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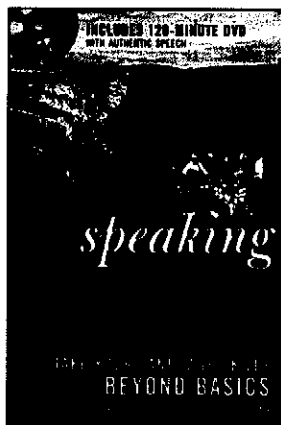
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Journal of Celtic Language Learning is an international review for researchers and teachers of modern Celtic languages. The official publication of the North American Association for Celtic Language Teachers, JCLL includes papers presented at the association's annual conference in addition to manuscripts submitted by Celtic language scholars 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 NAACT, 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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- ◆ 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 teaching technique should be 200 to 500 words.
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KYG: A Corpus of Spoken Breton for Both Researchers and Advanced Learners

Christophe Ropers

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For various reasons, the situation of advanced learners of Breton who reside in Brittany is not unlike that of the learners of any foreign language who do not live in the country where the language is spoken. Although linguistic immersion remains possible in theory, its practical conditions are rarely met, and some alternatives must be found for those advanced students who are asked not only to produce grammatically correct Breton utterances but also to copy, as much as possible, the type of utterance that native or near-native speakers would spontaneously produce. This paper suggests that, in such a case, partitioned electronic corpora used by researchers can also be useful to advanced learners. It describes the tools used to build and search the corpus, and suggests ways in which corpora may be used by learners in order to find the kind of contextualized information that dictionaries and grammars do not necessarily provide.

The Korpus ar Yezh dre Gomz' (KYG) project and its aims

As is often the case with most of the languages that are now commonly referred to as *less commonly taught*, students who wish to become proficient in Breton may face grave difficulties in the final stage of their language learning experience. Researchers in the teaching of English for Speakers of Other Languages (ESOL) would refer to students who have reached such a stage as *advanced*