the higher education environment to other domains, for example, providing information and support on minority and regional languages for policy makers as well as in pre-university and life-long education

The activities undertaken to achieve these objectives include regular transnational meetings of the project partners. These meetings provide the main opportunities to discuss and develop pedagogical and didactic approaches and to ensure an effective progression of the project. Information and Communication Technology (ICT) is used to maintain contact during the project through e-mail and the project website and forum. Good practice in Higher Education teaching will be applied to the subject and the particular global experience of TESOL will be incorporated.

The CRAMLAP website (<http://www.cramlap.org/>) is an important element of the project for both partners and interested visitors. A private partners' area can be found on the website as well as several public sections, ranging from "News & Events" and "Project Links" to "Exemplars", "Documentation" and "Assessment". The "Surveys" section currently shows the questionnaires that were used to gather information about the provision and teaching of Celtic, regional and minority languages across Europe. One result of these investigations is the section "Language Provision" which consists of a detailed list of institutions of the Higher Education sector offering one or more Celtic languages. A similar list of institutions offering other regional and minority languages is to follow shortly and updates of these lists are planned beyond the project's duration.

Celtic languages across Europe were the focus in year one (2003-2004). This article mainly summarizes the qualitative data received in response to questionnaires sent to institutions across Europe offering Celtic Studies. Provision for other regional and minority languages is currently being investigated (2004-2006). An audit of provision and evaluation of practice across Europe will be undertaken.

## Celtic Studies in Europe

Celtic studies have a long tradition across Europe, dating back to the groundbreaking publication of Zeuss's *Grammatica Celtica* in 1853, placing Celtic at the heart of the emerging field of Comparative Indo-European/ Indo-Germanic studies. This pan-European presence was reinforced throughout the nineteenth and twentieth centuries by the discovery across Europe of numerous Old Irish manuscripts dating back to the period between the seventh and ninth centuries when Irish monks founded monasteries in places like Würzburg in Germany, St. Gall in Switzerland, Salzburg in Austria, Bobbio in Italy. The manuscript tradition also opened up to scholarship a tradition that, unlike elsewhere in Europe, had not been submerged within the Roman Empire.

Later contributions to the diversity of European culture, such as the Breton and Welsh elements to the Medieval French Romance tradition, the Scottish Ossianic material influencing 18<sup>th</sup> and 19<sup>th</sup> century Romantic movement, through to the Celtic contributions to modern literature have ensured a Celtic cultural presence in universities which provided a suitable springboard and initial focus to this project.

## Approaches to Celtic Studies

There is no single, uniform approach to Celtic, and three general approaches can be identified:

- Philological/Linguistics
- Communicative
- Cultural

The *Philological/Linguistics tradition* is found in departments of historical and comparative linguistics and in various guises in linguistic departments across Europe, where Celtic studies often form an element or an individual staff member's input. The historical/comparative tradition is waning somewhat and fewer institutions than previously now offer such courses.

The *Communicative Tradition*, emphasizing conversational competence, represents the approach that is commonly followed in language teaching today, and is promoted in European Union (EU) programs.

*Cultural Studies* have come to the fore as a necessary element of most language programs. In a university context, they are often offered as a separate course, sometimes developing into full 'Area

Studies' /'Landeskunde' degree courses. Irish Studies courses in particular are common, but the emphasis there is usually Anglo-Irish literature in English and language modules are not the norm.

Some institutions specialize in one of these specific areas, while others provide the full range of courses – philological, communicative and cultural studies. Celtic Studies in Uppsala, a project partner, is an example of this diverse approach.

## Summary Findings from Celtic Questionnaires

Two questionnaires on Celtic were circulated, by mail and electronically, <http://www.cramlap.org/Surveys/> to 52 institutions across Europe identified as possibly offering Celtic, in Ireland, the United Kingdom, France, Germany, Poland, Holland, Denmark, Sweden, Norway, Finland, Italy, Belgium, Russia, Switzerland, Austria, Croatia. Twenty-eight responses were received. The first questionnaire sought information on course provision, staff, and research interests; the second on methodology, resources, staff experience, student evaluation. The decision to divide into two parts arose from the complex nature of Celtic Studies, with its range of languages and language periods, and varied departmental provision. The open-ended nature of some questions led to an element of overlap between the two questionnaires, and some respondents chose to answer only one questionnaire. The next questionnaire on Regional and Minority Languages other than Celtic will be less complex as it will be directed to individual, modern languages. A final short questionnaire will finally be circulated to access the student voice.

