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Irish Language
Education
Oideachas trí
Ghaeilge

It has long been recognised that the early years are the optimum time for language acquisition and young children are well disposed to acquire a new language. Language development in the early years is also important for the subsequent linguistic and holistic development of the child in later life. This large volume of research provides a base for the development of policy and practice in the growing number of Naíonraí and Irish-medium primary schools.

Irish Language Education is one of the largest themes within the Second Edition of the Audit of Research, consisting of 150 publications. Following a process of thematic analysis, these publications have been divided into seven separate sub-themes, namely:

- Status of Irish Language Education [22]
- Legislation and Practice Guidelines [39]
- Language and Literacy Acquisition [42]
- Immersion Education [15]
- Parents and Families [9]
- Curriculum and Assessment [9]
- Infant Classes of Primary Schools [14]

Status of Irish Language Education

A significant number of publications document the Status of Irish Language Education in both historical and contemporary contexts. Area Development Management (2001) and Muintearas (2000) document current policy and practice in early years settings in the Gaeltacht regions. A number of researchers provide an insight into trends of Irish language learning and acquisition in recent years (Hickey, 1991a; 1994; 1995; 1999c; Nic Ghiolla Phádraig, 1994a; Ó Gliasáin, 1990; 1996; Ó Riagáin and Ó Gliasáin, 1994). Mhic Mhathúna (2002a; 2002b; 2002c) offers guidance and advice on developing language policy and practice in ECCE settings. O'Connor (2002; 2004) has conducted an audit of research relating to the Irish language in Ireland, categorised under a number of significant themes.

An Comhchoiste Réamhscolaíochta Teo (1994). *Tuarascáil Bhliantúil*. Baile Átha Cliath: An Comhchoiste Réamhscolaíochta Teo.

Area Development Management (2001). *National Childcare Census Report – Gaeltacht Regions*. Dublin: Area Development Management.

Hickey, T. (1991a). Irish in Ireland (in) Edwards, V. and Alladina, S. (Eds.). *Babel and Beyond: Multilingualism in the British Isles*. Harlow: Longman.

Aithníodh le fada an lá gurb iad na blianta luatha na blianta is fearr d'insealbhú teanga agus go mbíonn sé ar chumas leanaí óga teanga nua a insealbhú. Bíonn forbairt na teanga sna blianta luatha tábhachtach freisin d'fhorbairt theangeolaíoch agus iomlánaíoch an linbh níos déanaí sa saol. Tugann an raidhse taighde seo bonn ar fáil d'fhorbairt beartais agus cleachtais sa líon mór Naíonraí agus Gaelscoileanna.

Tá Oideachas trí Ghaeilge ar cheann de na téamaí is mó sa Dara hEagrán den Iniúchadh Taighde, le 150 foilseachán san áireamh ann. I ndiaidh anailíse téamaí, roinneadh na foilseacháin sin i seacht bhfo-théama, mar seo a leanas:

- Stádas an Oideachais trí Ghaeilge [22]
- Treoirínte Reachtaíochta agus Cleachtais [39]
- Insealbhú Teanga agus Litearthachta [42]
- Tumoideachas [15]
- Tuismitheoirí agus Teaghlaigh [9]
- Curaclam agus Measúnacht [9]
- Ranganna Naíonán i mBunscoileanna [14]

Stádas an Oideachais trí Ghaeilge

Déanann líon suntasach foilseachán cur síos ar Stádas an Oideachais trí Ghaeilge i gcomhthéacsanna stairiúla agus comhaimseartha araon. Déanann Area Development Management (2001) agus Muintearas (2000) cur síos ar bheartas agus cleachtas reatha i suímh na luath-óige i réigiúin Ghaeltachta. Tugann roinnt taighdeoirí léargas ar na treochois maidir le foghlaim agus insealbhú na Gaeilge le blianta beaga anuas (Hickey, 1991a; 1994; 1995; 1999c; Nic Ghiolla Phádraig, 1994a; Ó Gliasáin, 1990; 1996; Ó Riagáin agus Ó Gliasáin, 1994). Tugann Mhic Mhathúna (2002a; 2002b; 2002c) treoir agus comhairle faoi fhorbairt beartais agus cleachtais teanga i suímh COLO. Rinne O'Connor (2002; 2004) iniúchadh ar thaighde a bhaineann le Gaeilge in Éirinn, rangaithe faoi roinnt téamaí suntasacha.

Hickey, T. (1994). Irish in Education in the Republic of Ireland (in) Asher, R. and Simpson, J. (Eds.). *Encyclopaedia of Language and Linguistics*. Oxford: Pergamon Press.

