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<p>Benjamin Bruch</p>	<p>Kernewek, Kernowek, Kernûak: Developing a New Standard Written Form of Cornish</p> <p>In November 2002, the United Kingdom recognized Cornish under Part II of the European Charter for Regional or Minority Languages, giving the language official status for the first time in its history. As projects to get Cornish into schools and onto street signs were put forward, one major obstacle remained: as of 2002, at least four different Cornish spelling systems were in general use, and there was no consensus as to which of these—if any—should be adopted as the official written form. In 2007, the Cornish Language Partnership (a body comprising representatives drawn from local government and various Cornish cultural organizations) undertook a project aimed at establishing a standard orthography for use in formal education and public life. The Partnership invited proposals from members of the Cornish community and brought together experts in the fields of Celtic linguistics, Cornish language teaching, and minority language planning for a series of meetings that culminated in the production of a new “Standard Written Form” (SWF) that was ratified in May 2008. This paper will discuss the history of Cornish orthography, the basic principles behind the new spelling system, and the current prospects for publishing, education, and bilingual signage using the SWF.</p>
<p>Cynog Prys University of Wales, Bangor</p>	<p>‘Everyone’s Language’. The use of Welsh outside the public sector.</p> <p>In 2003 the Welsh Assembly government outlined their vision of creating a truly bilingual Wales, where individuals would have a choice to live their lives through the medium of Welsh, English, or both languages. However, implementing this strong statement of intent is not without its difficulties. The Welsh Language Act of 1993 only applies to public sector services, and there is no statutory obligation on the private and voluntary sectors to operate bilingual policies in Wales. In this paper I will discuss the findings of my thesis on the Welsh language in the voluntary sector in Wales, and its implications to language legislation in Wales and other Celtic nations.</p>
<p>Delyth Prys University of Wales, Bangor</p>	<p>Dr. Geraint Wyn Jones: Pioneer of Welsh Second Language Teaching</p> <p>Dr. Geraint Wyn Jones was one of the foremost Welsh educators of his day. His contribution to the teaching of Welsh as a second language in the schools of Wales was outstanding. In his work as a university lecturer he trained generations of Welsh schoolteachers. He was also a visionary who saw learning Welsh as an achievable aim of every child in Wales, rather than the preserve of an academic elite. He was instrumental in establishing the Welsh Learner of the Year Prize, which has now developed into a major national event in Wales, and has done much to popularize learning Welsh amongst the general public in Wales. This paper will attempt to trace Geraint Wyn Jones’ career, from his early years in Blaenau Ffestiniog, northwest Wales, to his lectureship at Coleg Harlech, and his subsequent work at Bangor University, concluding with his Directorship of Canolfan Bedwyr at the University.</p>

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<p>Donald Jones Marcus Philadelphia, PA</p>	<p>The teaching of Welsh to adults in the United States</p> <p>The programs available for teaching Welsh to adults in the United States will be described and contrasted with programs for teaching the language to adults in Wales. Current North American programs, while placing emphasis on language instruction, also try to transmit much about Welsh culture as contrasted the programs in Wales which tend to be entirely focused on the teaching of the language.</p>
<p>Dr. Eugene McKendry Queen's University Belfast</p>	<p>CRAMLAP: <i>The Celtic, Regional, and Minority Languages Abroad Project</i></p> <p>The European Commission adopted an Action Plan <i>Promoting Language Learning and Linguistic Diversity</i> for the period 2004-2006 The Commission invited proposals for two three-year long projects. One of the successful proposals was CRAMLAP, <i>Celtic, Regional, and Minority Languages Abroad Project</i> which aimed to research the transnational provision of Regional and Minority Languages (RMLs) abroad in Higher Education</p> <p>In its first year, the project investigated provision for Celtic languages abroad in Europe as a case study on approaches on teaching and learning regional and minority languages in general. Other RMLs were investigated in the second year.</p> <p>This paper will present the project and its results, and discuss its relevance to learning Celtic languages in the USA.</p>
<p>Gearóid Ó Néill Ollscoil Luimnigh/University of Limerick</p>	<p>Automating the Discovery of Rules of Irish Grammar - Or how Irish came to the aid of civilization yet again.</p> <p>In this talk is presented a way for automating the discovery of rules for alphabet-based languages, with Irish the initial test case. It is a general technique applicable in any topic where formal grammars can be used – or how spelling changes can change the world (for example, it is used in some genetic applications). It is well known that any word can be changed to any other word in a finite number of edits using only delete and insert. The sequence delete followed by insert can be represented by replace. This can be used for spelling correction. This approach can also be used for languages with inflection to determine rules.</p> <p style="text-align: center;">Bád báid</p> <p>In Irish, a simple rule for generating the genitive case is to insert the letter i before the last consonant (group). The rule is very creative, go from nothing to i. However, there is nothing like a bit of context to put limits on your creativity.</p> <p>The rule becomes:</p> <p style="text-align: center;">A Cle B -> A Deas B</p> <p>where A and B give the context.</p>