The information in the subsections below has been taken from the responses to the two Celtic questionnaires, brought together under the headings below, with representative quotations.

### *Departmental and Course Provision*

- Outside the Celtic countries, there are few designated Celtic departments. The subject is taught within various other departments, such as English, Germanic Studies, Linguistics, and Comparative Linguistics:

"Celtology is not established as a subject on its own but can only be studied in the framework of other subjects, e.g. Phonetics, Indo-Germanic".

- Area Studies type courses in Celtic Civilization are quite common. These are sometimes offered as introductory or feeder

courses to language options, and are sometimes also recognized as contributing to the host subject's degree, e.g. English in Uppsala. A particular case is SkSK, Studienhaus für keltische Sprachen und Kulturen in Germany, which specializes in the teaching of Celtic languages outside the standard university framework.

- Provision abroad ranges from an overview module in "The Celtic Languages" or "Celtic Englishes", through the minor component of a degree, full degree subject, Master's, to doctoral level in Celtic Studies. One respondent noted the need in English Departments "to inculcate the fact that there are native cultures in Britain and Ireland other than English".
- Celtic Studies features in a wide range of research areas, including language pedagogy, descriptive linguistics, historical linguistic, comparative linguistics, sociolinguistics, bilingualism, placenames studies, lexicography, corpus planning, contact linguistics, modern literature, medieval and ancient literature, literary theory, Anglo-Irish, Anglo-Welsh, Anglo-Scottish literature, translation studies, medieval history, history of religions, archaeology.
- In the Celtic countries, Celtic studies may be taught within more than one department at the university, e.g. Modern and Old Irish; Welsh and Celtic Studies. Some courses are included in course catalogues, but are offered only intermittently, due to lack of uptake, or non-availability of staff. "Breton is only offered if teaching resources are available"; "A little Manx and Scottish Gaelic are offered"; "Cornish remains an option – not taught for years now". Staff expertise can motivate student initiative outside formal undergraduate course provision: "Manx is available within a self-study group, not connected to the Celtic section".
- New Higher Education structures, resulting from the European Union's 1999 Bologna Declaration which aims to develop a common European framework of qualifications, may prove beneficial to diversity of provision: "While Welsh is on offer, it has not been taken by students in recent years due to the structure of our degree. The new modular structure will allow for some flexibility and should enable us to include Welsh (and perhaps other languages) as part of the new Celtic Studies degree".
- Modular structures often lead to students taking one module, but not continuing.

### *Student Numbers*

- The student numbers for Celtic studies abroad are generally quite small in non-Celtic countries, with some notable exceptions. Even though numbers of students are often small, some institutions abroad report a strong demand for Celtic studies:  
"Numbers of students in this course of study is constantly increasing"
- There is generally a greater uptake in other Celtic countries, e.g. Welsh in Brittany.
- Students of Celtic abroad usually need to be competent in English since this is the language of most textbooks, or French in the case of Breton. There are some textbooks available in other languages. See Section 4.6 for further information on textbooks.

### *Opportunities for Study and Visits abroad.*

- A few institutions have made frequent use of the opportunities offered by the European Union (EU) to set up international links for Celtic studies under the Union's Socrates/Erasmus educational programs, while others express the intention to have such links in the future, or the desire to participate in them. Surprisingly, some respondents are unsure whether or not existing visits to other institutions are through Socrates/ Erasmus.
- One United Kingdom respondent expressed disappointment that "There are no European programs which would allow United Kingdom students to study at other UK institutions – e.g. Welsh in Wales, Irish in Northern Ireland".
- The *Iomairt Cholmille* project allows for contacts and exchanges between Scotland and Ireland.
- Staff involvement in European projects for Celtic is quite rare, but several respondents indicated that they would welcome such involvement.
- Vacation courses in centers such as Sabhal Mòr Ostaig in Scotland, Oideas Gael in Gleann Cholm Cille in Ireland and Nant Gwytheren in Wales are availed of by national and international students.
- Financial limitations severely restrict visits abroad, particularly from non-EU or Accession countries (countries which joined the EU in May 2004). These limitations can also impact upon ap-

proaches to teaching and learning:

"We very much lack spoken/ communicative language teaching, as it is hardly possible for us to send our students to Summer Schools of Irish or Welsh due to the lack of financial support (the same actually refers to us teachers as well), it is natural that their knowledge of the language is fairly theoretical. On the other hand, given that a good school of Comparative Linguistics exists in the University, our students normally have a good background for a linguistic study of Celtic material".