Hickey, T. (1995). Léirbhreithniú ar Thorthaí Taighde ar an Dátheangachas (A Review of Research on Bilingualism). *Teangeolas*, Volume 34, pp. 24-31.

Hickey, T. (1999c). Irish in Education in the Republic of Ireland (in) Spolsky, B. (Ed.). *Concise Encyclopaedia of Educational Linguistics*. Oxford: Pergamon Press, pp. 85-86.

Hickey, T. and Williams, J. (Eds.) (1996). *Language, Education and Society in a Changing World*. Clevedon, Avon: Multilingual Matters and IRAAL.

Mac Aogáin, E. (1995). An Ghaeilge (in) Ní Dheá, E., Ní Neachtain, M. agus Ó Dubhghaill, A. (Eag.). *Na Teangacha Neamhfhorleathana agus Oiliúint Múinteoirí: Ag Díriú ar an nGné Eorapach*. Luimneach: Coláiste Mhuire gan Smál, pp. 8-25.

Mhic Mhathúna, M. (2002a). Straitéisí agus Pleanáil Teanga don Ionad Cúram Leanaí (in) Uí Ghrádaigh, D. (2002) (Eag.). *Cúram agus Oideachas Luathóige: Treoirleabhar*. Gaillimh: Údarás na Gaeltachta, pp. 15–21.

Mhic Mhathúna, M. (2002b). *Language, Culture and Diversity in Early Childhood Settings*. Invited speaker at Childcare Network Loch Garman Annual Conference, Wexford.

Mhic Mhathúna, M. (2002c). *Language, Culture and Diversity in Kerry Childcare Settings*. Keynote speaker at Kerry County Childcare Committee Conference on Cultural Diversity and Equality, Killarney and Tralee, Co. Kerry.

Muintearas (2000). *Aspects of Education in the Gaeltacht – Policy Implications*. Galway: Muintearas.

Na Náiscoileanna Gaelacha (1994). *Bunreacht*. Baile Átha Cliath: Cartlann Chonradh na Gaeilge.

Ní Neachtain, M. (2004). An Ghaeilge, Cúlra agus Cultúr (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 47-48.

Nic Ghiolla Phádraig, M. (1994a). The Status of Irish as a Mother Tongue or Primary Language. *Studies in Education*, Volume 10, No. 1, pp. 23-36.

Nic Ghiolla Phádraig, M. (2001). Tá Gaeilge Agam, Ach ní ag mo Chara: Irish Speaking Children (in) Cleary, A., Nic Ghiolla Phádraig, M. and Quin, S. (Eds.) (2001b). *Understanding Children, Volume 2: Changing Experiences and Family Forms*. Dublin: Oak Tree Press, pp. 267-290.

Ó Conchuir, S. (1994). *Muintreas na nOileán. Preschool Component*. Unpublished Report Submitted to Bernard Van Leer Foundation and Údarás na Gaeltachta.

O'Connor, S. (2002). *Innéacs Taighde*. Baile Átha Cliath: An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta.

O'Connor, S. (2004). *Innéacs Taighde*. Baile Átha Cliath: An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta.

Ó Gliasáin, M. (1990). *Language Shift Among Schoolchildren in Gaeltacht Areas: 1974-1984: An Analysis of the Distribution of £10 Grant Qualifiers*. Dublin: Institiúid Teangeolaíochta Éireann.

Ó Gliasáin, M. (1996). *The Language Question in the Census of Population*. Dublin: Institiúid Teangeolaíochta Éireann.

Ó Riagáin, P. and Ó Gliasáin, M. (1994). *The National Surveys on Languages 1993: Preliminary Report*. Dublin: Institiúid Teangeolaíochta Éireann.

Publications relating to Legislation and Practice Guidelines for the Irish language are numerous and offer practitioners and teachers guidance to inform their practice. The introduction of the Official Languages Act (Department of Community, Rural and Gaeltacht Affairs, 2003) provides a legislative framework for the delivery of services in the Irish language. The BCCN (2000b) and Galway CCC (2003g) offer information and resources to sessional service providers and childminders respectively to deliver services in the Irish language. Teacher and Stúirthóir (teacher in Naíonraí) handbooks to guide practice in Irish-medium settings have been produced by a number of researchers, including Mac Con Iomaire (2004; 1998), Mac Seanlaoich (1995) and Mhic Mhathúna *et al.* (2002a; 2002b). Ní Chinnéide (2001) and Stíobhairt (2004b) have produced research on the importance of the parental role in the home in promoting the Irish language and of parental partnership within Irish language settings. A publication edited by Uí Ghrádaigh (2004a) contains a range of short articles to inform and support practice in Irish-medium settings, focusing on aspects such as management (Máirtín, 2004b), computers in ECCE settings (Mhic Ghabhann, 2004), child development (Stíobhairt, 2004a), supporting children's rights (Uí Ainín, 2004a; 2004b), play (Uí Ghrádaigh, 2004c), equality and diversity (Uí Ghrádaigh, 2004e), evaluation (Uí Ghrádaigh, 2004i) and health and safety (Uí Leathleabhair, 2004).