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<p>Gruffudd Prys</p>	<p>Celtic Educational Software for the North American Market</p> <p>SALT Cymru was established as a new research network for Speech and Language Technologies in Wales in February 2009, led by the Language Technologies Unit at Canolfan Bedwyr, Bangor University. Its aim is to bring together academics and private companies researching and developing these technologies in Wales, capitalizing on the Welsh and bilingual expertise already in existence in Wales, and expanding it to a multilingual, global perspective. One aspect of SALT is educational software for language learning, and this paper will explore various possibilities that SALT Cymru offer the development of new Celtic language learning software for the North American market. This will be an interactive session, with participants encouraged to discuss their language software needs and aspirations, leading to a shortlist of development ideas to be communicated to educational software developers in the SALT Cymru network.</p>
<p>Hilary Mhic Suibhne New York University / Daltaí na Gaeilge / The Hedge School (at Iona College, New Rochelle, NY)</p>	<p>There Are More Questions Than Answers</p> <p>Can the wisdom summed up in the opening lines of a 1970s pop song assist teachers to empower adult learners of Irish to avoid the plateau on which many become rooted as soon as they have learned basic greetings and conversation openers?</p> <p><i>There are more questions than answers Pictures in my mind that will not show There are more questions than answers And the more I find out the less I know Yeah, the more I find out the less I know.</i></p> <p>Many of us have encountered students who have been trapped by the apparently innocuous and yet treacherous terrain of this plateau. The answer to guiding them out of it lies of course in verbs; the signposts to fluency in Irish. The initial position of the verb in Irish language sentence structure implies that learning verbs is crucial to gaining fluency; essentially sentences cannot be started without them and yet this leap of faith frequently proves difficult for adult learners. They often accumulate vast quantities of vocabulary without accompanying fluency. Competence in asking questions in Irish however gives the learner power and control in a conversation, leads to greater confidence and accordingly a more active role in acquiring the language. This paper investigates the use of the interrogative form of Irish verbs more dynamically in the teaching of Irish, elevating it from its current lowly position at the bottom of the conjugation of verbs to the top.</p>
<p>John Donahue Concordia University</p>	<p>Directed Conversation</p> <p>This involves the use of a series of cards that outline the content of a dialogue between two students or a more restricted topic for one person, or a broad topic for three or more. Most foreign language methods now are accompanied by a series of cards to be used with each chapter in the textbook. However, these are easy to make and can be adapted to any textbook being used. In the years I have been teaching Irish I have developed a collection of these topic cards for use with Buntús Cainte and Teach Yourself Irish. I would like to speak about how I have prepared these cards and how I use them in class.</p>

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<p>Kevin J. Rottet Indiana University</p>	<p><i>Alc'hwez ar brezhoneg eeun: A learner's lexicon of Breton</i></p> <p>The recent new edition of <i>Alc'hwez ar brezhoneg eeun</i> or 'Key to Basic Breton' (Hémon 2001) has given a new lease on life to a specially crafted learner's vocabulary of 1,000 words originally published in 1935, which was modeled on Basic English (Ogden, 1930). Basic Breton was intended as the minimal Breton vocabulary that a learner must acquire and master in order to be able to engage in basic, everyday conversation. The lexicon has also served as the basis for several novels, some written by Hémon himself and also having recent new editions (e.g., <i>An Ti a drizek siminal, 1956/1998</i>, <i>Diamantoù Keroulaz 1964/2006</i>).</p> <p>In this talk we will look at the use of restricted lexicons, and the written texts based on them, as pedagogical tools. We will see that Hémon's 1,000 word lexicon and the derivative novels, as they stand, presuppose knowledge of French and thus require adaptation for an English-speaking learner. For instance, they include idiomatic uses of words that can pass without explanation for French speakers learning Breton, but not so for speakers of other languages; e.g. the verb <i>en em glevout</i>, a reflexive / reciprocal verb literally meaning 'to hear each other', but idiomatically meaning 'to get along (with someone)', exactly mirroring the French <i>s'entendre</i>. Thus Hémon could get by with giving only the base verb <i>klevout</i> 'to hear' in his lexicon but not the derived idiom. Additionally, the 1,000 word total can be liberally expanded in novels by using borrowings from French, which, again, cannot be assumed knowledge for the English-speaking learner of Breton.</p>
<p>Kevin Scannell Saint Louis University</p>	<p>Standardization of corpus texts for the New English-Irish Dictionary</p> <p>This year marks the 50th anniversary of the publication of Tomás de Bhaldraithe's landmark English-Irish Dictionary. This work remains to this day the most modern, complete English-Irish dictionary, and is used widely by fluent Irish speakers, professional translators, and language learners alike. Unfortunately, it is sorely out-of-date. Given its age, it is not surprising that there is no terminology related to computing or modern technology (e.g. "computer", "software", "bar code", "cell phone", "kilobytes", "video", etc.), and many other commonly-encountered "modern" words are missing for one reason or another ("condom", "commuter", "snorkel", "autism", "biodegradable", "mall", "hamburger", "punk rock", etc.) Most Irish speakers will be aware of the ongoing project funded by Foras na Gaeilge to produce a new English-Irish dictionary, scheduled for completion in 2012 (see www.focloir.ie). There is every reason to be optimistic about the results: this will be the first large-scale Irish dictionary project to take advantage of modern, corpus-based lexicography and the latest lexicographical software. I will describe my own (small!) contribution to this project, which involves the preparation of texts written before the spelling standardization of the 1940's for inclusion in the project corpus. The key component of this is a software package ("An Caighdeánaitheoir") that modernizes pre-standard texts automatically, using a combination of morphological analysis, statistical machine translation methods, and dictionary lookup.</p>

