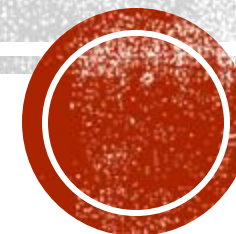


MEASÚNÚ AR DHEACRACHTAÍ TEANGA SA DHÁT HEANGACHAS GAELGE-BÉARLA

Dr Ciara O'Toole

Roinn na nEolaíochtaí Urlabhartha & Éisteachta

Coláiste na hOllscoile Corcaigh



University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

TOPAÍCÍ

- Comhthéacs na riachtanas measúnaithe teanga atá ag cainteoirí Gaeilge
- Measúnuithe reatha do chainteoirí Gaeilge-Béarla
 - Measúnú páistí réamh-scoile
 - Measúnú Tuiscint Stór Focal
 - Measúnú tuiscint agus caint ainmfhocail agus briathra
- Riachtanais sa Todhchaí



MOILL TEANGA A DHIAGNÁIL I BPÁISTÍ

DHÁT HEANGACHA

- Is páiste dhát heangach é aon pháistí a úsáideann níos mó ná teanga amháin (*IASLT, 2016*)
- *Difríocht nó Neamhord?*
- Chaithefeá iad a thástáil i ngach teanga in bhfuil siad ag úsáid
- Tionchar ag minicíocht nochtadh teanga
- Tá fadhbanna ann le thástáil chaighdeánaithe do pháistí aonteangach a úsáid le pháistí dhát heangach



MEASÚNÚ TEANG DÁTHEANGACHA

- Agallamh a chur ar 6 SLT agus ag obair leis an daonra seo.

Article

Diagnosing language impairment in bilinguals: Professional experience and perception

Ciara O'Toole
University College Cork, Ireland

Tina M Hickey
University College Dublin, Ireland

Tástáil
chaighdeánaithe

Tástáil
neamhfhoirmiúil

Rogha
Tuismitheoirí

Aistriúcháin

Cúleolas Teanga

CHILD LANGUAGE
TEACHING & THERAPY

Child Language Teaching and Therapy
29(1) 91–109

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MEASÚNÚ: ROGHA NA TUISMITHEOIRÍ

- **SLT 3** *“It depends on what the parent asks for. Like the children I have assessed through Irish, they would only be children with Irish as a first language - if the child is bilingual, usually the parents say ‘just do the assessment in English’. Even I’ve had adults, who would have had fluent Irish, and they don’t want the assessment through Irish, they don’t want any speech therapy through Irish at all.”*
- **SLT 5** *“Generally, I will ask the parent what the main language of the home is, and I will assess them in that main language. Sometimes I assess them in both, just to see... but I have a few parents that I am convinced that English is the stronger language, but...they’ve refused an English assessment. They don’t want an English assessment because they say Irish is the language of the home.”*



MEASÚNÚ: AISTRIÚCHÁIN

- **SLT3** *“We tried translating parts of the CELF for the older language children, you know just the concepts and following directions, ... but I don’t know if it really works, it just kind of ends up being so much longer...”*
- *(scoring) “I tend to just get the raw scores and age equivalents of that and see, compare them and acknowledge that it’s not, reflective, some subtests are really unreflective of syntax and grammar in Irish which is completely different from syntax in English.”*
- **Psych4:** *“This is so far removed from standardised, but I would tell them that I’m going to ask the question in Irish or English having made that decision [based on parents/teachers’ views of dominance] and that they’re free to answer...in either language...Then - with a lot of reservations - I would score it as correct [in either language].”*



MEASÚNÚ: MÚINTEOIRÍ GAELSCOILEANNA

- “In terms of Irish, English and Maths, a lot of the children are identified quiet early on so in terms of being removed from the classroom, we do the Quest test in Senior infants, we do the Drumcondra Maths, we had to translate it to Irish ourselves to help the children”
- “So the psychologist we work with, works with us through Irish. The bilingualism aspect of it like, you work with the child’s need. Really the language is secondary to the need, sometimes if it’s behavioural.”

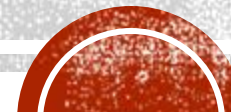


MEASÚNÚ: RIACHTANAIS

- **SLT1:** *“Some form of ‘norms’ are needed- and I’m not really saying standardised assessment as such but norms for difference patterns of language development... for a language in a state of change.”*
- **SLT 4:** *“It would be very useful to have, a formal language assessment am, battery type assessment, would be brilliant, for across a variety of age groups if possible.”*
- **Psych 4:** *“We’re in general trying to move more and more away from over-reliance on psychometric measures and tests of intelligence across the board so I’m not sure that an intelligence test in Irish is a big priority. I can’t see it being practical to develop. But I think maybe some measures that would allow us to at least get a sense of the richness or otherwise of a child’s language whether their first language is Irish other than you know just qualitative evaluation and information from the adults around them.”*



MEASÚNÚ 1: CDI TUARASCÁIL TUISMITHEOIR



Foras na Gaeilge

CDI

Bilingual language acquisition in a minority context: using the Irish–English Communicative Development Inventory to track acquisition of an endangered language

- Is tu ar l gra

- Aith lea Ciara O'Toole^a and Tina M. Hickey^b

^aDepartment of Speech and Hearing Sciences, University College Cork, Cork, Ireland; ^bSchool of Psychology, University College Dublin, Dublin, Ireland

- Oir:

- <http://dx.doi.org/10.1080/13670050.2016.1179256>

- Oir:

- D

- Focail agus Comhartha (8–16 mhí) & Foca

ABSTRACT

This study investigated the role of language exposure in vocabulary acquisition in Irish, a threatened minority language in Ireland which is usually acquired with English in a bilingual context. Using a bilingual