Tá go leor foilseachán ann a bhaineann le Treoirínte Reachtaíochta agus Cleachtais don Ghaeilge agus tugann siad treoir do chleachtóirí agus múinteoirí chun cabhrú leo i gcleachtas. Cuireann seoladh Acht na dTeangacha Oifigiúla (An Roinn Gnóthaí Pobail, Tuaithe agus Gaeltachta, 2003) creatlach reachtaíochta ar fáil do sheachadadh seirbhísí trí mheán na Ghaeilge. Tugann an BCCN (2000b) agus CCC na Gaillimhe (2003g) faisnéis agus acmhainní do sholáthraithe seirbhísí seisiúnacha agus cúramóirí leanaí faoi seach chun cabhrú leo seirbhísí a sheachadadh trí Ghaeilge. Tháinig roinnt taighdeoirí, lena n-áirítear Mac Con Iomaire (2004; 1998), Mac Seanlaoich (1995) agus Mhic Mhathúna *et al.* (2002a; 2002b), lámhleabhair do Mhúinteoirí agus do Stúirthóirí (múinteoirí i Naíonraí) chun treoir a thabhairt do chleachtas i suímh trí mheán na Gaeilge. Rinne Ní Chinnéide (2001) agus Stíobhairt (2004b) taighde ar an tábhacht a bhaineann le ról an tuismitheora sa bhaile maidir le Gaeilge a chur chun cinn agus tábhacht na comhpháirtíochta le tuismitheoirí i suímh Ghaeilge. Tá ailt ghearra i bhfoilseachán eagraithe ag Uí Ghrádaigh (2004a) a thugann treoir agus tacaíocht don chleachtas i suímh trí mheán na Gaeilge, le fócas ar ghnéithe cosúil le bainistíocht (Máirtín, 2004b), ríomhairí i suímh COLO (Mhic Ghabhann, 2004), forbairt leanaí (Stíobhairt, 2004a), tacú le cearta leanaí (Uí Ainín, 2004a; 2004b), súgradh (Uí Ghrádaigh, 2004c), comhionannas agus éagsúlacht (Uí Ghrádaigh, 2004e), meastóireacht (Uí Ghrádaigh, 2004i) agus sláinte agus sábháilteacht (Uí Leathleabhair, 2004).

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Máirtín, C. (2004a). An Chumarsáid (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 21-22.

Máirtín, C. (2004b). Teanga Bhainisteoireachta (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 81-82.

Mhic Ghabhann, M. (2004). An Ríomhaire sa Naíonra (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 105-106.

Mhic Mhathúna, M., Ní Raghallaigh, D., Ní Fhoghlú, C. agus Ní Néill, U. (2002a). *Niamh agus Ruairí. Lámhleabhar an Mhúinteora*. Baile Átha Cliath, Carroll Heinemann.

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Stiobhairt, D. (2004b). Dianbhreathnóireacht (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 43-44.

Stiobhairt, D. (2004c). Ag Obair le Tuismitheoirí (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 45-46.

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Uí Ainín, M. (2004b). Cosaint Leanaí san Ionad Cúram Leanaí (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 29-34.

Uí Ainín, M. (2004c). Polasaithe agus Próisis (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 71-76.

Uí Ghrádaigh, D. (Eag.) (2002). *Cúram agus Oideachas Luathóige – Treoirleabhar: Cúrsa Oilíúna i gCúram Leanaí le Gaeilge*. Gaillimh: Údarás na Gaeltachta.

Uí Ghrádaigh, D. (Eag.) (2004a). *Cúnamh – Tacábhar Cúram Leanaí 0-6*. Baile Átha Cliath: Forbairt Naíonraí Teo.

Uí Ghrádaigh, D. (2004b). Cúram an Pháiste agus an Ghaeilge (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 7-10.