#### Class Contact

- Class contact time varies, from one hour to nine hours per week in intensive module or semester courses. Amount of contact time has implications for outcomes, which range from limited expectations and levels of competence to preparation for postgraduate work.
- Recommended personal study time varies from "at least one hour (actually, this is not enough)," to 10 hours per week, 2/3 hours per day. Where contact time is limited, a longer personal study time is often indicated. Some institutions set a total study time:

"There are usually 2 x 20 credit modules in the first year/ *ab initio*.... In all, for 20 credit modules, a total of 200 hours a semester [is suggested] including classes, preparation, coursework, revision, exams".

"This is a very optimistic view of student life...In fact, I would be satisfied if a student spent 30 minutes every day on the language".

"Approximately one hour per contact hour".

- *Ab initio* students of Celtic do not always have the ideal opportunities for exposure to the language:  
"Over the course of their degree program students are happy with progress but are aware that they do not make as much progress as e.g. French *ab initio* learners – due to the residential component of the French degree which is not available to Gaelic students".
- One distance-learning course offers one synchronous group telephone tutorial per week lasting approximately 45 minutes, with 'Regional' monthly tutorials of approximately two hours. Students not within a reasonable distance of a monthly face-to-face tutorial are offered extra telephone tutorials.

- Motivation is variable among students and staff. One tutor characterizes his/her approach as "very relaxed. I don't expect anybody to learn much by doing [Language] for three hours a week over two academic years". The students in this institution abroad follow a compulsory Celtic language in their Master's program "and therefore very few would have more than a minimal interest in the subject. This tutor reports a stronger motivation among those students who persevere through to the final year of the course.

Other institutions report a high level of enthusiasm and motivation among students who choose the subject: "...create interest and enthusiasm through approachability and a challenging, yet not daunting program that will improve the students' 'intellectual' muscles".

#### Methodology

- Some institutions concentrate solely on philological studies:  
"This questionnaire is rather designed for language teaching than for a scientific academic course of studies".
- The transactional functional/notional syllabus that has been popular for the last 20 years is clearly in evidence in responses, though not always with conviction:

"At the end I just expect them to be able to hold a basic conversation about their family, what they did at the weekend etc. Even the good students always have 'bread and jam' for breakfast, no matter what other vocabulary they have learnt. If I don't take it too seriously – i.e. avoiding the *Tuiseal Ginideach* (genitive case), hopefully they won't mind doing the subject and can see it as fairly harmless if not very useful".

- Most institutions emphasize oral communicative aims in the modern languages but a recognition of the role of grammar is also generally evident at third level ("...a lot of listening and repetition exercises"). One respondent, for example, "aims to improve linguistic skills to a level enabling research." This focus on the structural elements of the language, acquiring reading skills and linguistic awareness, arises from little opportunity or expectation that students will "use the language". Some courses have limited expectations as "beginners' courses only".

- Some respondents adopt an "eclectic approach", combining philological/linguistics, communicative, and cultural approaches, "a combination of all three":

"I teach Irish to the students who are interested in philology and/or linguistics, so my approach to teaching implies a good deal of cultural study on one hand, but also gives students an insight into the language system and the history of the language".

"An eclectic method that draws from a communicative approach, task-based learning that includes CALL (Computer Assisted Language Learning) material, grammar, cultural and sociolinguistic information".

#### *Textbooks and Resources*

- *Earlier Language*

As might be expected, textbooks for Old Irish, Middle Welsh are very traditional but teachers are familiar and on the whole comfortable with them "Generally, the textbooks are very good", although one respondent wrote "[Strachan's] *Paradigms* are outdated". While Old Irish in particular is regarded as difficult ("but also rewarding once you have learned the basics"), more recent publications such as Quin's *Old Irish Workbook* and Green's *Old Irish Verbs and Vocabulary* and good text editions are reported as making the subject more accessible. Texts and grammars are also available in some languages other than English, especially German. Personal materials and handouts sometimes supplement these materials. It is noted that the subject can be made more attractive through cultural awareness with visual resources and background material.