ARTICLE HISTORY

Received 11 May 2015
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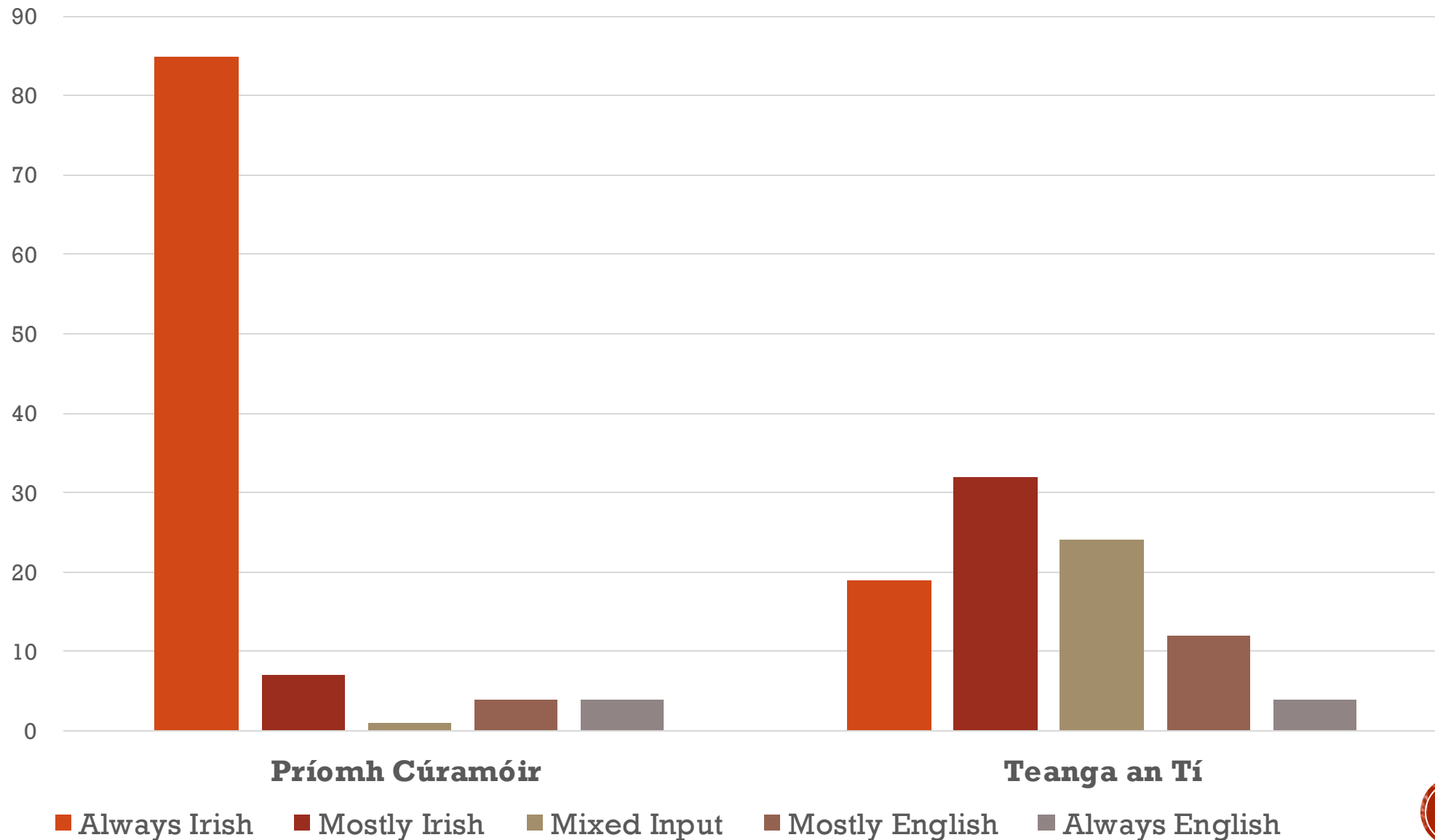
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capall	<input type="checkbox"/>	horse	<input type="checkbox"/>	giraffe (sioráí)	<input type="checkbox"/>		<input type="checkbox"/>	seilide/seilmide	<input type="checkbox"/>	snail	<input type="checkbox"/>
cat	<input type="checkbox"/>			goose	<input type="checkbox"/>	gé	<input type="checkbox"/>	sicín	<input type="checkbox"/>	chicken	<input type="checkbox"/>
cearc	<input type="checkbox"/>	hen	<input type="checkbox"/>	iasc	<input type="checkbox"/>	fish	<input type="checkbox"/>	spdeog	<input type="checkbox"/>	robin	<input type="checkbox"/>
coileach	<input type="checkbox"/>	cock	<input type="checkbox"/>	lao/gamhain	<input type="checkbox"/>	calf	<input type="checkbox"/>	fedáyte dí (bear)	<input type="checkbox"/>		
coileán	<input type="checkbox"/>	puppy	<input type="checkbox"/>	leon	<input type="checkbox"/>	lion	<input type="checkbox"/>	tiger (tiogar)	<input type="checkbox"/>		
coinín	<input type="checkbox"/>	rabbit	<input type="checkbox"/>	luch(óg)	<input type="checkbox"/>	mouse	<input type="checkbox"/>	turkey (turcaí)	<input type="checkbox"/>		
cúileog/ míoltóg	<input type="checkbox"/>	fly	<input type="checkbox"/>	mac tíre	<input type="checkbox"/>	wolf	<input type="checkbox"/>	uan	<input type="checkbox"/>	lamb	<input type="checkbox"/>
damhán alla/ fidóir	<input type="checkbox"/>	spider	<input type="checkbox"/>	madra(n) rua/sionnach	<input type="checkbox"/>	fox	<input type="checkbox"/>	zebra (séabra)	<input type="checkbox"/>		

