

CHAPTER 10 - IRISH LANGUAGE EDUCATION

CAIBIDIL 10 - OIDEACHAS TRÍ GHAELGE

The early years are an optimum period for language development. This not only relates to first language acquisition but also receptiveness to a second language (Hickey, 1997a). It is imperative that a child has acquired competence in a first language in order to support second language acquisition (Corson, 1993)⁷. Research has emphasised the benefits of high proficiency in a second language for other areas of learning (Coolahan, 1998).

There has been an increasing demand in Ireland for children to learn through the medium of Irish, in the early years sector and in the formal system. This is true for areas where Irish is the first language of children in the home and their education through Irish is a natural progression. There is also growing awareness of the integral nature of Irish as part of our culture and heritage. Education through Irish is one medium of transmitting this aspect of our heritage that is continuing to grow in popularity in Ireland.

Naíonra groups are the main vehicles for education through the medium of Irish in Ireland in the early years. A representative group of leaders of Naíonra groups or Stiúrthóirí - Na Naíonraí Gaelacha - was established in 1974. It expresses the views and concerns of Stiúrthóirí working in naíonraí. In 1978, An Comhchoiste Réamhscolaíochta Teo was established to act as a co-ordinating and training body to provide services and resources and to oversee the expansion of the Naíonra movement. Séirbhísí Naíonraí Teo were established following the introduction of the Child Care Act (1991) and the Childcare (Preschool Services) Regulations (1996), in order to help support services in the notification process. The following definition of a Naíonra group is provided;

"A Naíonra is a group of children of between 3-5 years of age, who come together for a few hours each day, under the guidance of a Stiúrthóir or leader, to play and to learn through play... the Naíonra has two main objectives:

- To help the child to develop in every way
- To help the child to acquire Irish or to improve his/her knowledge of Irish by using it as a means of communication." (Na Naíonraí Gaelacha, 1994: 5)

In 2002, there were 292 Naíonraí groups (72 in Gaeltacht areas) in Ireland providing Irish language immersion preschools for children 3-6 years of age. This caters for 3,359 children (DES, 2002f). Hickey (1997a) notes that the majority of these children originate in English-speaking homes.

The Irish language is an integral component of the Primary School Curriculum (DES, 1999b) in all schools. The establishment of All-Irish Medium

Is tréimhse optamach iad na blianta luatha maidir le forbairt teanga. Ní le sealbhú na chéad teanga amháin a bhaineann sé sin ach le glacacht i leith an dara teanga (Hickey, 1997a). Tá sé ríthábhachtach go mbeadh an leanbh inniúil sa chéad teanga d'fhonn tacú le sealbhú an dara teanga (Corson, 1993)⁷. Tá na sochair a bhaineann le líofacht ard sa dara teanga maidir le réimsí eile den fhoghlaim luaite ag taighde (Coolahan, 1998).

Tá méadú ag teacht ar an éileamh in Éirinn ar leanaí a bheith ag foghlaim trí mheán na Gaeilge, in earnáil na luathbhlianta agus sa chóras foirmiúil. Is amhlaidh atá sa chás gurb í an Ghaeilge an chéad teanga teaghlaigh atá ag an leanbh agus sa mhéid sin is dul chun cinn nádúrtha é an t-oideachas trí Ghaeilge. Tá feasacht ag méadú freisin faoin nGaeilge a bheith i gcroílár an chúlúir agus na hoidhreacht. Is meán amháin é an t-oideachas trí Ghaeilge chun an ghné sin dár n-oidhreacht a chur trasna, gné a bhfuiltear ag cur níos mó spéise inti in Éirinn.

Is iad na grúpaí Naíonra na príomh-mheáin oideachais trí Ghaeilge in Éirinn sna blianta luatha. Bunaíodh grúpa ionadaíoch de stiúrthóirí na ngrúpaí Naíonra, Stiúrthóirí na Naíonraí Gaelacha, i 1974. Cuireann sé dearcaí agus inní na Stiúrthóirí a oibríonn le naíonraí i láthair. I 1978 bunaíodh An Comhchoiste Réamhscolaíochta Teo. chun feidhmiú mar chomhlacht comhordúcháin agus oiliúna d'fhonn seirbhísí agus acmhainní a sholáthar agus d'fhonn maoirseacht a dhéanamh ar leathnú ghluaiseacht na Naíonraí. Bunaíodh Seirbhísí Naíonraí Teo. tar éis thabhairt isteach an Achta um Chúram Leanaí (1991) agus na Rialachán um Chúram Léanaí (Seirbhísí Réamhscoile), 1996, d'fhonn cuidiú le tacaíocht a thabhairt do sheirbhísí sa phróiseas fógraí. Cuirtear an sainmhíniú seo a leanas de ghrúpa Naíonra i láthair:

"A Naíonra is a group of children of between 3-5 years of age, who come together for a few hours each day, under the guidance of a Stiúrthóir or leader, to play and to learn through play... the Naíonra has two main objectives:

- To help the child to develop in every way
- To help the child to acquire Irish or to improve his/her knowledge of Irish by using it as a means of communication." (Na Naíonraí Gaelacha, 1994: 5)

In 2002, bhí 292 grúpa Naíonra (72 i gceantair Ghaeltachta) in Éirinn a bhí ag soláthar réamhscolaíochta tumtha Gaeilge do leanaí idir 3-6 bliana d'aois. Freastalaíonn sé sin ar 3,359 leanbh (DES, 2002f). Tugann Hickey (1997a) faoi deara go dtagann formhór na leanaí sin ó theaghlaigh Bhéarla.