"The courses are about the ability to analyse and read older languages and this is why students are intensively confronted with grammatical structures and the development of their ability to read and understand texts".

"Intensive examination of grammatical structures".

- *Modern Language*

It is noted that the success, or lack of success, of language courses may depend on the textbooks and teaching materials available. The textbooks available for teaching modern Celtic

languages are described as "Didactically bad"; "Textbooks and dictionaries are of insufficient quality".

There seems to be a greater level of satisfaction with the adult learner books for Welsh and, to a lesser extent, Breton than for Irish and Scottish Gaelic. University staff have produced many of the Welsh and Breton materials.

- Much of the Irish material used was produced for children. Texts include Irish versions of 'The Three Little Pigs', 'Little Red Riding Hood' 'The Musicians of Bremen/ Journey to Rome' etc. Folktales are used. The idiomatic language is rich, but the psychological age and cultural mentality of such materials cannot motivate university students for long.
- The transactional functional/notional approach is in evidence in some of the textbooks employed:

"Normally, they do not fit a course, no matter how elementary, given to university students. They are for other purposes, and ignore knowledge of grammar".

- Some older textbooks, on the other hand, are chosen because of their grammar/translation approach. This evokes a mixed response as their presentation and content can be dated.
- Popular textbooks, such as the 'Teach Yourself' series are widely used. This long-established series is interesting in that it reflects the changes in pedagogic fashion over the years, with some respondents preferring the earlier versions:

"For Welsh, 1992 Rhys Jones *Teach Yourself Welsh* is better, (in spite of inconsistencies and minor sources of irritation), than new *Teach Yourself Welsh* – difficulties with too dialect-based approach rather admittedly slightly artificial *Cymraeg Byw*.

- Teachers of Celtic accept that the textbook situation is not as they might wish, but, on the whole, they show themselves to be flexible and reflective, being prepared to produce a great deal of personal material from various sources to suit their own style ("own material; from my own field-work; eigene Handouts; extra vocabulary prepared, etc), or to work as much as possible with a chosen textbook:"No single book and tape series appears to cover all the requirements. Nevertheless, *Gaeilge agus Fáilte* has proved the most useful, even though the layout requires a consid-

erable amount of preparatory work before approaching the actual book".

"I use the materials in the courses as the raw material around which I form my lessons using my own individual approach as a tutor. I aim to use all the material communicatively within a background of an orderly grammatical framework. The methodology in the books gives new tutors somewhere to start, and the tutor's handbook is very good".

- Some respondents would prefer, time permitting, to prepare their own course materials and textbook:

"I have used several different books over the years and I am not happy with them. I would like to assemble my own course textbook for the next academic year".

- There is variable but growing use of Information and Communications Technology (ICT). A course such as Sabhal Mór Ostaig's distance learning *Cursa Inntrigidh* is structured around ICT and serves a global audience. Word processing is widely used by staff and students. Some teachers mention clip art. Some institutions make use of an intranet and Virtual Learning Environments (VLE) are becoming more commonplace in universities, though only one respondent mentioned this technology. E-mail was mentioned by several respondents as a means to contact students and colleagues, and as a vehicle for students to return assignments. One institution reports that aural assignments may be returned by e-mail. The Internet is emerging as a valuable and vital resource.

Nevertheless, a significant number of institutions reported no or little use of ICT.

- The lack of materials prepared specifically for Higher Education learners is a common refrain:

"Intermediate and higher-level resources for Scottish Gaelic are sparse and often inadequate. *Ab initio* materials can go out of print too easily".

"Very limited resources for teaching Scottish Gaelic at Higher Education level".

Some attempts have been made to produce Irish materials aimed at the university market, with mixed results:

"*An Ghaeilge* was dire. Too much aimed at linguists and totally unattractive to me, at least. I dropped this after my first year. It was all about cows and making butter and the grammar seemed to come all over the place and I had no enthusiasm for it, so I can't imagine the students had either".

Ó Siadhail's *Learning Irish* was produced with the university learner in mind. Most teachers and learners find it too difficult, and focused on the minutiae of a particular dialect. This was, however, its attraction for one teacher who emphasized the linguistic rather than the communicative approach to language learning. This teacher expressed the desire to have similar textbooks for the other dialects.