FOCAIL & ABAIRTÍ

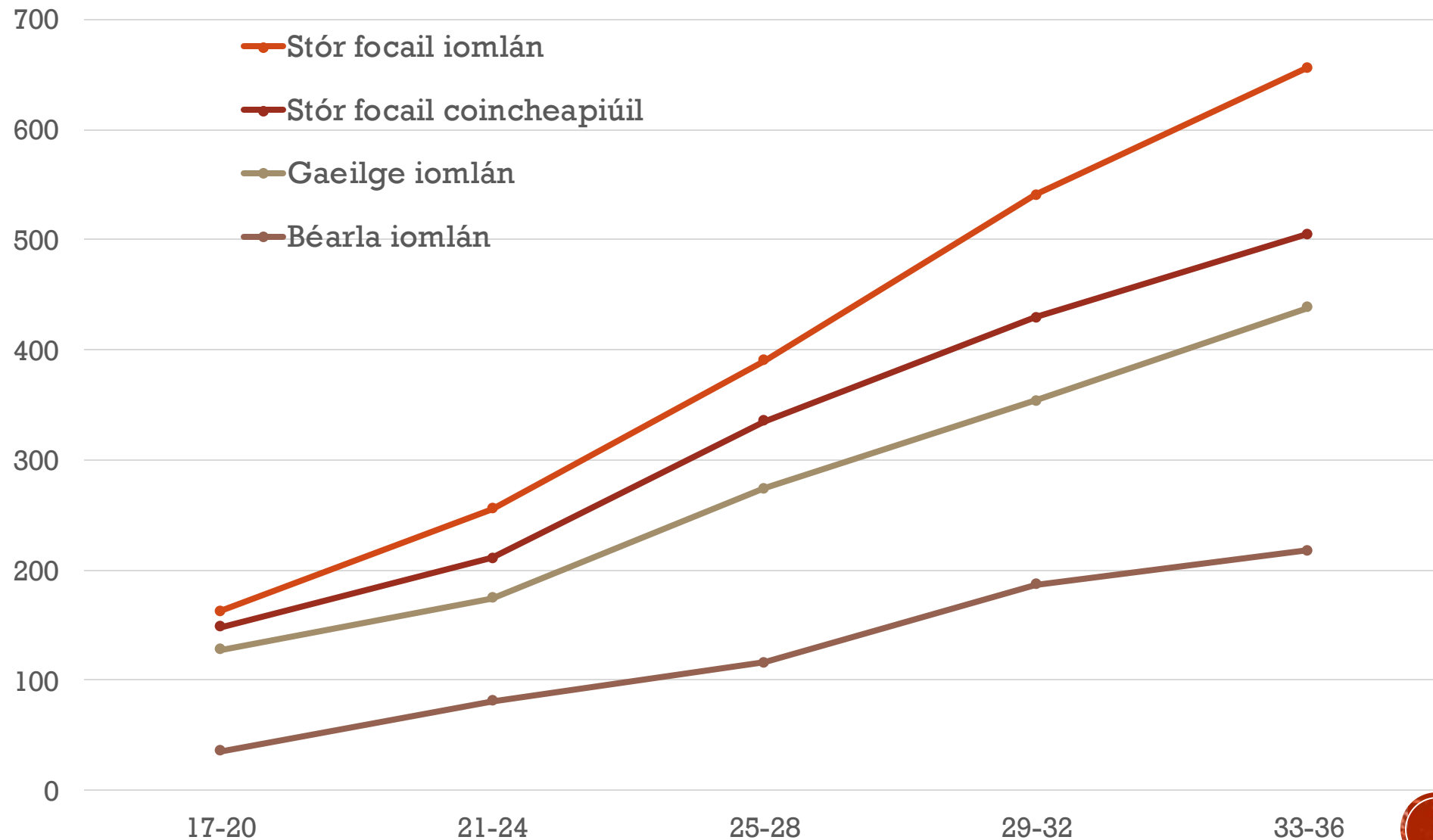
- Teaghlaigh le >60% Gaeilge
 - 48 páiste (28 cailín, 20 buachaill)
- Sonraí Fadaimseartha: Gach 4 mhí
 - => 100 pointe sonraí (17-36 mhí)
- Sonraí ó 3 chanúint (Mumhan, Connacht & Dún na nGall)
- Questionnaire for Parents of Bilingual Children: Infants and Toddlers (PaBiQIT)
- COST Action IS0804: Language Impairment in a multilingual society: Linguistic patterns and the road to assessment



