Institiúid Oideachais
Institute of Education

Ag tacú le daltaí a bhfuil RSO acu agus iad ag foghlaim trí Ghaeilge

Sinéad Nic Aindriú

Pádraig Ó Duibhir

Joe Travers

Clár

Taighde Reatha

Rataí Reatha RSO

Buntáistí &
Cleachtas Dearfach

Na Dúshláin

Conclúid & Moltaí

Taighde Reatha

Suirbhé 20% (N=29)

Sampla randamach srathaithe

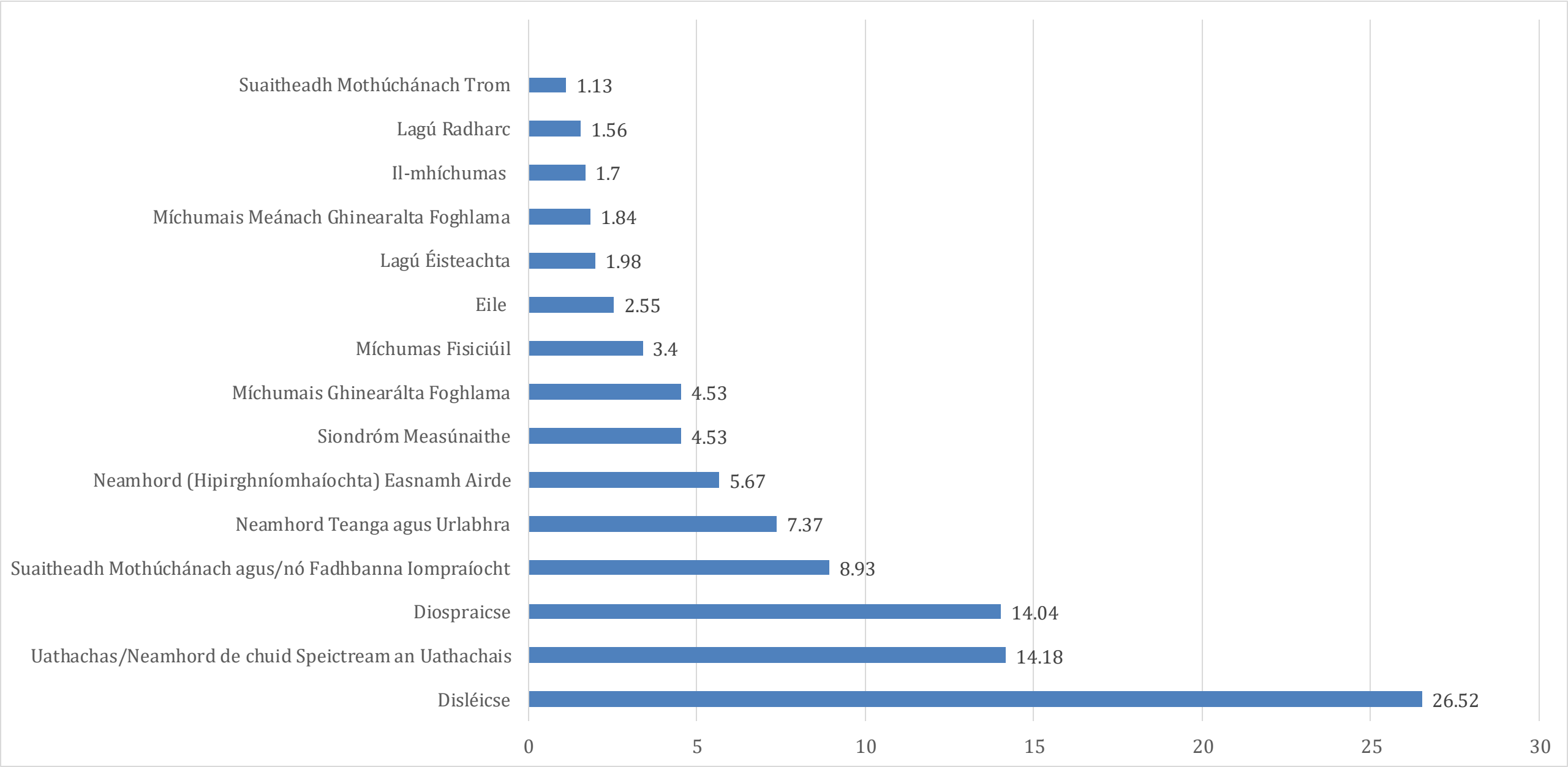
Cás-Staidéir

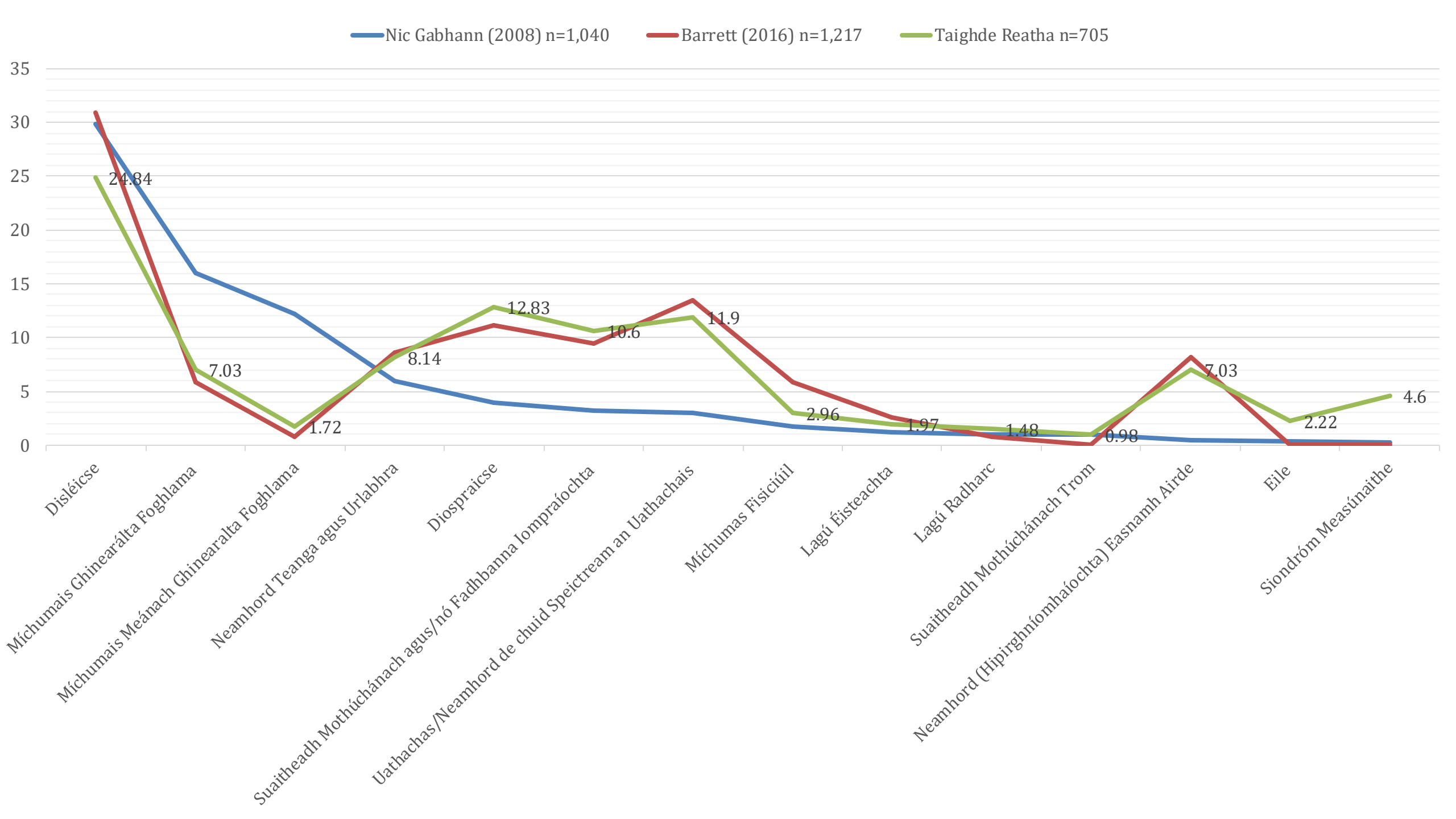
Dalta (N=11)	**Príomhoide (N=4)**	**Múinteoir Ranga (N=10)**	**Múinteoir 0.S (N=4)**	**Tuismitheoir (N=9)**	**Cúntóir RS (N=1)**

Tuistí a d'athraigh a pháiste a bhfuil RSO acu ó scoileanna lán-Ghaeilge (N=6)