- In the final analysis, the most important teaching resource is the teacher him/herself, and textbooks are tools which are only as good as the use the teacher makes of them:

"The use the teacher makes of the material is of supreme importance, rather than the material itself".

#### Teachers

Celtic languages abroad are mostly taught by an individual lecturer who is often expected to teach across the range of provision, modern language, old/ medieval language, and cultural studies.

There is a common concern about inadequate staffing levels and difficulty in finding appropriate staff:

"The number of available teachers is small. Requirements of students, as far as home work is concerned, are high".

"An increase of staff and resources would be desirable".

"Great demand for Irish and Scottish Gaelic on the side of the students, but no capacities".

The languages are often taught abroad by lecturers/lecturers who have no prior knowledge of the local language, but who also have administrative responsibility for the course.

#### Staff Qualifications and Training

- Most universities now offer initial Staff Development training to all new staff, and encourage established staff to participate. It may be more difficult for non-permanent staff on one or two year contracts, which is the situation of many of the language lecturers, to avail of this training.

- There is no reported subject specific training for languages staff. One response "Don't know. Not required anyway", may reflect a confident, but perhaps complacent or static approach to the ever-changing language classroom environment.
- Experience is the main qualification for teaching evident in responses. Due to the nature of Celtic Studies provision abroad, many senior academic staff, of long years standing and with a wide research portfolio, are also teaching basic language courses. This is unlikely to be the case with the larger European languages. Not many of these staff have specific teaching qualifications (PGCE, HDipEd, CAPES, etc).
- Experience, reflective practice, and an openness to change and new ideas are the hall marks of success, even without specific teaching qualifications, but there could be the risk of confusing academic achievement with teaching competence: "I think the only requirement is to have a degree in the language. The higher the better!"
- There is a clearer emphasis put on teaching qualifications in teaching the local language to beginners and others in the Celtic countries themselves (PGCE in Welsh, MA in Welsh for Adults, H.Dip. Ed in Ireland).

## Conclusion

The CRAMLAP project has reached its halfway stage, and as such the Celtic questionnaire responses as presented above must be viewed as a preliminary overview. They will in due course be augmented by responses from the other regional and minority languages in the next phase of the project. Discussion and analysis of the final data will undoubtedly provide valuable insights and guidance into policy, provision and practice of regional and minority languages in higher education in Europe.

The Department of Foreign Affairs of the Irish Government currently provides financial support for some Irish lecturers abroad. In September 2005, the Minister for Community, Rural, and Gaeltacht Affairs, Éamon Ó Cuiv T.D., announced the launch of a special fund to support the teaching of Irish language courses in third level institutions across Europe, the United States, Canada and Australia. The US-Irish Fulbright Commission has established an initiative to promote Irish Language instruction in US Colleges and Universities through the Fulbright Program. It is to be hoped that

this CRAMLAP project may prove to be of use and interest to these institutions and teachers. Similar support from the United Kingdom and French governments is not evident. European Union support for staff and student mobility, on the other hand, is proving to be an important source of finance and motivation.

## References

- Celtic, Regional and Minority Languages Abroad Project (CRAMLAP) <http://www.cramlap.org>. European Commission (2003): *Promoting Language Learning and Linguistic Diversity: An Action Plan 2004-2006*. [http://europa.eu.int/comm/education/doc/official/keydoc/actlang/act\\_lang\\_en.pdf](http://europa.eu.int/comm/education/doc/official/keydoc/actlang/act_lang_en.pdf).
- European Union (2000): *The Bologna Declaration on the European space for higher education: an explanation*. <http://europa.eu.int/comm/education/policies/educ/bologna/bologna.pdf>.
- European Union (2004): *Enlargement: the Accession Process*. [http://europa.eu.int/comm/enlargement/negotiations/accession\\_process.htm](http://europa.eu.int/comm/enlargement/negotiations/accession_process.htm).
- Government of Ireland, Department of Community, Rural and Gaeltacht Affairs (2005) <http://www.pobail.ie/en/PressReleases/2005/September/htmltext.6445.en.html>
- Iomairt Cholm Cille <http://www.colmcille.net/>
- Studienhaus für keltische Sprachen und Kulturen (SkSK). <http://www.sk-sk.de/>.