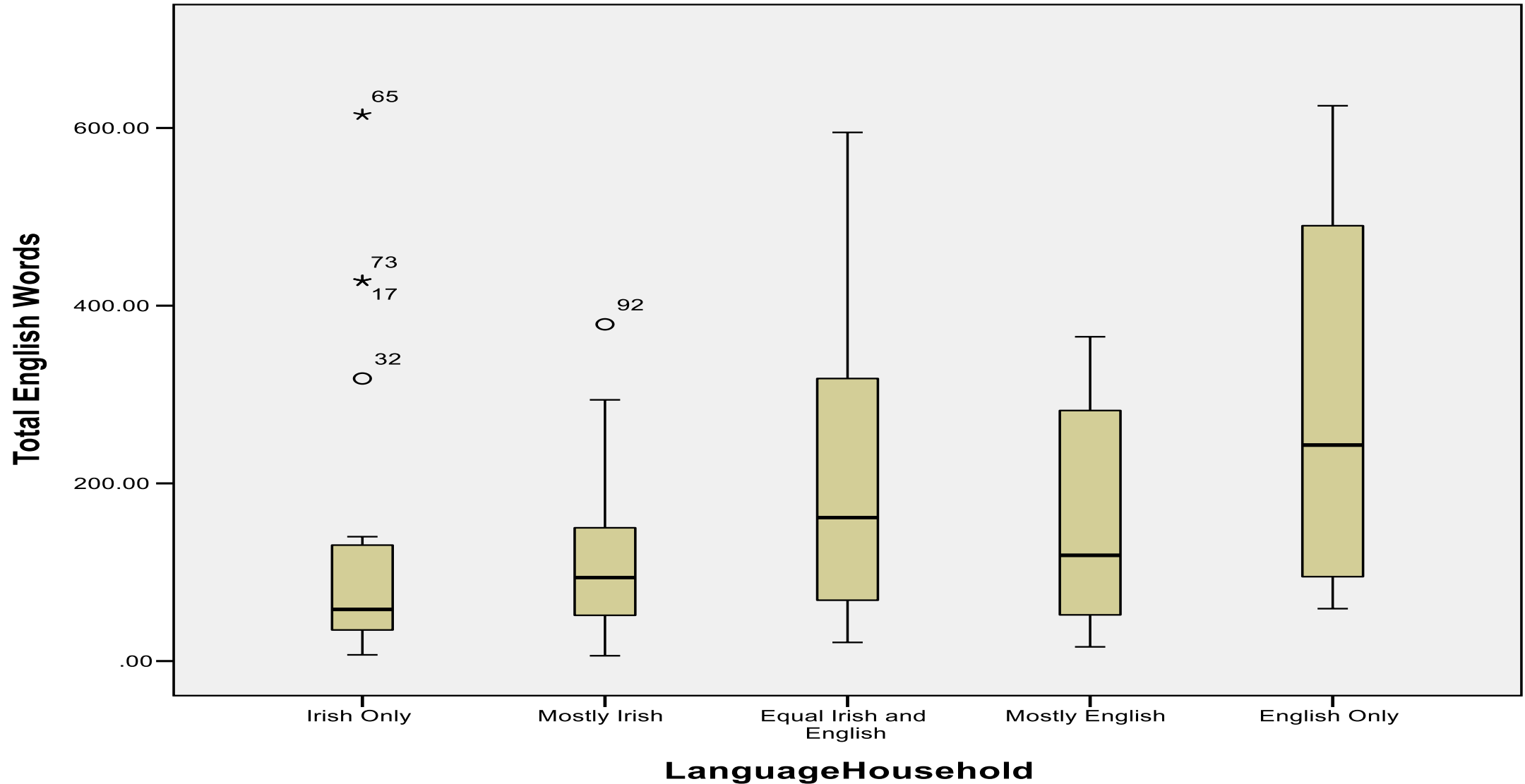
NOCHTADH TEANGA (%)



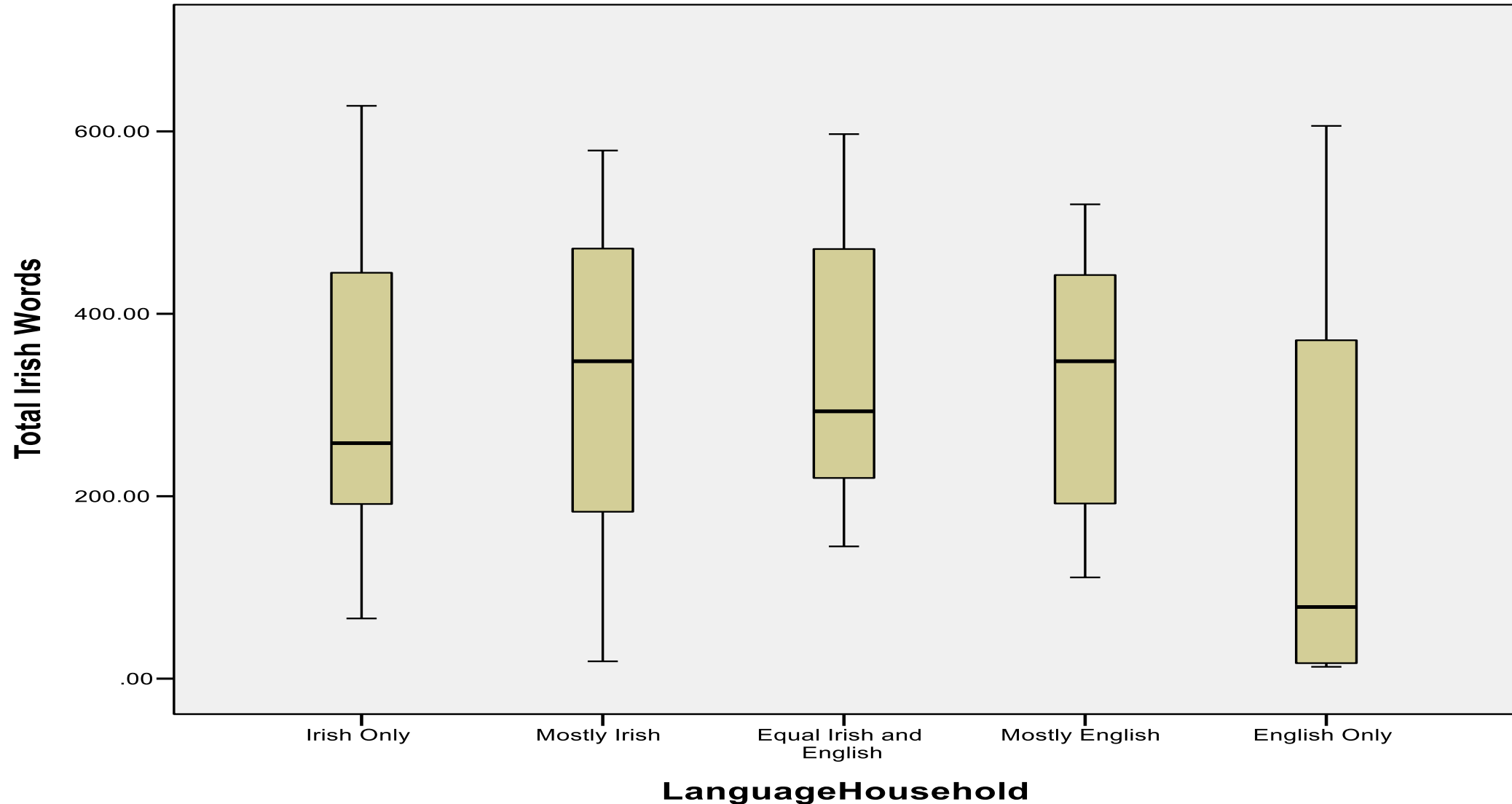
SCÓR FOCLÓIR

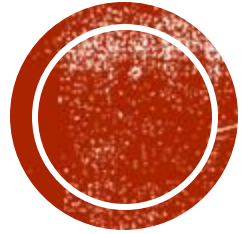


FOCLÓIR BÉARLA FAOI 'TEANCA AN TÍ'