Uí Ghrádaigh, D. (2004c). Súgradh (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 17-20.

Uí Ghrádaigh, D. (2004d). Timpeallacht Forbartha agus Foghlama (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 77-80.

Uí Ghrádaigh, D. (2004e). Cúrsaí Comhionannais agus Éagsúlachta san Ionad Cúram Leanaí (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 83-86.

Uí Ghrádaigh, D. (2004f). An Dúlra agus Cúrsaí Eolaíochta (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 87-90.

Uí Ghrádaigh, D. (2004h). Cúram an Pháiste Iarscoile (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 107-110.

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Uí Ghrádaigh, D. (2004j). "Tagaigí – Mairmís i dTeanna ár bPáistí" - Friedrich Froebel 1782-1852 (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 123-126.

Uí Ghrádaigh, D. agus Ó Buachalla, A. (2004). Foghlaim Ghníomhach (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 91-96.

Uí Leathleabhair, M. (2004). Sláinte agus Sábháilteacht i gCúram Leanaí (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 23-28.

Uí Lionáird, B. (2004). Cúram Iarscoile á Bhunú – Sampla Praiticiúil (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 111-114.

Uí Mhurchú, M., Uí Dhúill, J. agus Nic Guidhir, I. (2004). Forbairt Mhothaíoch, Sampla Praiticiúil (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 97-98.

Language and Literacy Acquisition

A significant range of research focuses on Language and Literacy Acquisition in the Irish context. An analysis of the teaching of Irish Reading forms a considerable body of this research, largely informed by the work of Tina Hickey (Hickey, 1991c; 1991d; 1992a; 1992b; 2001a; 2001c; 2006a; 2006b; Hickey and Ó Cainín, 2003a; 2003b; Kennedy and Hickey, 2005). Dwane (1998) and Mhic Mhathúna (1993; 1996; 1997a; 2001c) have examined the acquisition of Irish in Naíonraí. Research has also specifically focused on the differences for children who are learning the Irish language as a first language (Hickey, 1990c; 1993a; 1993b; 2004a) and those experiencing it as a second

Insealbhú Teanga agus Litearthachta

Díríonn líon maith taighde ar Insealbhú Teanga agus Litearthachta i gcomhthéacs na hÉireann. Baineann a lán den taighde seo le hanailís ar Léamh sa Ghaeilge, bunaithe den chuid is mó ar obair Tina Hickey (Hickey, 1991c; 1991d; 1992a; 1992b; 2001a; 2001c; 2006a; 2006b; Hickey agus Ó Cainín, 2003a; 2003b; Kennedy agus Hickey, 2005). Rinne Dwane (1998) agus Mhic Mhathúna (1993; 1996; 1997a; 2001c) scrúdú ar insealbhú Ghaeilge i Naíonraí. Dhírigh roinnt taighde go sonrach ar na difríochtaí do leanaí a bhíonn ag foghlaim na Gaeilge mar mháthairtheanga (Hickey, 1990c; 1993a; 1993b; 2004a) agus leanaí a mbíonn sí mar dara teanga acu (Hickey, 1998c; 2001a; 2005a; Hickey agus Ó Cainín, 2003b; Mhic

language (Hickey, 1998c; 2001a; 2005a; Hickey and Ó Cainín, 2003b; Mhic Mhathúna, 1994; 1995; 2005b; Mhic Mhathúna and Uí Chinnéide, 2000). An emphasis on specific aspects of language development is facilitated by a number of researchers, such as phonology (Brennan, 2004), grammar (Hickey, 1990a), word order development (Hickey, 1990b) and evaluation (Hickey, 1990c). Mhic Mhathúna has examined the use of storytelling as a strategy for learning Irish (Mhic Mhathúna, 2001a; 2003a; 2003b; 2005a; 2005b; 2005c; 2006b).

Mhathúna, 1994; 1995; 2005b; Mhic Mhathúna agus Uí Chinnéide, 2000). Leag roinnt taighdeoirí béim ar ghnéithe sonracha na forbartha teanga, cosúil le fóineolaíocht (Brennan, 2004), gramadach (Hickey, 1990a), forbairt ord na bhfocal (Hickey, 1990b) agus meastóireacht (Hickey, 1990c). Rinne Mhic Mhathúna staidéar ar úsáid na scéalaíochta mar straitéis chun Gaeilge a fhoghlaim (Mhic Mhathúna, 2001a; 2003a; 2003b; 2005a; 2005b; 2005c; 2006b).