Tá an Ghaeilge mar chuid riachtanach den Churaclam

⁷ Corson, D. (1993). *Language, Minority Education and Gender. Linking Social Justice and Power*. Clevedon: Multilingual Matters.

Primary Schools (Gaelscoileanna) originated as a grassroots response to the perceived deterioration in the standard of Irish teaching outside the Gaeltacht (Coolahan, 1998). These schools number approximately 140 at present and they function within the rules of the Department of Education and Science. The acquisition of Irish in the infant classes of the Gaelscoil is imperative for the child to proceed successfully within the school. Coolahan (1998) comments on the high status afforded to the infant teachers in Gaelscoileanna vis-à-vis other primary schools. They are selected from the more experienced staff to promote oral fluency.

There are a number of challenges for early years settings providing Irish education, both inside and outside the formal system. These include resources, equipment, training and language proficiency of the practitioner/trainer and the diverse range in ability of the children attending. Children attending Gaeltacht schools are also a diverse group, some with fluent Irish and some with no Irish at all. They face many of the same problems as the Gaelscoileanna in relation to staffing to cater for the range of fluencies in Irish, the prominence of multiple classes being catered for by one teacher and the use of inappropriate textbooks designed for Galltacht⁸ areas. The accessing of resources and specialist help for educational difficulties in Irish can be difficult and there is a greater need for awareness of the needs of bilingual pupils.

There is difficulty in finding early childhood care and education services that supports Irish language acquisition, especially outside the Gaeltacht. This is especially true for parents who were not brought up through Irish, as they do not have the repertoire of vocabulary and resources necessary to communicate and stimulate their children. Parental resources, education and support would be of great benefit in providing parents with the appropriate vocabulary, songs, rhymes and phrases in the early years. Parental use of Irish in the home also has a significant positive benefit on Irish language acquisition in Naíonra (Hickey, 1999a).

Early years services and schools do not exist in a cultural or societal vacuum. A challenge that is evident in this area is the lack of Irish language reinforcement occurring in the community that stimulates and reinforces the learning process. The Official Languages Act (DCRGA, 2003) gives equal status to both the English and Irish language within the public sector and provides a statutory framework for the delivery of services through the Irish Language. As Coolahan (1998) points out, there is need for greater visibility of the Irish language in both Gaeltacht and Galltacht areas. Such a lack of visibility impacts on the child's confidence to use the language and persistence in the learning process. This can lead to the use of the dominant language exclusively outside the school setting, thus the new language is not reinforced.

Bunscolaíochta (DES, 1999b) in gach scoil. Cuireadh tús le bunú Bunscoileanna Lán-Ghaeilge (Gaelscoileanna) mar fhreagairt ón bpobal ar mheathlú, dar leo, sa chaighdeán múinteoireachta Gaeilge lasmuigh den Ghaeltacht (Coolahan, 1998). Tá thart ar 140 de na scoileanna sin ann i láthair na huaire agus feidhmíonn siad laistigh de rialacha na Roinne Oideachais agus Eolaíochta. Tá sealbhú na Gaeilge i ranganna naíonán i nGaelscoileanna ríthábhachtach don leanbh le cur ar a c(h)umas dul ar aghaidh go rathúil laistigh den scoil. Tagraíonn Coolahan (1998) don stádas ard a bhronntar ar mhúinteoirí naíonán i nGaelscoileanna vis-à-vis bunscoileanna eile. Roghnaítear iad as an bhfoireann ag a bhfuil an taithí is fearr d'fhonn líofacht sa teanga a chothú.

Tá roinnt dúshlán ann do thimpeallachtaí luathbhlianta a sholáthraíonn oideachas trí Ghaeilge, idir laistigh agus lasmuigh den chóras foirmiúil. Áirítear orthu sin acmhainní, trealamh, oiliúint agus líofacht teanga an chleachtóra/oiliúnóra agus cumais éagsúla na leanaí féin. Is grúpa éagsúil iad leanaí a fhreastalaíonn ar scoileanna Gaeltachta freisin; bíonn cuid acu líofa sa Ghaeilge agus ní bhíonn aon Ghaeilge ag cuid eile acu. Baineann go leor de na deacrachtaí céanna leo is a bhaineann le Gaelscoileanna maidir le hearcú foirne chun freastal ar an réimse líofachtaí sa Ghaeilge, múinteoir amháin a bheith ag freastal ar illiomad ranganna agus téacsleabhair neamhoiriúnacha a scríobhadh do cheantair Ghalltachta⁸ a bheith á n-úsáid acu. Is féidir le rochtain ar acmhainní agus ar chúnamh speisialtóireachta do dheacrachtaí oideachasúla trí Ghaeilge a bheith deacair agus tá gá le feacht níos mó ar riachtanais daltaí dátheangacha.

Bíonn sé deacair seirbhísí oideachais agus cúraim Luath-Óige a fháil a thacaíonn le sealbhú na Gaeilge, go háirithe lasmuigh den Ghaeltacht. Is amhlaidh a bhíonn do thuismitheoirí nár tógadh le Gaeilge, mar ní bhíonn an stór focal agus na hacmhainní acu chun cumarsáid a dhéanamh lena gcuid leanaí agus chun na leanaí sin a spreagadh. Bheadh an-tairbhe le baint as acmhainní, oideachas agus tacaíocht do thuismitheoirí maidir le stór focal, amhráin, ramáis agus abairtí a thabhairt do thuismitheoirí sna blianta luatha. Bíonn tionchar dearfach ag thuismitheoirí a bheith ag úsáid na Gaeilge sa teaghlach ar shealbhú na Gaeilge i Naíonraí (Hickey, 1999a).