FOCLÓIR GAELIGE FAOI 'TEANGA AN TÍ'





MEASÚNÚ AR THUISCINT FOCAIL: MÚNLA ÓN MBREATNAIS

GATHERCOLE, VCM., THOMAS, E.M, HUGHES, E. (2008). DESIGNING A NORMED RECEPTIVE VOCABULARY TEST FOR BILINGUAL POPULATIONS: A MODEL FROM WELSH. *INTERNATIONAL JOURNAL OF BILINGUAL EDUCATION AND BILINGUALISM*, 11(6), 678-720.

O'Toole, C. et al (in press) Findings from the first phase of developing a receptive vocabulary test for the Irish language. *International Journal of Bilingualism*

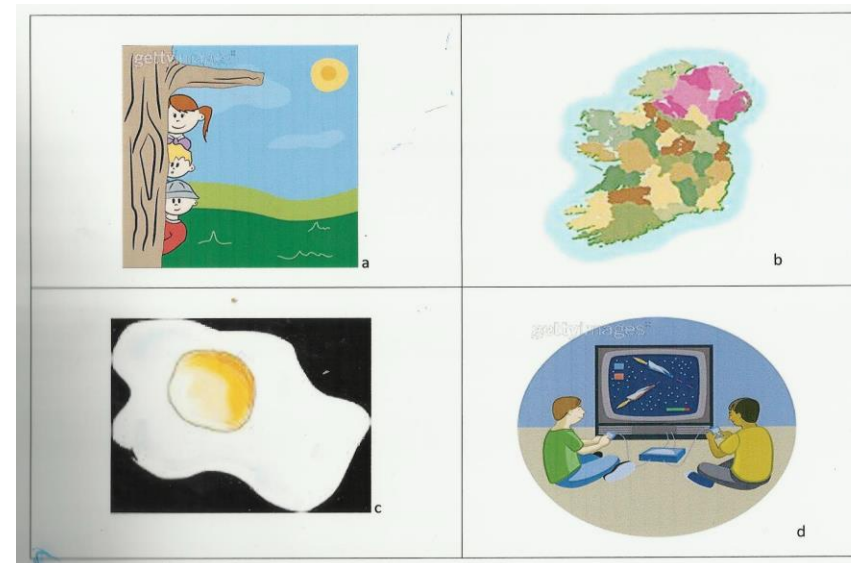
TEIST AR THUISCINT FOCAIL GAEILGE

- **Aidhmeanna**
 - Measúnú a dhearadh ar thuiscint fhoclóir sa Ghaeilge agus féachaint an bhfuil tionchar ag **Nochtadh teanga an tí** agus **Aois** ar an scór
 - An tástáil a chaighdeánú do pháistí dháttheangacha Gaeilge-Béarla mar uirlis mheasúnaithe sa todhchaí
- 310 páiste
 - Aois: 83@ 5; 124@ 6, 103 @7 bliana
 - Gaeltacht = n137 (44%) Gaelscoil = n173 (56%)