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Hickey, T. (1991d). Léamh na Gaeilge: Fadhbanna na bPáistí (Reading Irish: Children's Problems). *Oghma*, Volume 3, pp. 82-92.

Hickey, T. (1992a). Helping Young Readers of Irish. *Teangeolas*, Volume 29, pp. 11-15.

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Mhic Mhathúna, M. (1997a). Baby-steps in Bilingualism: Learning Irish in Irish-medium Preschools. Paper presented at the *International Symposium on Bilingualism*, University of Newcastle upon Tyne, England.

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Mhic Mhathúna, M. (2001b). *Joint Construction of Narrative*. Paper presented at the International Conference of the European Early Childhood Education Research Association on Early Childhood Narratives, Hogeschool, Alkmaar, The Netherlands.

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Mhic Mhathúna, M. (2003a). Narrative in a Naíonra: Learning About Story Through a Second Language (in) Hayes, N. and Kernan, M. (Eds.) (2003a). *Transformations: Theory and Practice in Early Education: Proceedings of the OMEP (Ireland) Conference 2003*. Cork: OMEP (Ireland), pp. 187-196.

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Mhic Mhathúna, M. (2005c). *Telling Stories in L2 Again and Again*. Paper presented at International Symposium on Bilingualism, Universitat Autònoma de Barcelona, Catalonia, Spain, March 2005.

Mhic Mhathúna, M. (2006b). *Contextualising Stories told in a Naíonra*. Paper presented at Sociolinguistic Symposium, University College Limerick, July 2006.

Mhic Mhathúna, M. and Uí Chinnéide, F. (2000). Irish as a Second Language in the Gaeltacht: Bringing Theory to the Practice (in) Shiel, G., Ní Dhálaigh, U. and Kennedy, E. (Eds.) (2000). *Language and Literacy for the New Millennium*. Dublin: Reading Association of Ireland, pp. 15–29.

Immersion Education

A particular emphasis on Immersion Education has been facilitated by a number of researchers, looking at the way in which children are 'immersed' in Irish within ECCE settings. Overviews of immersion education in Ireland, largely in Naíonraí, have been published by Hickey (1997; 1998a; 1998c; 1999b; 2000; 2004c) and Mhic Mhathúna (1999). Hickey (1998b; 1999a) focused specifically on the role of parents in supporting and developing the Irish language skills of children attending early immersion settings.

Hickey, T. (1997). *Early Immersion Education in Ireland: Na Naíonraí/ An Luath-Thumadh in Éirinn: Na Naíonraí*. Baile Átha Cliath: Institiúid Teangeolaíochta Éireann.

Hickey, T. (1998a). Early Immersion in Ireland: The Naíonra Experience (in) Regan, V. (Ed.). *Contemporary Approaches to Second Language Acquisition*. Dublin: University College Dublin Academic Press, pp. 46-61.

Hickey, T. (1998b). Tuismitheoirí agus an Tum-Réamhscolaíocht (Parents and Immersion Pre-school Education). *Teangeolas*, Volume 37, pp. 30-38.

Hickey, T. (1998c). Second Language Acquisition in Irish-Medium Playgroups: Evaluating Early Irish Immersion in Ireland (in) Arnau, J. and Artigal, J. (Eds.). *Immersion Programmes: A European Perspective*. Barcelona: University of Barcelona and Institute of Immersion, pp. 137-151.

Tumoideachas

Leag roinnt taighdeoirí béim shonrach ar an Tumoideachas, ag féachaint ar an mbealach ina 'dtumtar' leanaí sa Ghaeilge i suímh COLO. D'fhoilsigh Hickey (1997; 1998a; 1998c; 1999b; 2000; 2004c) agus Mhic Mhathúna (1999) forbheathnú ar thumoideachas in Éirinn, go háirithe i Naíonraí. Bhí fócas ar leith ag Hickey (1998b; 1999a) ar ról na dtuismitheoirí maidir le scileanna Ghaeilge leanaí a fhreastalaíonn ar shuímh thumoideachais luatha a fhorbairt agus tacú leo.

Hickey, T. (1999a). Parents and Early Immersion: Reciprocity between Home and Immersion Preschool. *Journal of Bilingual Education and Bilingualism*, Volume 2, No. 2, pp. 94-113.

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Hickey, T. (2001b). Mixing Beginners and Native Speakers in Irish Immersion: Who is Immersing Whom? *Canadian Modern Language Review*, Volume 57, No. 3, pp. 443-474.

Hickey, T. (2003b). Cad a Mheallann Gaeilge ó Pháistí sa Luath-thumoideachas? *Taighde agus Teagasc*, Volume 3, pp. 186-202.