Ní ann do sheirbhísí agus scoileanna luathbhlianta gan an cultúr agus an tsochaí. Dúshlán is léir sa réimse seo ná easpa treisithe Gaeilge a tharlaíonn sa phobal agus a spreagann agus a threisíonn an próiseas foghlama. Tugann Bille na dTeangacha Oifigiúla (DCRGA, 2002) stádas comhionann don Bhéarla agus don Ghaeilge araon laistigh den earnáil phoiblí agus déanfar dlí de sin go gairid. Faoi mar a luann Coolahan (1998), tá gá leis an nGaeilge a bheith níos feiceálaí i gceantair Ghaeltachta agus Ghalltachta araon. Cuireann easpa feiceálachta den chineál sin isteach ar mhuintín an linbh maidir le húsáid na teanga agus dul ar aghaidh leis an bpróiseas

⁸ English Speaking Areas.

For a more comprehensive review of publications relating to Irish language education in the wider education system, please consult *Innéasc Taighde* produced by An Chomhairle Um Oideachas Gaeltachta agus Gaelscolaíochta (O'Connor, 2002).

The following **categories** emerged following thematic analysis of the publications in relation to education through Irish:

- 10.1 Bilingualism
- 10.2 First Language Acquisition
- 10.3 Government Publications
- 10.4 Language structure
- 10.5 Language Use
- 10.6 Literacy
- 10.7 Parents and Families
- 10.8 Preschool Education and Care
- 10.9 School-based Issues
- 10.10 Second Language Acquisition

These categories are further divided into the following aforementioned **sub-categories** of:

- Description/Analysis
- Evaluation
- Guidelines
- Policy

foghlama. D'fhéadfadh, dá thoradh sin, nach mbainfí úsáid ach as teanga cheannasach lasmuigh de thimpeallacht na scoile agus ar an gcaoi sin ní threisítear an teanga nua.

D'fhonn athbhreithniú níos cuimsithí a fháil ar fhoilseacháin a bhaineann le hoideachas trí Ghaeilge sa chóras oideachais níos leithne, féach ar *Innéasc Taighde* a fhoilsíonn an Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (O'Connor, 2002).

Tháinig na **catagóirí** seo a leanas chun cinn tar éis anailís téamach a dhéanamh ar na foilseacháin a bhaineann le hoideachas trí Ghaeilge:

- 10.1 Dáttheangachas
- 10.2 Sealbhú na Chéad Teanga
- 10.3 Foilseacháin Rialtais
- 10.4 Struchtúr Teanga
- 10.5 Úsáid Teanga
- 10.6 Litearthacht
- 10.7 Tuismitheoirí agus Teaghlaigh
- 10.8 Oideachas agus Cúram Réamhscoile
- 10.9 Saincheisteanna Scoilbhunaithe
- 10.10 Sealbhú an Dara Teanga

Déantar na catagóirí sin a roinnt tuilleadh sna **fochatagóirí** seo a leanas:

- Tuairisciúil/Anailísiúil
- Meastóireacht
- Treoirínte
- Beartas

10.1 BILINGUALISM

Aspects of bilingual education in the early years in the Irish context have received much attention in the last decade. The challenge of raising children bilingually is clearly a family one and is best achieved by starting when a child is born (Hickey, 1996a). Research has focused on supporting parents and families in this role (Hickey, 1997c; Hickey, 2000e). Mhic Mhathúna (1997a; 1999) and Hickey (2000c) investigate the immersion techniques of learning Irish in a preschool and its effects on bilingualism.

10.1.1 Description/Analysis - Tuairisciúil/Anailísiúil:

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

Hickey, T. (1996a). *Bilingual from Birth*: Forum organised as Convenor of the Child Language Scientific Commission, AILA 11th World Congress on Applied Linguistics, Finland, August 1996.

Hickey, T. (1996b). *Bilingual from Birth: Respondent to Dr. Elizabeth Lanza*. Special Forum organised as Convenor of the Child Language Scientific Commission, AILA 11th World Congress on Applied Linguistics, Finland, August 1996.

Hickey, T. (1997b). *Straitéisí Éagsúla chun Dáttheangachas a Bhaint Amach (Family Strategies to promote*

10.1 DÁTTHEANGACHAS

Tá aird nach beag tugtha ar ghnéithe den oideachas dáttheangach sna blianta luatha i gcomhthéacs na hÉireann sna deich mbliana seo caite. Is léir gur dúshlán teaghlaigh é an dúshlán a bhaineann le leanaí a thógáil le Gaeilge agus is fearr a bhaintear é sin amach má thosaítear ag am breithe an linbh (Hickey, 1996a). Dhírigh taighde ar thacaíocht a thabhairt do thuismitheoirí agus do theaghlaigh sa ról sin (Hickey, 1997c; Hickey, 2000e). Scrúdaíonn Mhic Mathúna (1997a; 1999) agus Hickey (2000c) na teicnícíochtaí tumfhoghlama Gaeilge i réamhscoil agus an tionchar ar dháttheangachas.

Bilingualism). Invited lecture to Comhluadar.

Hickey, T. (1997c). *An Dáttheangachas: Ag Tógáil Páistí le Gaeilge*. Lecture on the Needs of Families Raising Children with Irish. Léacht ag an Oireachtas, Béal Feirste Samhain 1997, (Seimineár Eagraithe ag Comhluadar).

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

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

Hickey, T. (2000b). *Bilinguals and Young Second Language Learners in the Immersion Classroom: A Study of Language Contact*. Invited Lecture in Sociolinguistics University College Dublin, April, 2000.