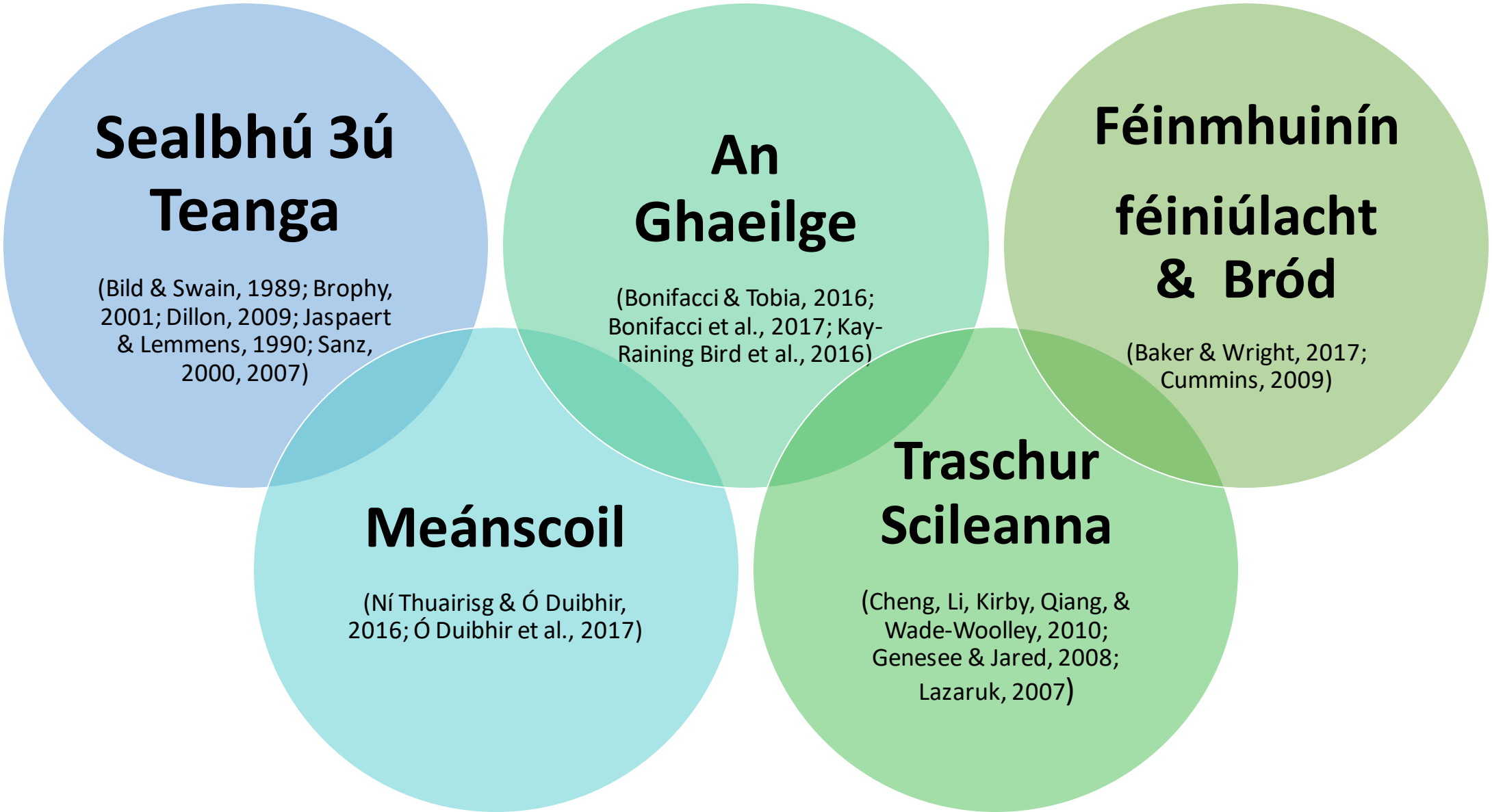
(Ní raibh siad seo bainteach leis na scoileanna sna cás-staidéir)

Ráta Reatha RSO (9.4%, N=705)




Nic Gabhann (2008) n=1,040
Barrett (2016) n=1,217
Taighde Reatha n=705
35
30
25
20
15
10
5
0
24.84
7.03
1.72
8.14
12.83
10.6
11.9
2.96
1.97
1.48
0.98
7.03
2.22
4.6
Disléicse
Míchumais Ghinearálta Foghlama
Míchumais Meánach Ghinearalta Foghlama
Neamhord Teanga agus Urlabhra
Diospraicse
Suaitheadh Mothúchánach agus/nó Fadhbanna Iompraíochta
Uathachas/Neamhord de chuid Speictream an Uathachais
Míchumas Fisiciúil
Lagú Éisteachta
Lagú Radharc
Suaitheadh Mothúchánach Trom
Neamhord (Hipirghníomhaíochta) Easnamh Airde
Eile
Siondróm Measúnaithe

