



5a.



5b.



6a.



6b.



7a.



7b.

Ex. 3. Phrase match up for subsequent session

Mise Seáinín.	I live in Lismore.
Is as Gaillimh mé.	Do you have (any) Irish?
Tá beagán Gaeilge agam.	How are you?
Cén chaoi a bhfuil tú?	I'm Johnny.
Dia dhuit.	I have a little Irish.
Cé thusa?	Who are you?
Tá mé go maith.	Where do you live?
Cé as thú?	I'm from Galway.
Cá bhfuil tú i do chónaí?	I'm well.
Tá mé i mo chónaí i Lios Mór.	Hello.
An bhfuil Gaeilge agat?	Where are you from?

Reviews

Maith Thú EDCO – The Educational Company of Ireland

"Maith Thú" is an integrated series of books, posters, language learning cards (size A-4 'flash' cards) and CDs with accompanying Teacher's lesson cards. "Maith Thú" is directed at primary school students (Junior Infants to 6th class). The series includes the ten themes in the New Irish Curriculum – Myself, Home, At School, Food, Television, Shopping, Pastimes, Clothes, Weather and Special Occasions (holidays, etc.) Each of these themes is developed through listening and speaking exercises at the early levels (Junior Infants to 2nd Class) and through reading and writing at later levels (3rd to 6th Class). The children's books are linked to the Teacher's lesson cards. Grammar is taught through the communicative approach utilizing everyday situations.

Two 'Irish Speaking Puppets' Rocaí Rua and Mamó appear throughout the stories in Junior Infants, Senior Infants and 1st Class. The teacher's lesson cards include exercises in which the children role-play Rocaí and Mamó. Rhymes, songs, games, movement and action feature in abundance on the CDs.

Creative writing is introduced in the 3rd class and progresses through to the 6th class. Emphasis is placed on communication and conversation.

This is an attractively done series with lots of color and action. Reading text is presented in a cartoon-like format. Multiculturalism and multi-ethnicity appear throughout the stories. This is something that has not been done to this extent in previous Irish Textbooks.

Reviewed by Bob Burke
Camas, Washington

Press, Ian and Herve ar Bihan. 2004. *Colloquial Breton: The Complete Course for Beginners*. London and New York: Routledge. viii + 284 pages. ISBN 0-415-22451-9 (book), ISBN 0-415-22453-5 (pack, book + tapes + CDs).

This new title in Routledge's *Colloquial* series is a very welcome addition to the small number of pedagogical works available for learning Breton through the medium of English. (See my article in volume 8 of this journal for an overview of some of these materials). As a minority language spoken on French soil, most existing materials for learning Breton teach the language by way of French. Therefore Breton is traditionally both less well known and more difficult of access for most North Americans interested in their Celtic heritage. As a declining language in which intergenerational transmission has fallen off dramatically in the decades since World War Two, the book can also be seen as part of a linguistic rescue effort, and the authors note that "The renaissance of Brittany and Breton has to some extent to be a re-creation, however living and present Brittany and Breton may be" (4).

The first author, Ian Press, currently works as a Slavic linguist at the University of St. Andrews, Scotland. Himself a second language learner of Breton, he is already a well-known name in Breton studies for his *Grammar of Modern Breton* (Berlin: Mouton de Gruyter, 1986). His co-author for *Colloquial Breton*, Herve ar Bihan, is apparently a native speaker of Breton (the authors state in the preface on page vii that Ar Bihan was "born in Landreger into a family of native speakers"). Ar Bihan is a professor of Breton language and literature at the Université de Haute Bretagne (Rennes 2) and is perhaps best known for his editorial role in several Breton-language periodicals including *Klask* and *Bremañ*.

Like the *Colloquial* series in general, this book is intended for use either in independent study, or in a classroom setting with an instructor. Given the large number of topics touched on but not explored in depth (as is normal for a one-volume course of this size), it seems likely that many of the topics will not be mastered without an instructor or the help of a number of additional resources. However, this book does a fine job of making many of the basic structures of the Breton language accessible to English speakers in a clear and enjoyable format. Summaries of some key points such as inflected prepositions are found in a "grammar section" forming part of the end matter.

Presenting the complexities of Breton in a single compact volume so as to make the language accessible to the student engaged on a course of independent study is no easy task. One of the problems confronting the author of Breton pedagogical works concerns the fairly extensive dialectal variation. The authors state in the preface that for convenience, they do not attempt to cover Gwenedeg (*vannetais* in French), which is the dialect of Gwened (Vannes) and the most divergent of the Breton dialects, limiting their coverage to the other three dialects known collectively as KLT for Kerneveg, Leoneg, and Tregerieg (*cornouallais*, *léonard* or *léonais*, and *trégorrois*). Even with this self-imposed restriction, there is dialect variation that must be confronted, and the preface alerts readers to expect differences between the brief three-page description of Breton pronunciation at the beginning of the book, and the actual pronunciations which occur in the recordings. This is an important disclaimer, and in fact on the same page there is unintended proof of such discrepancies, for the authors make the comment that the famous digraph zh (one of the signal features of the *peurunvan* orthography used in this book) is silent in some words such as the personal forms of the preposition *da* 'to'. Yet one of the speakers on the recordings consistently pronounces a [z] in these forms, most notably on page 120 in Unit 8 when the paradigm of this inflected preposition is officially presented, along with phonetic transcriptions which lack the [z]. Issues of grammatical variation between the dialects are rarely discussed, but there are places where such variation is mentioned, as with the comparative construction (page 101) in which the standard language follows the pattern of the Léon dialect, while most Breton speakers handle this differently.