Hickey, T. (2000c). *Dáttheangachas, an Tumoideachas agus an Ghaeilge/ Bilingualism and Immersion Education*. Léacht do na hOiliúnoirí, Clár Tacaíochta don Churaclam Bunscoile, Lecture to the Primary Curriculum Support Programme, April, 2000.

Hickey, T. (2000e). *The Bilingual Family*. Guest Lecture to B.A. Early Students on Early Childhood Care and Education, Dublin Institute of Technology, December 2000.

Mhic Mhathúna, M. (2001a). *Bilingual Narrative; Young Children's Response to Stories in Irish*. Paper presented at International Conference of Reading Association of Ireland on *Other ways of Seeing: Diversity in Language and Literacy*, Dublin City University, Dublin.

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

Hickey, T. (2002e). *Bilingualism and Biliteracy in Heritage Language Maintenance*. Paper presented at 27th Annual Conference of the Reading Association of Ireland, Dublin, October 2002.

Hickey, T. (2002g). Review of L. Thompson (2001). Young Bilingual Learners in Nursery School. *Journal of Bilingualism and Bilingual Education*, Volume 5, No. 6, pp. 355-358.

10.2 FIRST LANGUAGE ACQUISITION

The acquisition of Irish as a first language for the minority of native speakers has not received great attention in research terms. However, Hickey (1990b; 1993a; 1993b) investigated the acquisition and evaluation of Irish as a first language. The reality for many Naíonra groups is a mixture of native Irish speakers and children from English speaking homes (Hickey, 2000a; 2001c).

10.2.1 Description/Analysis - Tuairisciúil/Anailísiúil:

Hickey, T. (1990c). Ways of Testing First Language Acquisition. *Teanga*, Volume 10, pp. 78-93.

Hickey, T. (1993a). "The Acquisition of Irish as a First Language: What do we Know?" pp. 1-25. (in) Ó Baoill, D. (Ed.) *Insealbhú na Gaeilge mar Chéad Teanga/The Acquisition of Irish*. Baile Átha Cliath: IRAAL.

Hickey, T. (1993b). Identifying Formulas in First Language Acquisition. *Journal of Child Language*, Volume 20, No. 1, pp. 27-42.

Hickey, T. (2000a). *Acquiring Irish: 4-Year-Old Mother-Tongue Speakers and Second Language Learners in Immersion*. Invited Lecture, University of Wales, Bangor, April 2000.

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

10.2 SEALBHÚ NA CHÉAD TEANGA

Is beag aird, i dtearmaí taighde, a tugadh ar shealbhú na Gaeilge mar chéad téanga do mhionlach na gcainteoirí dúchais. Rinne Hickey (1990b; 1993a; 1993b), áfach, iniúchadh ar shealbhú agus ar mheastóireacht na Gaeilge mar chéad teanga. I gcás go leor grúpaí Naíonra bíonn meascán de chainteoirí dúchais Gaeilge agus leanaí ó theaghlai Bhéarla acu (Hickey, 2000a; 2001c).

10.3 GOVERNMENT PUBLICATIONS

There is a dearth of government publications regarding education through Irish in the early years. The publications listed below do not relate specifically to Irish language acquisition but make some indirect reference to it. The Report of the National Forum on Early Childhood Education (Coolahan, 1998) outlines Irish language education in the early years. Reports throughout the 1990s relating to the primary system (DoE, 1992a; 1993; 1995) outline the position of Irish in the formal system. The Primary School Curriculum (DES, 1999b) contains Irish as one of its core subject areas and all parents have been issued with guidelines on the Revised Curriculum to support its implementation (DES, 1999c).

10.3.1 Description/Analysis - Tuairisciúil/Anailísiúil:

Coolahan, J. (Ed.) (1994). *Report of the National Education Convention Secretariat*. Dublin: National Education Convention Secretariat.

Coolahan, J. (Ed.) (1998). *Report on the National Forum for Early Childhood Education*. Dublin: The Stationery Office.

10.3.2 Policy / Beartas:

Department of Education (1990). *Report of the Primary Education Review Body*. Dublin: The Stationery Office.

Department of Education (1992a). *Green Paper on Education – Education for a Changing World*. Dublin: The Stationery Office.

Department of Education (1993). *Report of the Special Education Review Committee*. Dublin: The Stationery Office.

Department of Education (1995). *White Paper on Education – Charting Our Educational Future*. Dublin: The Stationery Office.

Department of Education and Science (1998b). *Education Act*. Dublin: The Stationery Office.

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

Department of Education and Science (1999b). *Primary School Curriculum*. Dublin: The Stationery Office.

Department of Education and Science (1999c). *Primary School Curriculum – Your Child’s Learning - Guidelines for Parents*. Dublin: The Stationery Office.

Department of Community, Rural and Gaeltacht Affairs (2002). *Official Languages Bill 2002*. Dublin: The Stationery Office.

Department of Community, Rural and Gaeltacht Affairs (2003). *Official Languages Act 2003*. Dublin: The Stationery Office.