Buntáistí


Sealbhú 3ú Teanga
(Bild & Swain, 1989; Brophy, 2001; Dillon, 2009; Jaspaert & Lemmens, 1990; Sanz, 2000, 2007)
An Ghaeilge
(Bonifacci & Tobia, 2016; Bonifacci et al., 2017; Kay-Raining Bird et al., 2016)
Féinmhuinín
féiniúlacht
& Bród
(Baker & Wright, 2017; Cummins, 2009)
Meánscoil
(Ní Thuairisg & Ó Duibhir, 2016; Ó Duibhir et al., 2017)
Traschur Scileanna
(Cheng, Li, Kirby, Qiang, & Wade-Woolley, 2010; Genesee & Jared, 2008; Lazaruk, 2007)

Dea-chleachtais

- Réimse leathan modhanna múinte
- Teicneolaíocht
- Tionscadail
- Grúpaí oibre
- Dialann oibre
- Comhairle ó seirbhísí seachtracha
- Taispéantas oibre
- Timpeallacht saibhir phrionta
- Tacú le tuistí
- Idirdhealú
- Foghlaim néamhspléach
- Fadbh réiteach
- Féinmheasúnú
- Gníomhaíochtaí praiticiúla
- IEPs
- Foghlaim machnamhach
- Cleachtais bunaithe ar fhianaise
- Forbairt ghairmiúil leanúnach
- Forbairt sóisialta/mothúchánach
- Ag tacú a chéile

I can approach either a special teacher or the reading teacher, or his ordinary teacher, and say, look, this hasn't been working. Can we try a different way around it?
(Tuismitheoir, Scoil A)

We've been very lucky with this school, because you know, as I said, it was a huge leap of faith to send him here, but if it was a huge leap of faith, they were certainly there to catch us.
(Tuismitheoir, Scoil C)

She'd see a paragraph that she knew he could read. He'd stand up, straight out and read it. Before he'd be in the corner with his head down.
(Tuismitheoir, Scoil B)

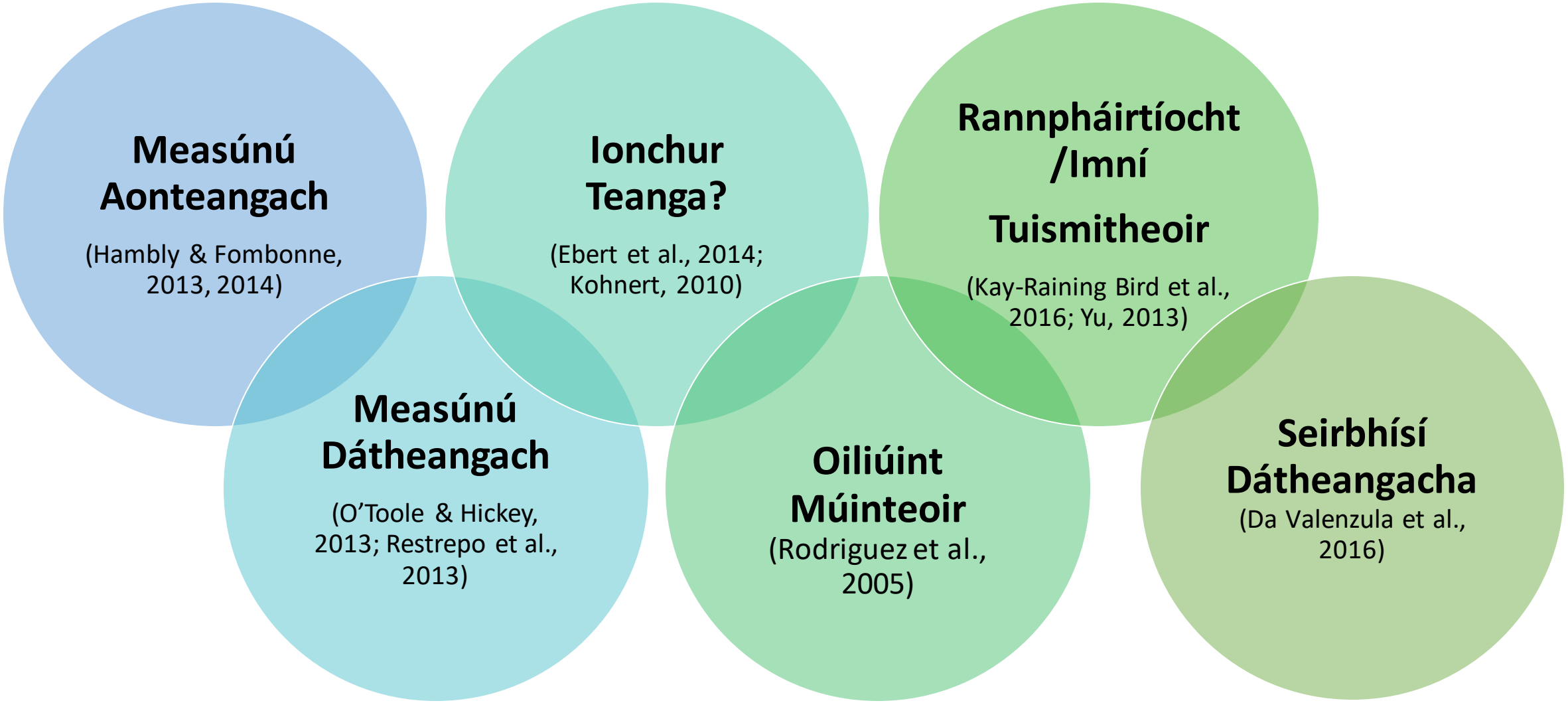
The teachers will approach me at any time if they think that I need to know something, and their door is always open if I need to speak to them.
(Tuismitheoir, Scoil D)