Hickey, T. (2004c). An Tumoideachas (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanai 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 59-62.

Hickey, T. (2005b). Language Contact in the Minority Language Immersion Preschool (in) Suarez, A., Ramallo, F. and Rodriguez-Yanez, X. (Eds.) (2005). *Bilingual Socialization and Bilingual Language Acquisition: Proceedings of the 2nd International Symposium on Bilingualism*, Vigo, Spain. Accessed at: <http://webs.uvigo.es/ssl/actas2002/06/04.%20Tina%20Hickey.pdf>, 10th May 2007, pp. 1297-1318.

Hickey, T., Ó Ciosáin, H. agus Ní Ghallchóir, A. (1999). *Luathoideachas Trí Ghaeilge sa Ghaeltacht (Early Education through Irish in the Gaeltacht)*. Baile Átha Cliath: Údarás na Gaeltachta and Institiúid Teangeolaíochta Éireann.

Mhic Mhathúna, M. (1997b). Riachtanais na Réamhscolaíochta trí Ghaeilge. Cuireadh chun cainte ag *Comhdháil an Chomhchoiste Réamhscolaíochta ar Taighde, Torthaí, Todhchaí an Réamhoideachais trí Ghaeilge*, Baile Átha Cliath.

Mhic Mhathúna, M. (1999). Early Steps in Bilingualism: Learning Irish in Irish-medium Preschools. *Early Years*, Volume 19, No. 2, pp. 38-50.

Uí Ghrádaigh, D. (2004g). An Dara Bliain sa Naíonra (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanai 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 101-104.

Parents and Families

The critical importance of Parents and Families in developing and extending the language development of children in Irish has provided the topic of a small body of research within this theme. Hickey (1998b; 1999a) and Stíobhairt (2004c) examined the role of paramount importance parents play in supporting the work of the Irish-medium setting to develop Irish language proficiency. The Lifestart Foundation (1994) produced a resource for parents rearing their children through the medium of Irish. The experiences of parents using Irish as the language of communication in the home has been documented by Ní Chathail (2003) and Nic Ghiolla Phádraig (1999). Ní Dhubhlainn (1998) and Ó Domhnaill (1997) examined the factors affecting parental choice to enrol their child in an Irish-medium school (Gaelscoil) or in an ordinary school.

Tuismitheoirí agus Teaghlach

Baineann líon beag taighde faoin téama seo leis an tábhacht ollmhór a bhaineann le Tuismitheoirí agus Teaghlach i bhforbairt agus leathnú forbartha teanga leanai sa Ghaeilge. Rinne Hickey (1998b; 1999a) agus Stíobhairt (2004c) scrúdú ar ról rithábhachtach tuismitheoirí maidir le tacú le hobair an tsuímh trí mheán na Gaeilge chun líofacht sa Ghaeilge a fhorbairt. Tháinig an Lifestart Foundation (1994) acmhainn do thuismitheoirí ag tógáil a leanai trí mheán na Gaeilge. Rinne Ní Chathail (2003) agus Nic Ghiolla Phádraig (1999) cur síos ar thaithí tuismitheoirí a bhain úsáid as Gaeilge mar theanga chumarsáide sa bhaile. Scrúdaigh Ní Dhubhlainn (1998) agus Ó Domhnaill (1997) na factóirí a mbíonn tionchar acu ar rogha tuismitheoirí a leanai a chlárú i scoil trí mheán na Gaeilge (Gaelscoil) nó i ngnáthscoil.

Hickey, T. (1998b). Tuismitheoirí agus an Tum-Réamhscolaíocht (Parents and Immersion Pre-school Education). *Teangeolas*, Volume 37, pp. 30-38.

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Ní Dhubhlainn, M. (1998). *An Tarraingteacht atá ag Scoil Mhic Easmáinn do Thuismitheoirí na Naíonán Shóisir na Bliana 1997-1998*. M. St. Thesis. Dublin: Trinity College Dublin.

Nic Ghiolla Phádraig, M. (1999). *Comhluadar agus a Bhaill: Tuairiscar Shuirbheireacht ar Theaghlai Ghalltacht ag a bhfuil an Ghaeilge mar Theanga Bhaile*. Baile Átha Cliath: An Coláiste Ollscoile, Ionad Taighde na hEolaíochta.

Ó Domhnaill, M. (1997). *A Comparative Analysis of Parental Choice between a Parish School and a Gaelscoil*. M. Ed. Thesis. Galway: University College Galway.