10.3 FOILSEACHÁIN RIALTAIS

Tá ganntanas foilseachán rialtais ann a bhaineann le hoideachas trí Ghaeilge sna blianta luatha. Maidir leis na foilseacháin a liostaítear thíos, ní bhaineann siad go sonrach le sealbhú na Gaeilge ach déanann siad tagairt dó sin go hindíreach. Tugann an Report of the National Forum on Early Childhood Education (Coolahan, 1998) cuntas ar an oideachas trí Ghaeilge sna blianta luatha. Tugann tuarascálacha i rith na 1990idí faoi chóras na bunscolaíochta (DoE, 1992a; 1993; 1995) cuntas ar stádas na Gaeilge sa chóras foirmiúil. Tá an Ghaeilge mar cheann d’ábhair chroíláir Churaclam na Bunscoile (DES, 1999b) agus eisíodh treoirlínte do gach tuismitheoir faoin gCuraclam Athbhreithnithe chun tacú le cur-i-ngníomh an churaclaim (DES, 1999c).

10.4 LANGUAGE STRUCTURE

A focus on Irish language structure is provided by Hickey who outlines a grammatical profile of Irish (Hickey, 1990a). She also analyses the phonetics of Irish and how this affects Irish language acquisition (Hickey, 1991b).

10.4 STRUCHTÚR TEANGA

Tugann Hickey fócas ar struchtúr na Gaeilge nuair a thugann sí cuntas ar phróifíl ghramadúil na Gaeilge (Hickey, 1990a). Déanann sí anailís freisin ar fhoghraíocht na Gaeilge agus an tionchar a bhíonn ag an bhfoghraíocht ar shealbhú na Gaeilge (Hickey, 1991b).

10.4.1 Description/Analysis - Tuairisciúil/Anailísiúil:

Hickey, T. (1990a). ILARSP: A Grammatical Profile of Irish. *Clinical Linguistics and Phonetics*, Volume 4, pp. 363-376.

Hickey, T. (1991b). Mean Length of Utterance and the Acquisition of Irish. *Journal of Child Language*, Volume 18, pp. 553-569.

Hickey, T. (1992a). *An Introduction to ILARSP for Practitioners* – Paper presented at the International Conference on Inter-Disciplinary Perspective on Speech and Language Pathology, September 1992, Trinity College Dublin.

10.5 LANGUAGE USE

The prevalence of the use of Irish in society has been analysed by many commentators. Ó Gliasáin (1990) focuses on the use of Irish among school children in Gaeltacht areas. Hickey (2000b), Mhic Mhathúna (2002a) and Hickey and Ó Cainín (2002) have studied language contact in the early years. The changing pattern of use of the Irish language in wider society has been investigated by Fishman (1991), Ó Riagáin and Ó Gliasáin (1994), Hickey and Williams (1996), Ó Gliasáin (1996) and Nic Ghiolla Phádraig (1999).

10.5 ÚSÁID TEANGA

Tá anailís ar úsáid na Gaeilge sa tsochaí déanta ag go leor tráchtairí. Díríonn Ó Gliasáin (1990) ar úsáid na Gaeilge i measc leanaí scoile i gceantair Ghaeltachta. Tá staidéar déanta ag Hickey (2000b), ag Mhic Mhathúna (2002a) agus ag Hickey agus Ó Cainín (2002) ar theagmháil teanga sna blianta luatha. Rinne Fishman (1991), Ó Riagáin agus Ó Gliasáin (1994), Hickey agus Williams (1996), Ó Gliasáin (1996) agus Nic Ghiolla Phádraig (1999) scrúdú ar an bpatrún athraitheach in úsáid na Gaeilge sa tsochaí níos leithne.

10.5.1 Description/Analysis - Tuairisciúil/Anailísiúil:

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

Fishman, J. (1991). *Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages*. Clevedon, Avon: Multilingual Matters.

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

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

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

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

European Bureau for Lesser-Used Languages (1995). *Feeling at Home in Your Language*. Brussels: European Bureau for Lesser-Used Languages.

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.

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

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

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

Hickey, T. (2000b). *Bilinguals and Young Second Language Learners in the Immersion Classroom: A Study of Language Contact*. Invited Lecture in Sociolinguistics University College Dublin, April, 2000.

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

Hickey, T. and Ó Cainín, P. (2002). *Language Contact in the Minority Language Immersion Preschool*. Paper presented at the Second International Symposium on Bilingual Education, Vigo, Spain, October 2002.

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

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.

10.6 LITERACY

Many researchers have investigated the question of literacy in relation to the Irish language, particularly as it pertains to reading. Hickey plays a prominent role in this regard focusing on the teaching of Irish reading (Hickey, 1991c; 1992b; 1992c; Hickey; 2001a; 2002c). A focus on the role of libraries in this regard is evident from papers presented at the Library Association of Ireland annual conference (Hickey, 1998b).

10.6.1 Description/Analysis - Tuairisciúil/Anailisiúil:

Hickey, T. (1991c). Leisure Reading in a Second Language: An Experiment with Audio Tapes. *Language, Culture and Curriculum*, Volume 4, No. 2, pp. 119-132.

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

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

Hickey, T. (1992c). "Teaching Irish Reading: What Can Research Tell Us?" pp. 1-23. (in) Tina Hickey (Ed.) *Múineadh na Gaeilge sa Bhunscoil: Moltaí Praiticiúla/ Teaching Irish in the Primary School: Practical Approaches*. Baile Átha Cliath: Bord na Gaeilge agus Cumann Léitheoireachta na hÉireann/ Reading Association of Ireland.

Hickey, T. (1998b) *An Leabharlann, an Léitheoir Óg agus an Ghaeilge (The Library, the Young Reader and Irish)*. Léacht ag Comhdháil do na Leabharlannaithe Poiblí. Eagraithe ag Bord na Gaeilge agus Cumann na Leabharlannaithe Poiblí, Cill Rónán, Inis Mór, 4 Meán Fómhair 1998 (Lecture at the Conference of Public Librarians, organised by Bord na Gaeilge and the Association of Public Librarians, Inis Mór, September 1998).