Éiteas na scoile

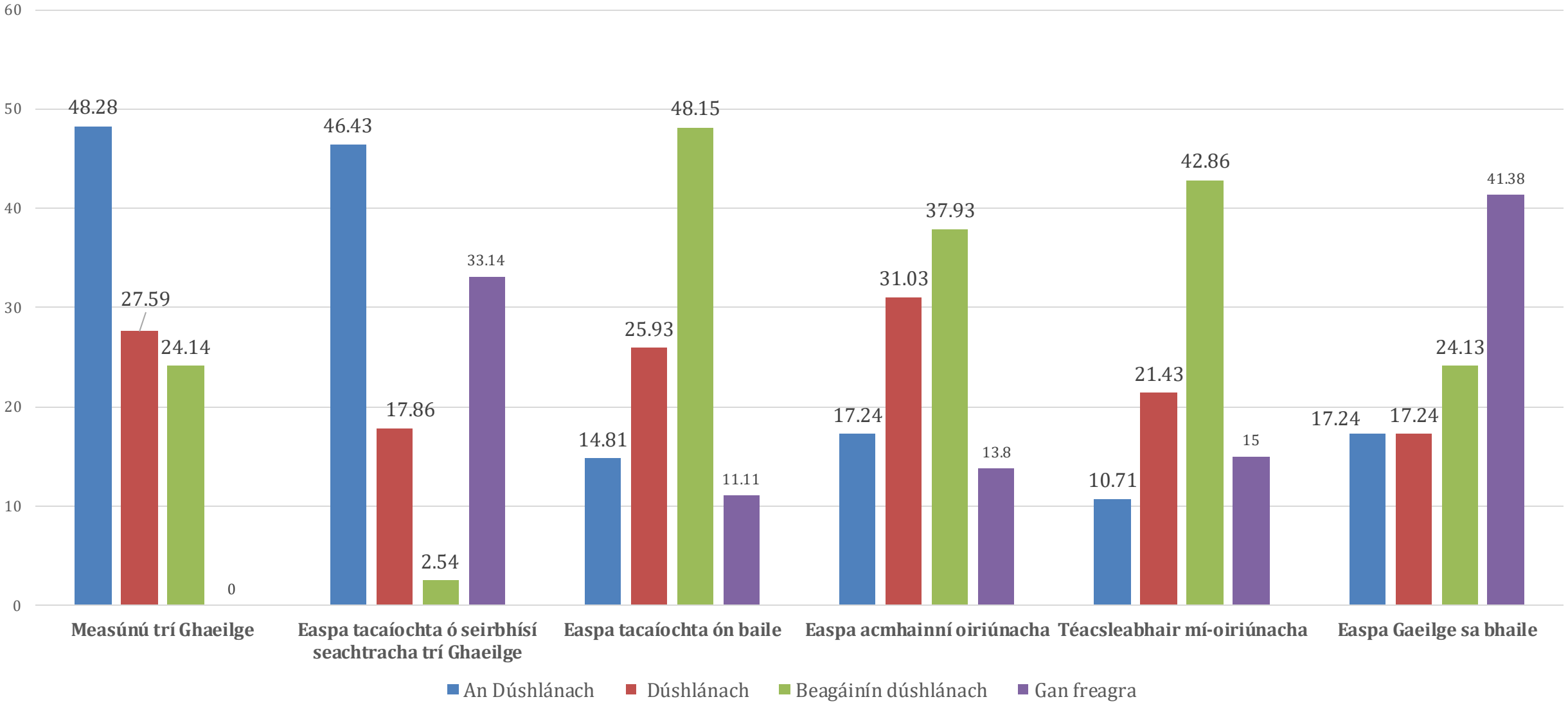
"An rud is tábhachtaí ná dearcadh na scoile agus an bhfuil siad oscailte go foghlaim faoi deacrachtaí? An bhfuil siad sásta dul amach agus oideachas a chuir orthu fhéin? An bhfuil siad sásta a chinntiú nach cineál 'add on' é na riachtainais breise seo?"