Stiobhairt, D. (2004c). Ag Obair le Tuismitheoirí (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 45-46.

Curriculum and Assessment

Curriculum and Assessment for children learning Irish in the early years, whether as a first or second language and across a range of settings, has been researched by a number of commentators. A specific focus on particular curricular or philosophical approaches within early years settings have been produced by Mhic Ghearrailt (2004) and Ní Shúilleabháin Ó Dúlaing and Uí Ghrádaigh (2004). Mhic Mhathúna (2004a) provides guidance regarding the preparation of the curriculum in Naíonraí, with a specific focus on language development. The NCCA (2002) has produced guidelines to inform the teaching of Irish to pupils with mild general learning disabilities in the infant classes of primary schools. The Primary Languages Committee of the NCCA has informed the development of a number of publications (NCCA, 2006a; 2006b), which form part of the data that will lead to the production of guidelines relating to the teaching of Irish in the infant classes in all school contexts. Stiobhairt (2004b) provides guidance on observation within Irish-medium settings, while Uí Ghrádaigh (2004i) documents strategies to facilitate self-evaluation in early years settings.

Mhic Ghabhann, M. (2004). An Ríomhaire sa Naíonra (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 105-106.

Mhic Ghearrailt, S. (2004). An Modh Oideachais Montessori (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 127-128.

Curaclam agus Measúnacht

Rinne roinnt tráchtairí taighde i raon suímh ar Churaclam agus Measúnacht do leanaí ag foghlaim na Gaeilge mar mháthairtheanga agus mar dara teanga sna blianta luatha. Bhí fócas sonrach ar chuir chuige churaclaim nó fealsúnachta áirithe laistigh de shuímh na mblianta luatha ag Mhic Ghearrailt (2004) agus Ní Shúilleabháin Ó Dúlaing agus Uí Ghrádaigh (2004). Tugann Mhic Mhathúna (2004a) treoir maidir le hullmhú an churaclaim i Naíonraí, le fócas ar leith ar fhorbairt teanga. Tháinig an NCCA (2002) treoirlínte chun cabhrú le Gaeilge a theagasc do dhaltáí faoi mhíchumas foghlama ginearálta neamhdháirire i ranganna naíonán bunscoileanna. Chabhraigh Coiste Teangacha Príomhúla an NCCA le forbairt roinnt foilseachán (NCCA, 2006a; 2006b) atá mar chuid de na sonraí a úsáidfeadh chun treoirlínte a tháirgeadh i leith theagasc na Gaeilge sna ranganna naíonán sna comhthéacsanna scoile uile. Tugann Stiobhairt (2004b) treoir faoi bhreathnóireacht laistigh de shuímh trí mheán na Gaeilge agus déanann Uí Ghrádaigh (2004i) cur síos ar straitéisí chun féin-mheastóireacht a éascú i suímh na mblianta luatha.

Mhic Mhathúna, M. (2004a). Pleanáil Curaclam agus Teanga sa Naíonra (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 63-70.

National Council for Curriculum and Assessment (2002). *Draft Curriculum Guidelines for Teachers of Students with Mild General Learning Disabilities – Gaeilge: Teanga agus Cultúr*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2006a). *Language and Literacy in Irish-medium Primary Schools – Descriptions of Practice*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2006b). *Language and Literacy in Irish-medium Primary Schools – Questionnaire*. Dublin: National Council for Curriculum and Assessment.

Ní Shúilleabháin Ó Dúlaing, A. agus Uí Ghrádaigh, D. (2004). Ard/Scóip (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 133-135.

Stiobhairt, D. (2004b). Dianbhreathnóireacht (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 43-44.

Uí Ghrádaigh, D. (2004i). Féinmheastóireacht (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 115-118.

Infant Classes of Primary Schools

The teaching and learning of Irish in the Infant Classes of Primary Schools forms the final sub-theme under Irish Language Education. Fitzpatrick (1990) examined the interactions of bilingual children in junior infant classes, while Horgan (1995) looked at the linguistic and cognitive development of junior infant pupils in Irish-medium primary schools. Reviews of language achievement and trends in attainment within primary schools have been documented by a number of researchers, including Harris *et al.* (2006), Harris and Murtagh (1999), Mac Aogáin (1990) and Ó Laoire and Harris (2006). Harris *et al.* (1996) and Ionad Oideachais Bhaile Átha Cliath Thiar (1996) have produced and disseminated resources and guidelines for teachers to inform their teaching of Irish in primary schools. Ní Bhaoill and Ó Duibhir (2004) reviewed current policy and practice regarding the introduction of reading in Gaeltacht schools and Gaelscoileanna.