Hickey, T. (2001a). Reading in a Second Language: Teaching Irish Reading. *Oideas*. Volume 49, pp. 66-85.

Hickey, T. (2001d). "Teaching Irish Reading." pp. 69-90. (in) Shiel, G. and Ní Dhálaigh, U. (Eds.) *Reading Matters: A Fresh Start*. Dublin: Reading Association of Ireland/ National Reading Initiative.

Hickey, T. (2002c). *Léitheoireacht na Gaeilge: Taitneamh agus Tairbhe / Pleasure and Progress in Irish Reading*. Invited lecture, Children's Books Ireland Summer Conference, Dublin, May 2002.

Gilheany S. and Hickey, T. (2003). "High Ability Children and their Reading Needs." pp. 65-74. (in) Shiels, G. and Ní Dhálaigh, U. (Eds.) *Other Ways of Seeing: Diversity in Language and Literacy*. Dublin: Reading Association of Ireland.

Hickey, T. and Ó Cainín, P. (2003a). "Léitheoirí Óga na Gaeilge: Cothú agus Cabhair (Young Readers of Irish: Support and Promotion)." pp. 25-44. (in) Ní Mhianáin, R. (Eag.). *Aistí ar an Léitheoireacht agus ar an Litearthacht (Essays on Reading and Literacy)*. Baile Átha Cliath: Cois Life.

Hickey, T. and Ó Cainín, P. (2003b). "Second-language Reading: Taping over the Cracks." pp. 147-154. (in) Shiel, G. and Ní Dhálaigh, U. (Eds.) *Other Ways of Seeing: Diversity in Language and Literacy*. Dublin: Reading Association of Ireland.

10.6 LITEARTHACHT

Tá ceist na litearthachta ó thaobh na Gaeilge de, go háirithe maidir le léitheoireacht pléite ag go leor taighdeoirí. Tá ról tábhachtach ag Hickey ina leith sin nuair a dhíríonn sí ar theagasc léitheoireacht na Gaeilge (Hickey, 1991c; 1992b; 1992c; Hickey; 2001a; 2002c). Tá fócas ar ról leabharlann ina leith sin le feiceáil ó pháipéir a léadh ag comhdháil bhliantúil Chumann Leabharlann na hÉireann (Hickey, 1998b).

10.7 PARENTS AND FAMILIES

The role of parents and the wider community in relation to Irish language acquisition has also been investigated. Harris and Murtagh (1991) examine the role of parents in promoting Irish language use in the home. Hickey (1999a) looks at the importance of partnership and communication between the home and Naíonra group. The supports necessary for parents to assist Irish language acquisition are also addressed by Hickey (1997b; 1998a). Ní Chinnéide (2001) produced guidelines for parents in promoting Irish language use.

10.7 TUISMITHEOIRÍ AGUS TEAGHLAIGH

Tá scrúdú déanta freisin ar ról tuismitheoirí agus an phobail níos leithne maidir le sealbhú na Gaeilge. Scrúdaíonn Harris agus Murtagh (1991) ról tuismitheoirí i gcothú na Gaeilge sa teaghlach. Féachann Hickey (1999a) ar thábhacht na comhpháirtíochta agus na cumarsáide idir an baile agus an grúpa Naíonra. Pléann Hickey (1997b; 1998a) na tacaíochtaí a bhíonn de dhíth ar thuismitheoirí chun cuidiú le sealbhú na Gaeilge. Chuir Ní Chinnéide (2001) treoirlínte le chéile do thuismitheoirí maidir le cothú úsáid na Gaeilge.

10.7.1 Description/Analysis - Tuairisciúil/Anailísiúil:

Harris, J. and Murtagh, L. (1991). *The Contribution of Pupils and Parents to Achievements in Spoken Irish*. Tuarascáil Neamhfoilsithe. Baile Átha Cliath: Institiúid Teangeolaíochta Éireann.

Na Naíonraí Gaelacha (1994). *An Tuismitheoir agus an Naíonra*. Baile Átha Cliath: Na Naíonraí Gaelacha.

Hickey, T. (1997b). *Straitéisí Éagsúla chun Dáttheangachas a Bhaint Amach (Family Strategies to promote Bilingualism)*. Invited lecture to Comhluadar.

Hickey, T. (1997c). *An Dáttheangachas: Ag Tógáil Páistí le Gaeilge. Lecture on the Needs of Families Raising Children with Irish*. Léacht ag an Oireachtas, Béal Feirste Samhain 1997, (Seimineár Eagraithe ag Comhluadar).

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

Hickey, T. (1998a). *Addressing Parents' Needs: An International Perspective*. Special Session Convened by Tina Hickey at 4th European Conference on Immersion Programmes, Trinity College Carmarthen, Wales, 16-19 September 1998.

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

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.

Hickey, T. (2000e). *The Bilingual Family*. Guest Lecture to B.A. Early Students on Early Childhood Care and Education. Dublin Institute of Technology, December 2000.

10.7.2 Guidelines / Treoirlínte:

Ní Chinnéide, M. (2001). *Ag Tógáil Clainne le Gaeilge: Treoirleabhar do Thuismitheoirí*. Baile Átha Cliath: Comhluadar.