(Príomhoide, Scoil C)

Dúshláin Idirnáisiúnta



Céim 1: Dúshláin



Oiliúint

“Feictear domsa nuair a imíonn mo chuid múinteoirí ar chúrsaí go minic nó téim fhéin orthu agus cuirtear an cheist, céard faoi phaistí atá sa chóras lán-Ghaeilge? Agus bíonn cineál, ahh…an faitíos sin san éadan.”

(Príomhoide, Scoil C)

Tacaíocht foghlama trí Ghaeilge

Tá gach ábhar ar súil acu trí Ghaeilge, stair, tíreolaíocht, mata, agus muna dtugann muid cabhair dóibh a bheith in ann léamh, scríobh agus litriú a dhéanamh tríd an Ghaeilge, ní éireoidh leo sa chóras.

(MSO, Scoil C)

Measúnú trí Ghaeilge

"Fiú rud chomh simplí leis na Drumcondras, faighim go bhfuil an teanga iontu súid, nach é an teanga nadúrtha laethúil é i nGaeilge agus ceapaim go gcuireann sé sin b'fhéidir bac ar chuid de na páistí."

(Príomhoide, Scoil B)

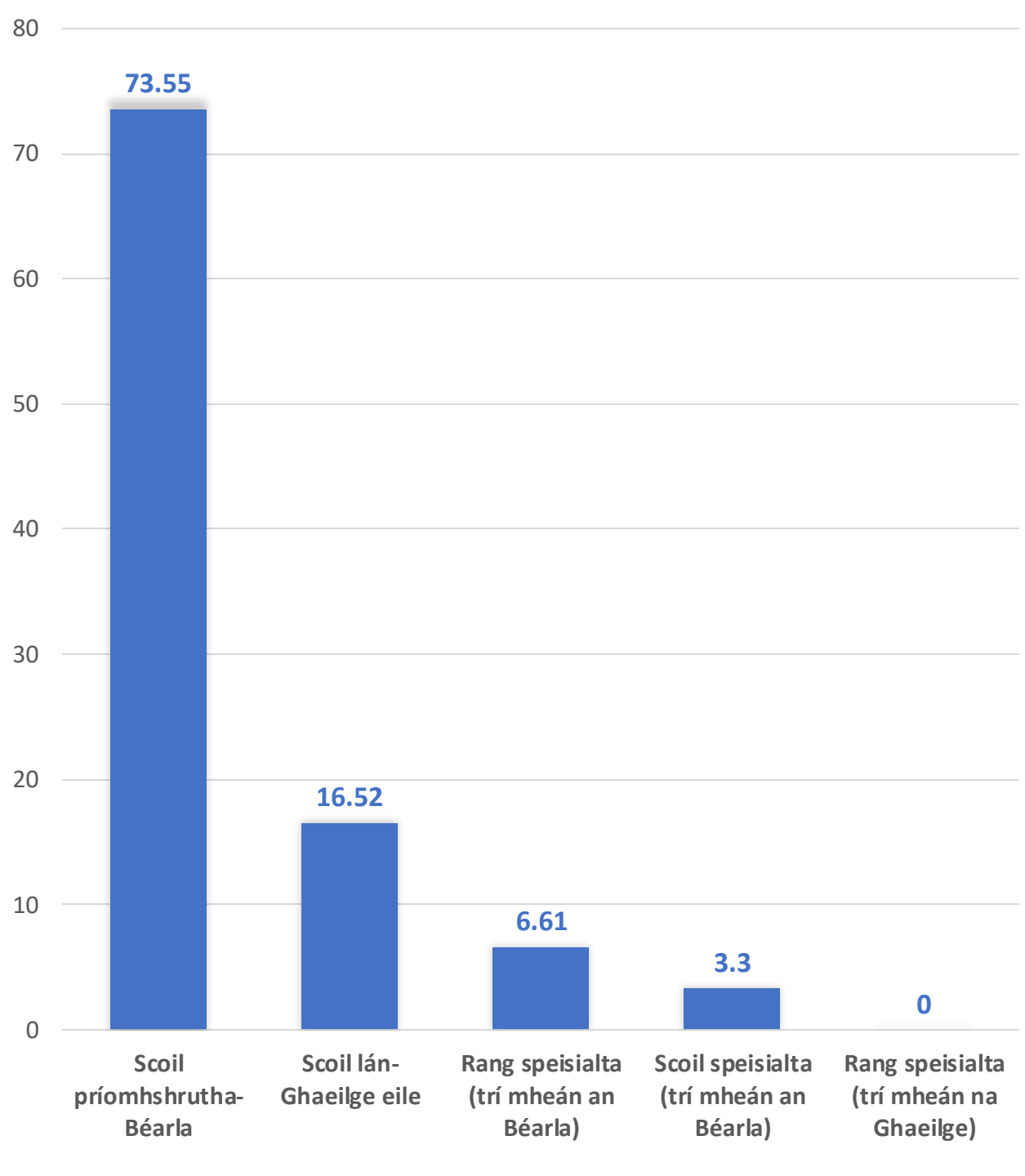
Acmhainní trí Ghaeilge

"Tá a fhios agam go bhfuil COGG tar éis an-chuid oibre a dhéanamh air sin agus an-chuid airgid a chur ar fáil …… tá feabhas cinnte tar éis teacht ar chúrsaí ach, tá obair le dhéanamh fós."

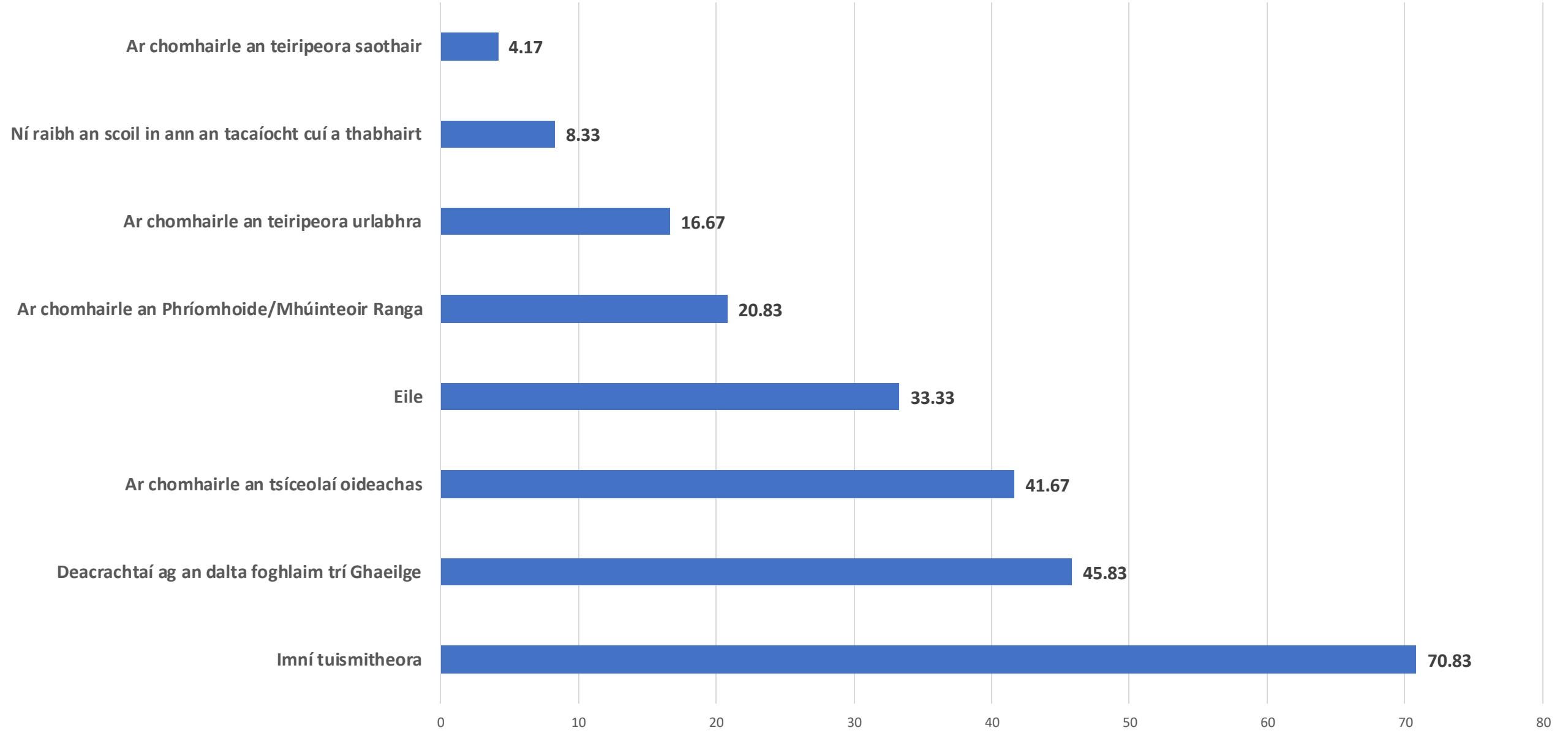
(Príomhoide, Scoil A)