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<p>Madeleine Adkins University of Colorado at Boulder</p>	<p>Language ideologies and Celtic language learning: The case of Breton</p> <p>Underlying the day-to-day challenges of teaching—or learning—a language is an issue that often goes unrecognized in the language education context. This issue, language ideologies (Schieffelin, Woolard, Kroskrity 1998), can have a major impact on language acquisition, for better or for worse. While research has begun to explore the impact of language ideologies in certain communities (Duchêne and Heller 2007, Kroskrity and Field 2009), little work has been done on the impact of language ideologies on the learning of Celtic languages, in- or outside the classroom.</p> <p>In this paper, I present an overview of the impact of language ideologies upon Breton language learning. Through this example, I explore some of the unique challenges that are inherent in Celtic language learning contexts.</p>
<p>Roslyn Blyn-Ladrew University of Pennsylvania</p>	<p>Learning Hindi, Welsh, Irish, and Scottish Gaelic in that Order – Temporary Childhood Bilingualism and Its Effects on Later Language Learning</p> <p>This paper will compare the acquisition of a language (Hindi), written in a non-Roman script (Devanagari), with the acquisition of various Celtic languages, primarily Irish, all written today in the Roman alphabet. In this case study, the following factors will be taken into consideration: age at time of learning (Hindi: childhood; Welsh, Irish: adolescence), teaching method, length of study (Hindi: nine months, ending with return to America; Irish: lifelong involvement since age 18) and motivation (Hindi: both required in school and desirable if living in India, Irish: personal and voluntary, part of a Celtic Studies academic program and professional career). Finally, the study will compare the method of acquiring these languages to see if temporary childhood proficiency in Hindi could contribute in anyway to later language learning. If so, are there concrete steps based on learning Hindi that can be taken to assist adult learners of Celtic languages, who are frequently discouraged by what they consider the immense complexities of the Celtic languages?</p>
<p>Sheila Scott University of Ottawa</p>	<p>Mutate if you like: It's got to be right in some dialect</p> <p>There is preliminary evidence to suggest that L1 speakers of English who have grown up in bilingual (English-Irish) homes or who have learned Irish as a second language at school and who under the age of 60, have a greater tolerance for either lenition and eclipsis, obligatory morphological markers, in environments where only one or the other is grammatically acceptable. This result is compared to a limited sample of L1 Irish language speakers who are over the age of 60 and who consistently use the appropriate morphological marker in the appropriate grammatical context. Results of grammatical judgment tests on a variety of Irish relative clause constructions support this finding. Several explanations will be provided to account for this apparent lack of sensitivity to the application of the prescribed morphological markers by the younger Irish bilinguals.</p>

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<p>Sion Rees Williams Lecturer in Welsh at the Open University in the East of England</p>	<p>Giving the wrong message: Some examples of erroneous Welsh signage from the private sector</p> <p>Since the passing of the <i>Welsh Language Act 1993</i>, there has been a growth in the visibility of public, corporate Welsh. Part of the newly available literature in that language includes company signage, hitherto monolingual English. The translation industry in Wales therefore has been booming. However, owing to the low number of professionals with the necessary language expertise available, many of these signs contain grammatical, lexical, phonological, morphological and other errors. Whilst these do not always correspond to well-established English mistakes as made by foreign users of that language such as, “taking advantage of hotel chambermaids by ringing the appropriate bell,” they are often just as absurd. Indeed, examples of complete nonsense or even potentially misleading and dangerous information are often encountered in Welsh versions of such signs. They often display insufficient understanding of basic and key notions of Welsh grammar and/or the inability of translators in using dictionaries correctly. This paper, related to a 146-page case study of erroneous company literature in the forms of railway timetables and supermarket signs, highlights the communication process involved in the production of bilingual corporate signs in Wales and then conducts a detailed linguistic analysis of three such signs.</p>