10.8 PRESCHOOL EDUCATION AND CARE

This category largely focuses on Irish language acquisition in Naíonra settings. Hickey (1994b; 1998d; 2003a) and Mhic Mhathúna (1999; 2001c), among others, examine Irish language acquisition in preschool settings. Mac Con Iomaire (1999; 2001) has produced resources for the Naíonra setting and these are listed in the guidelines section. Mhic Mhathúna (1994; 1995) considers the factors affecting second language acquisition in early years settings. An overview of the Naíonra movement is outlined by Hickey (1997a). Hickey, Ó Ciosáin agus Ní Ghallchóir

10.8 OIDEACHAS AGUS CÚRAM RÉAMHSOILE

Díríonn an catagóir seo den chuid is mó ar shealbhú na Gaeilge i dtimpeallachtaí Naíonra. Scrúdaíonn Hickey (1994; 1998d; 2003a) agus Mhic Mhathúna (1999; 2001c), i measc daoine eile, sealbhú na Gaeilge i dtimpeallachtaí réamhscoile. Tá acmhainní do thimpeallachtaí Naíonra curtha le chéile ag Mac Con Iomaire (1999; 2001) agus tá siad sin liostaithe sa mhír faoi threoirlínte. Féachann Mhic Mhathúna (1994; 1995) ar na cúinsí a imríonn tionchar ar shealbhú an dara teanga i dtimpeallacht na luathblianta. Tugann Hickey (1997a) cuntas ar

(1999) review early childhood care and education through Irish in Gaeltacht areas. Dwane (1998) conducted a study on the linguistic and cognitive progress of children attending Naíonra settings in Cork.

fhorléargas ar ghluaiseacht na Naíonraí. Déanann Hickey, Ó Ciosáin agus Ní Ghallchóir (1999) athbhreithniú ar oideachas agus cúram Luath-Óige trí Ghaeilge i gceantair Ghaeltachta. Rinne Dwane (1998) staidéar ar dhul chun cinn teangeolaíoch agus cognaíoch leanaí a fhreastalaíonn ar thimpeallachtaí Naíonra i gCorcaigh.

10.8.1 Description/Analysis - Tuairisciúil/Anailisiúil:

Mhic Mhathúna, M. (1993). *Staidear ar Roinnt Factóirí atá ag Cabhrú le Sealbhú na Gaeilge i Naíonraí*. M.Ed. Thesis. Dublin: Trinity College Dublin.

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

Hickey, T. (1994b). *L2 Immersion in Preschool: The Naíonra Experience in Ireland*. Paper presented at the Irish Association for Applied Linguistics International Conference - Language, Education and Society in a Changing World. Dublin, Marino Institute of Education, 23-25 June 1994.

Mhic Mhathúna, M. (1994). *SLA before ABC: Factors Facilitating Second Language Acquisition in Irish-Medium Playgroups*. Paper presented at IRAAL International Conference on Language, Education and Society in a Changing World. Dublin, Marino Institute of Education.

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

Hickey, T. (1995b). *Early Immersion Education in Ireland: The Case of Irish*. International Conference, Language and the World of its Users, Moscow, 20-23 June 1995.

Mhic Mhathúna, M. (1995). SLA before ABC: Factors Facilitating Second Language Acquisition in Irish Medium Playgroups. *Teanga*, Volume 15, pp. 127-136.

Mhic Mhathúna, M. (1996) Is Liomsa é Leon. Ról na bPáistí agus na Stiúrthóirí i Sealbhú na Gaeilge i Naíonraí. *Oideas*, Volume 44, pp. 113-125.

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

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

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.

Dwane, C. (1998). *A Study of the Linguistic and Cognitive Development of Children in Naíonraí in Cork City and County*. M.Ed. Thesis. Cork: University College Cork.

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

Hickey, T. (1998d). *Early Immersion Education: A National Study of the Acquisition of Irish in the Naíonraí*. Keynote paper at Annual Conference of Mudiad Ysgolion Meithrin (Welsh-Medium Playgroups Body), Aberystwyth, 9 June, 1998.

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

An Comhchoiste Réamhscolaíochta Teo (1999). Béarla sna Naíonraí. *Foinse*, Eanáir, 1999.

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.

Hijmans, A. (1999). Béarla sna Naíonraí. *Foinse*, Eanáir, 1, pp. 10.

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

Hickey, T. (2001b). *Irish Immersion Preschools: Maximising the Benefits for Young Bilinguals and Monolinguals*. Invited lecture at Conference 'Promoting Multilingual Identities in the UK and Ireland', Goldsmiths College, London, December 2001.

Hickey, T and Ó Cainín (2001). "First Language Maintenance and Second Language Acquisition of a Minority Language in Kindergarten." pp. 137-150. (in) Almgren, M., Barrena, A., Ezeizabarrena, M., Idiazabal, I. and B. MacWhinney (Eds.) *Research on Child Language Acquisition. Proceedings of 8th Conference for the Study of Child Language*, Somerville, MA: Cascadilla Press, pp. 137-150.

Mhic Mhathúna, M. (2001c). *Sealbhú na Gaeilge sa Naíonra*. Cuireadh chun cainte ag Léachtaí na Mílaoise 2001, Conradh na Gaeilge ar Naíonraíocht LánGhaeilge. Club na nEalaíon, Baile Átha Cliath, December, 2001.

Hickey, T. (2002f). *Cad a Mhealann Gaeilge ó Pháistí sa Luath-Thumoideachas? (What Elicits Irish from Children in Early Immersion?)*. Comhdháil 'Taighde agus Teagasc,' Belfast, December 2002.

Hickey, T. (2003a). *LAP: Réamhscoil Insealbhaite Teanga (LAP: The Language Acquisition Preschool)*. Lecture, NCVA Training Course in Early Childhood Education, February 2002.