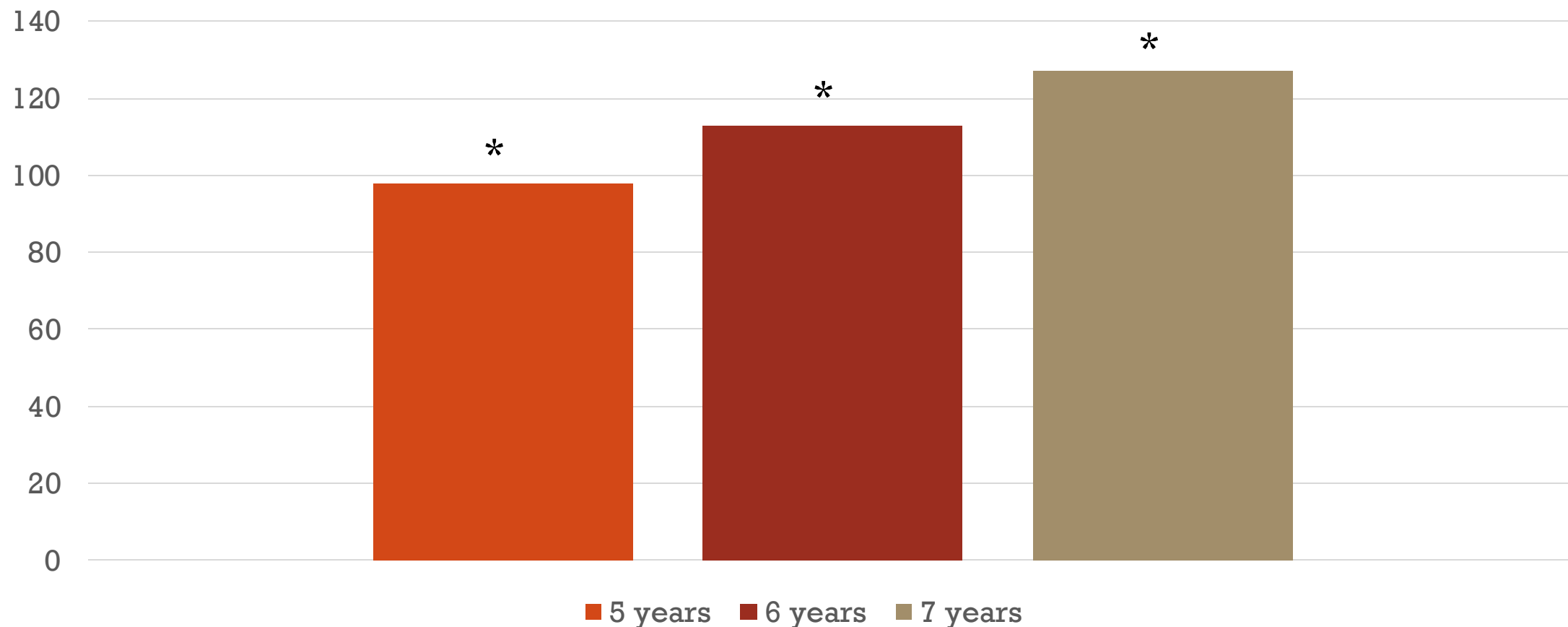


AG CRUTHÚ TEIST NUA

1. Focail dhúchasacha Gaeilge
2. Gan aon focail gaolmhar Gaeilge-Béarla, fiú mura raibh siad iasachtaí
3. Gan aon focail a bhaineann le canúint áirithe
4. Focail ón raon minicíochtaí agus casta, ionas go bhféadfadh an tástáil idirdhealú a dhéanamh ar an raon aoise cúig bliana go seacht mbliana agus raon cumais teanga
5. Chaithfeá na focail a léiriú i bpictiúr statach



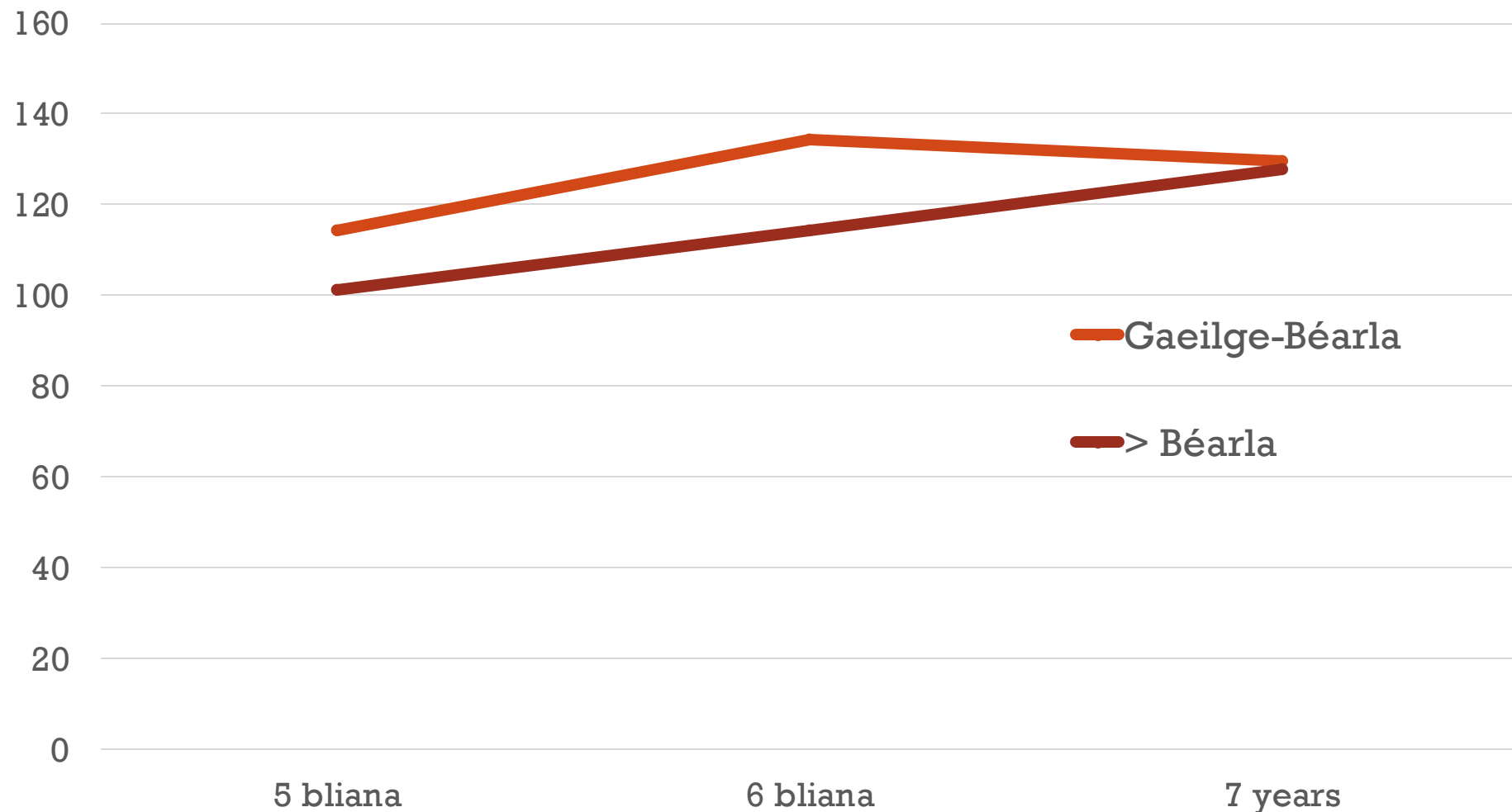
AN FHEABHSAÍONN AN SCÓIR LE HAÓIS?