An Roinn Oideachais agus Eolaíochta (1999). *Curaclam na Bunscoile: Gaeilge, Ráiteas A and B*. Baile Átha Cliath: Oifig an tSoláthair.

Fitzpatrick, F. (1990). *Language and Interaction among Young Bilingual Children in the First Year of School*. D. Phil. Thesis. Cork: University College Cork.

Harris, J. and Murtagh, L. (1991). *The Contribution of Pupils and Parents to Achievements in Spoken Irish*. (Unpublished).

Harris, J. and Murtagh, L. (1999). *Teaching and Learning Irish in Primary School: A Review of Research and Development*. Baile Átha Cliath: Institiúid Teangeolaíochta Éireann.

Ranganna Naíonán i mBunscoileanna

Is é an fo-théama deireanach faoi Oideachas trí Ghaeilge é teagasc agus foghlaim na Gaeilge i Ranganna Naíonán Bunscoileanna. Scrúdaigh Fitzpatrick (1990) idirghníomhartha leanaí dátheangacha i ranganna na naíonán beag, agus d'fhéach Horgan (1995) ar fhorbairt theangeolaíoch agus chognaíoch dhaltáí na naíonán beag i nGaelscoileanna. Rinne roinnt taighdeoirí, Harris *et al.* (2006), Harris agus Murtagh (1999), Mac Aogáin (1990) agus Ó Laoire agus Harris (2006) ina measc, athbhreithnithe ar ghnóthachtáil teanga agus treochtaí gnóthachtála i mbunscoileanna.. Tháirg agus scaip Harris *et al.* (1996) agus Ionad Oideachais Bhaile Átha Cliath Thiar (1996) acmhainní agus treoirínte do mhúinteoirí chun cabhrú leo Gaeilge a mhúineadh i mbunscoileanna. Rinne Ní Bhaoill agus Ó Duibhir (2004) athbhreithniú ar bheartas agus cleachtas reatha maidir le tabhairt isteach an léimh i scoileanna Ghaeltachta agus i nGaelscoileanna.

Harris, J., Forde, P., Archer, P., Nic Fhearaile, S. and O’Gorman, M. (2006). *Irish in Primary Schools – Long-term National Trends in Achievement*. Dublin: The Stationery Office.

Harris, J., Uí Dhufaigh, M., Ó Néill, P. agus Ó Súilleabháin, E. (1996). *Cúrsaí Nua Gaeilge na Bunscoile: Moltaí agus Ábhar Samplach: Imleabhar I: (Naíonáin Shóisearacha - Rang 2)*. Baile Átha Cliath: Institiúd Teangeolaíochta Éireann.

Hickey, T. (2003a). Múineadh Léitheoireacht na Gaeilge agus an CURACLAM Athbheithnithe (Teaching Irish Reading in the Revised Curriculum). *Teangeolas*, Volume 40, pp. 55-65.

Horgan, S. (1995). *A Study of the Linguistic and Cognitive Development of Junior Infant Class Children in Gaelscoileanna in Cork City and County*. M. Ed. Thesis. Cork: University College Cork.

Ionad Oideachais Bhaile Átha Cliath Thiar (1996). *Gaeilge Neamhfoirmiúil: Naíonáin – Rang 6. Lámhleabhar an Oide Bunscoile*. Baile Átha Cliath: Ionad Oideachais Bhaile Átha Cliath Thiar.

Mac Aogáin, E. (1990). *Teaching Irish in the Schools: Towards a Language Policy for 1992*. Dublin: Institiúd Teangeolaíochta Éireann.

Ní Bhaoill, M. and Ó Duibhir, P. (2004). *Tús na Léitheoireachta i Scoileanna Gaeltachta agus Lán-Ghaeilge*. Dublin: An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta.

Ní Dhubhlainn, M. (1998). *An Tarraingteacht atá ag Scoil Mhic Easmainn do Thuismitheoirí na Naíonán Shóisir na Bliana 1997-1998*. M. St. Thesis. Dublin: Trinity College Dublin.

Ní Mhaolain, N. (1995). Riachtanais Oiliúna na Gaelscolaíochta. *Gaelscoileanna*, Geimhreadh, Volume 20, No. 1, pp. 13-15.

Ó Laoire, M. and Harris, J. (2006). *Language and Literacy in Irish-medium Primary Schools: Review of Literature*. Dublin: National Council for Curriculum and Assessment.