Rannpháirtíocht na dTuismitheoirí

D’athraigh 121 dalta a bhfuil RSO acu ó Ghaelscoileanna (N=24) idir 09/2014 - 09/2017



Cén fáth? (N=24)


Ar chomhairle an teiripeora saothair
4.17
Ní raibh an scoil in ann an tacaíocht cuí a thabhairt
8.33
Ar chomhairle an teiripeora urlabhra
16.67
Ar chomhairle an Phríomhoide/Mhúinteoir Ranga
20.83
Eile
33.33
Ar chomhairle an tsíceolaí oideachas
41.67
Deacrachtaí ag an dalta foghlaim trí Ghaeilge
45.83
Imní tuismitheora
70.83
0
10
20
30
40
50
60
70
80

I'd probably initially had guilt around the fact of having sent him to a Gaelscoil and this having happened.
(Tuismitheoir, Scoil B)

Parents panic because they are wondering whether they would cope.

(Tuismitheoir le páiste a d'athraigh)

An bhfuil sí faoi mhí-bhúntáiste?
(Tuismitheoir, Scoil D)

I was suggesting to his teacher, …. would he be able? And this has been in my head for a long time.

(Tuismitheoir, Scoil A)

Seirbhísí Seachtracha

"Dúirt sí linn gur cheart dúinn díriú ar theanga amháin nó ar an Bhéarla agus gan a bheith ag labhairt i nGaeilge nó go mbeadh sí measctaithe suas, agus cuirfeadh sé sin moill uirthi ag caint."

(Tuismitheoir, Scoil D)

Conclúid

- **Freastalaíonn daltaí a bhfuil RSO acu ar ghaelscoileanna**
- **Deirtear go bhfuil buntáistí ann dóibh**
- **Tá neart cleachtas dearfach ar súil sna scoileanna**
- **Ach tá dúshláin ann maidir le:**
  - Measúnú trí Ghaeilge
  - Tacaíocht foghlama trí Ghaeilge
  - Oiliúint Múinteoirí
  - Acmhainní trí Ghaeilge
  - Rannphairtíocht na dtuismitheoirí
  - Seirbhísí dátheangacha
  - Imní tuismitheora
  - Meon na seirbhísí seachtracha

Cad is féidir linn a dhéanamh faoi?

- ✓Tuairisc scríofa a sholáthar maidir le hinniúlacht an dalta sa chéad teanga (T1) agus sa dara teanga (T2)
- ✓Déan measúnú sa T1 agus T2 ag baint úsáide as an measúnú céanna más féidir
- ✓Úsáid chineálacha éagsúla measúnaithe neamhfhoirmiúla agus foirmiúla (m.sh. scéalta, measúnú dinimiciúil)
- ✓Lorg eolas forbartha na ndaltaí ó bhaill teaghlaigh an mhic léinn (m.sh. tuarascáil na dtuismitheoirí)
- ✓Straitéisí idirghabhála bunaithe ar thaighde a sholáthar (fiú sa teanga bhaile, rannphartaíocht tuistí)
- ✓Tacaíocht a thabhairt do dhaltaí trí Ghaeilge agus Bhéarla

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