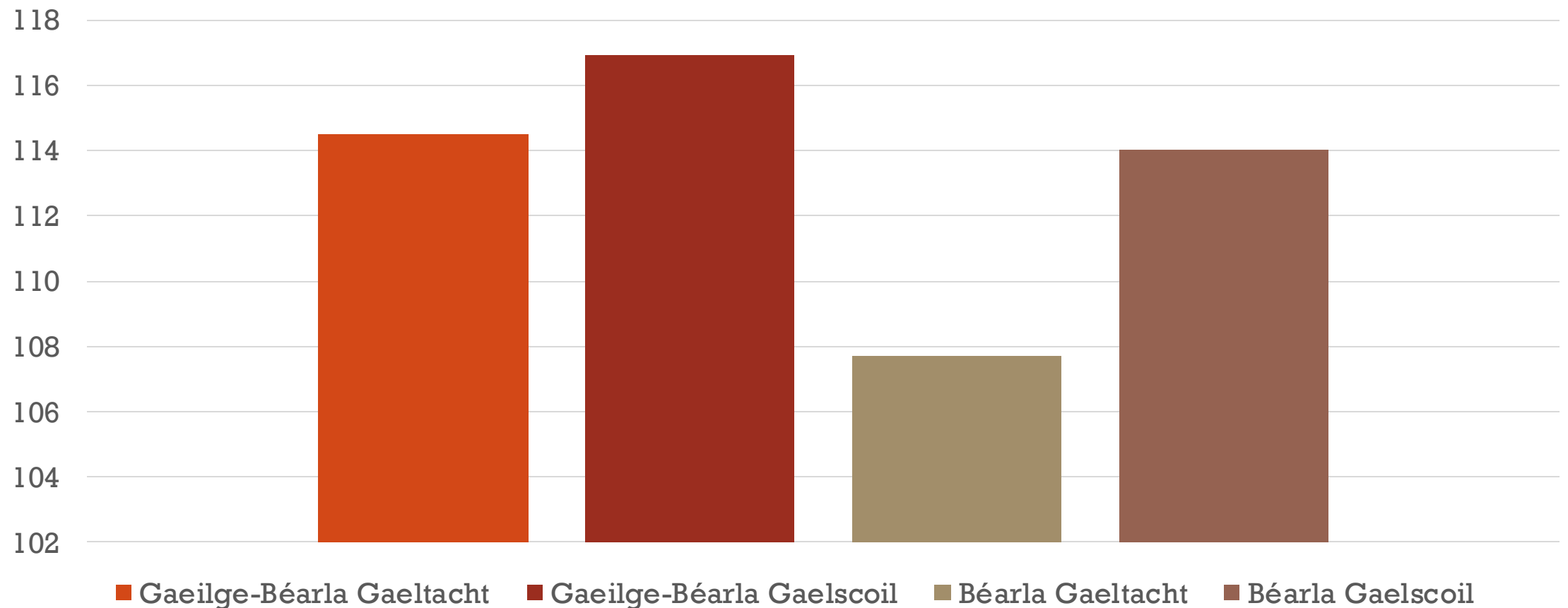
$F(2, 301) = 15.11, p = .000 \eta^2 = .09$



AOIS & TEANGA AN TÍ



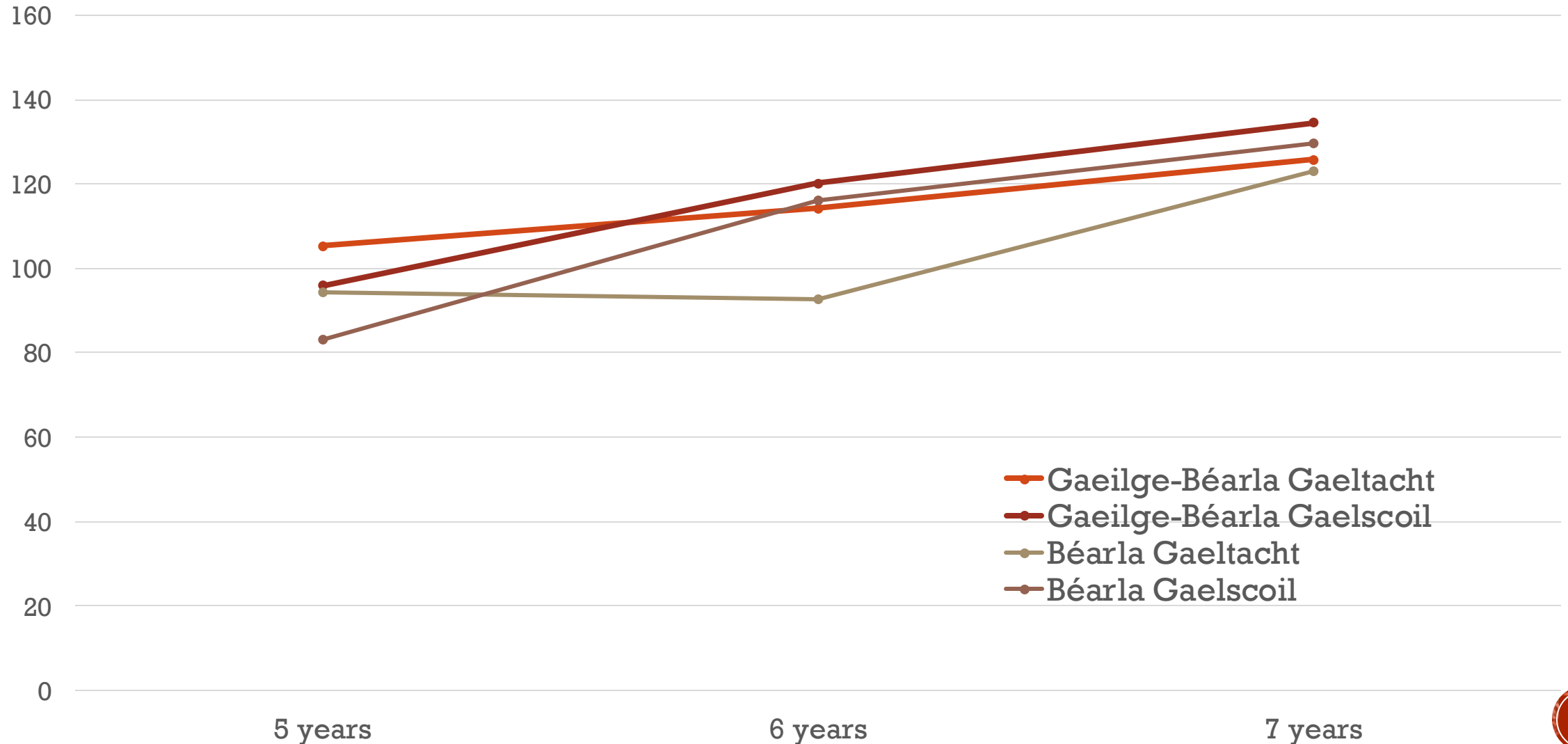
AN BHFUIL TIONCHAR AG CÚLRA TEANGA & SUÍOMH NA SCOILE AR AN SCÓR?