Orthographic issues have long been another bone of contention for writers of Breton pedagogical works throughout much of the twentieth century, with no less than four different orthographies having been proposed and espoused by this or that movement. The orthography used in this book is the *peurunvan* or "unified" spelling, which increasingly seems to be the unofficial winner of the battles over orthography.

Fifteen units make up the bulk of the volume. The material in each unit consists of dialogues, short wordlists with English equivalents containing the new vocabulary presented in the dialogues, grammar discussions, exercises, and occasionally short prose discussions of Breton culture or history, often accompanied by a black and white photograph, or short readings extracted from Breton language publications.

As the focal point of each unit, the dialogues are accompanied by English translations up to Unit Five, at which point the translations are dropped. The wordlists usually make it possible to unpack the dialogues, however, since even some verb forms are listed when these appear for the first time. Words which cause one of the four initial consonant mutations are followed (in the wordlist) by a superscript letter indicating which mutation is involved (lenition, spirantization, provection, or mixed mutation). The authors state early on (8) that they will try to mark words whose stress pattern is unpredictable by underlining the stressed syllable upon the first appearance of the word in a wordlist; ideally this would have been done as well in the forty-page Breton-English and English-Breton glossary at the back of the book. I also found that some words occur in the text which are never glossed anywhere in the book. This is the case with *youc'hal* on page 118, and the prepositions *panevet* and *azioc'h* on page 119 inconveniently occurring in an exercise on inflected prepositions.

An answer key to the exercises appears in the end matter. Occasionally the exercises contain small typos or other inconsistencies (Unit 5 Exercise 2 item (f), *Yannig a zebr kig* "Yannig eats meat" becomes *Yannig a zebro ar c'hig* "Yannig will eat the meat" in the answer key, not only changing the verb from present to future tense as directed, but also inadvertently changing the direct object to definite; Unit 4 Exercise 8 practices the future of *bezañ* 'to be' which is not actually taught until Unit 5). On a small number of occasions, an exercise employs a technique which would be considered methodologically questionable, at least in terms of pedagogical theories prevalent in North America. For instance, Unit 1 Exercise 4 has the student putting the correct form of the definite article with a variety of nouns, even though some of the nouns undergo an initial consonant mutation after the definite article, and these mutations are not presented until a later lesson. Although the directions to the exercise make the reader aware of this, in North American foreign language pedagogy it is usually regarded as taboo to intentionally invite students to generate incorrect forms, even temporarily. On the whole, however, the methodology found in the exercises is quite conventional for independent study courses (i.e. there is nothing that requires a partner, though some of the material could be adapted quite easily for use in the classroom).

The audio component of this course is quite well done, with dialogues read by native speakers, and the written dialogues in the book usually correspond quite closely to what the recorded speak-

ers actually say (though there are a few exceptions). The recorded questions about the dialogues are, however, almost always different from those in the book, and in some cases the grammatical exercises marked with a cassette symbol do not in fact correspond to the audio exercises (e.g. Unit 10, where Exercise 1 is marked with the cassette symbol, but Exercise 2 appears instead in the audio component). In the present course track numbers are not given in the book, so the user has no way to know, for instance, that Dialogue 1 in Unit 8 is to be found on track 64 of CD 1. A major improvement would be to facilitate matching up materials in the book with the audio CDs by regularly giving track numbers.

Overall, despite a few minor shortcomings, *Colloquial Breton* will be an important and very helpful addition to the library of anyone interested in learning Breton through the medium of English.

Reviewed by Kevin Rottet
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CALL FOR ARTICLES

Journal of Celtic Language Learning, Vols 12&13

Journal of Celtic Language Learning (ISSN: 1078-3911) 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 scholars of modern Celtic languages world wide. It is also a forum in which modern 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 bilingual and second language acquisition as well as increase communication among modern Celtic language teachers and researchers.

Those interested are encouraged to submit research articles on language acquisition, linguistics of Celtic languages, or descriptive accounts of teaching techniques to one of the editors at the addresses below. Electronic submissions are welcome, or four hard copies (two without identifying information). **APA style should be strictly observed.**

Teachers who would like to share a successful language teaching technique or describe the modern Celtic language program in which they are teaching are invited also to submit shorter articles. Submissions received by July 1 are guaranteed consideration for Vol. 12. Later submissions may be deferred to later volumes as space requires.

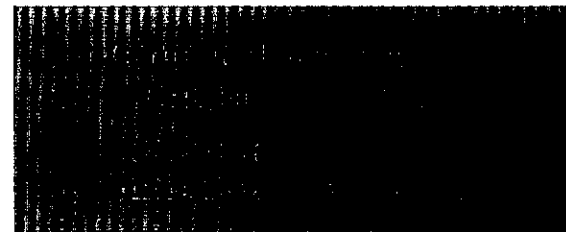
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