F (3, 306) = 1.04, p=NS



AOIS & SUÍOMH NA SCOILE



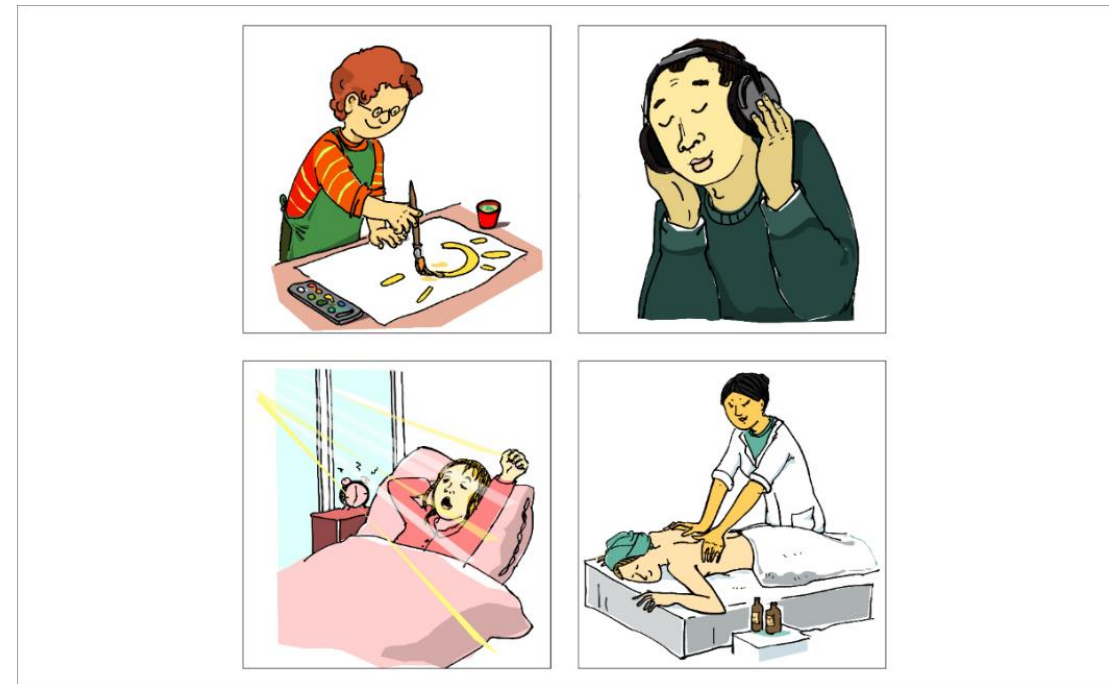
ACHOIMRE

- Tá meastacháin ar nochtadh teanga riachtanach i ndearadh na tástála ach casta a thomhas i gcomhthéacs teanga mionlaigh
- Tugann ‘úsáid teanga teaghlaigh’ agus ‘úsáid piara’ faisnéis bhreise thábhachtach
- Níl aon bhuntáiste teanga baile do dhaltaí dátheangacha i scoileanna Gaeltachta?
- Laghdú na n-éifeachtaí teanga i gcainteoirí T1 Gaeilge (Hickey, 2001; Mac Donnacha, et al., 2004; Harris et al., 2006; Ó Giollagáin, et al., 2007; Parsons and Liddy, (2016); Nic Fhlannachadh & Hickey 2017; Péterváry, et al., 2014; Lenoach, 2014).
- Mínithe
 - Éifeacht SES?
 - Laghdú ionchur agus réimsí srianta úsáide na Gaeilge?
 - Níl an tástáil casta go leor?
 - Deacracht tástáil chuí a cheapadh/dhearadh



CROSS LINGUISTIC LEXICAL TEST (CLT- GAELIGE)

- Páistí 3-6 bliana; tuiscint agus caint focail
- 300 focail: Aois foghlamthe agus Castacht
- 32 Ainmfhocail & 32 Briathar roghnaithe
- Staidéar píolóta
 - 30 páiste i nGaeltacht Corcha Dhuibhne
 - 5 bliana d'aois
 - Teist as Béarla & as Gaeilge
- Teisteanna eile ón COST :
 - Athrá neamhfhocail
 - Athrá abairt
 - Scéal



MEASÚNUITHE A FHORBAIRT DO DHAOINE DÁT HEANGACHA GAELGE-BÉARLA: IMPLEACHTAÍ

- Is beag triail phíolótach a fhorbraíonn go huirlisí oibre:
 - **Maoiniú ++**
 - Comhoibriú: Taighdeoirí, Oideachas, SLT, síceolaithe srl.
- Is ábhar buartha iad na torthaí reatha do chainteoirí T1 Gaeilge
 - Tacaíocht Teanga do thuismitheoirí, mhúinteoirí agus leanaí - cosúil leis tacaíocht do cheantair faoi mhíbhuntáiste
 - Teiripeoirí i scoileanna (mar an tionscadal píolóta)
 - Tá an litearthacht NB