Hickey, T. (2003b). *Conas Cabhrú le Stiúthóirí ag Pleanáil Teanga sa Naíonra (Helping Stiúthóirí with Language Planning in the Naíonra)*. Invited Lecture, Annual Conference, Comhairle na Gaelscolaíochta, Belfast, March 2003.

Hickey, T. (2003c). *Pleanáil Teanga sa Luaththumoideachas (Language Planning in Early Immersion)*. Comhdháil, Comhairle na Gaelscolaíochta, Invited Lecture, Annual Conference, Comhairle na Gaelscolaíochta, Belfast, March 2003.

10.8.2 Guidelines / Treoirínte:

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

Mac Seanlaoich, M. (1995). *Cúrsaí Praiticiúla – Lámhleabhar do Stiúthóirí Naíonraí*, pp. 8-11. Baile Átha Cliath: An Comhchoiste Réamhscolaíochta Teo.

Mac Con Iomaire, M. (1999). *Dreoilín, Dreoilín, Rí na nÉan*. Gaillimh: Seirbhísí Naíonra (Gaeltachta) Teo.

Border Counties Childcare Network (2000b). *Pacáiste Eolas do Sholáthraithe ar Sherbhísí Sheisiúnacaha Réamhscolaíochta arna Chur in Eagar ag Líonra Cúram Leanáí Chomtaetha na Teorann Teo*. Monaghan: Border Counties Childcare Network.

Mac Con Iomaire, M. (2001). *Clár Oibre do Naíonra na Gaeltachta*. Gaillimh: Údarás na Gaeltachta agus Seirbhísí Naíonraí (Gaeltachta) Teo.

Murray, P. (Ed.) (2001b). *Lámhleabhar Cúram Leanáí*. Wicklow: Childminding Ireland and the Department for Justice, Equality and Law Reform.

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

10.9 SCHOOL-BASED ISSUES

The acquisition of Irish in the infant classes of the primary school is also investigated. Horgan, S., (1995) reviews the linguistic and cognitive developments of children in Gaelscoileanna in Junior Infants. An overview of the teaching and learning of Irish in the primary school is provided by Harris and Murtagh (1999) and Hickey (1999c; 2003d). Hickey (2001e; 2002a) explores Irish language acquisition in Gaelscoileanna and Gaeltacht schools. Mhic

10.9 SAINCHEISTEANNA SCOILBHUNAITHE

Déantar iniúchadh freisin ar shealbhú na Gaeilge i ranganna naíonán na mbunscoileanna freisin. Déanann Horgan, S., (1995) athbhreithniú ar fhorbairtí teangeolaíochta agus cognaíochta leanáí sna naíonáin bheaga i nGaelscoileanna. Tugann Harris agus Murtagh (1999) agus Hickey (1999c; 2003d) forléargas ar theagasc agus ar fhoghlaim na Gaeilge i mbunscoileanna. Déanann Hickey (2001e; 2002a)

Mhathúna, Ní Raghallaigh, Ní Fhoghlú agus Ní Néill (2002a; 2002b) have produced guidelines for teachers and resources for use in the primary school.

iniúchadh ar shealbhú na Gaeilge i nGaelscoileanna agus i scoileanna Gaeltachta. Tá treoirí do mhúinteoirí agus acmhainní curtha le chéile ag Mhic Mhathúna, Ní Raghallaigh, Ní Fhoghlú agus Ní Néill (2002a; 2002b) le húsáid i mbunscoileanna.

10.9.1 Description/Analysis - Tuirisciúil/Anailísiúil:

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

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.

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

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.

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.

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

Hickey, T. (2001e). *Na Ranganna Naíonáin agus an Ghaeilge i Scoileanna Gaeltachta agus i nGaelscoileanna (Infant Classes and Irish in Gaeltacht and all-Irish Schools)*. Léacht don Ghrúpa Oibre ar Threoirí do Mhúinteoirí faoin Churaclam Athbheithnithe, An Roinn Oideachais, Samhain 2001 (Lecture to Working Group on Developing Guidelines for Teachers under the Revised Curriculum, November 2001).

Hickey, T. (2002a). *Cainteoirí Dúchais agus Foghlaimoirí an Dara Teanga: An Ghaeilge i Scoileanna Gaeltachta agus i nGaelscoileanna (Native Speakers and Second Language Learners: Irish in Infant Classes in Gaeltacht and All-Irish Schools)*. Léacht do na Dearthóirí Áiseanna Teagaisc/ Lecture to Group Developing Materials for the Revised Curriculum, Galway, October 2002.

Hickey, T. (2002b). *Immersion Education in Ireland*. Working Group on Gaelscoileanna, Portlaoise, January 2002.

Hickey, T. (2002d). *Do Non-nationals need more than ESL? Heritage Language Maintenance and Academic Success*. Workshop, St. Brigid's B.N.S and G.N.S., Blanchardstown, December, 2002.

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

10.9.2 Guidelines / Treoirí:

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

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.

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.

Mhic Mhathúna, M., Ní Raghallaigh, D., Ní Fhoghlú, C. agus Ní Néill, U. (2002b). *Niamh agus Ruairí. Bosca Áiseanna*. Baile Átha Cliath, Carroll Heinemann.

10.9.3 Policy / Beartas:

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

Eagraíocht na Scoileanna Gaeltachta (1998). *Aighneacht chuig Forám Naisiúnta Um Luathoideachas*. Dún na nGall: Eagraíocht na Scoileanna Gaeltachta.

10.10 SECOND LANGUAGE ACQUISITION

Many commentators have reviewed the acquisition of Irish as a second language, including Hickey (1998f). Mhic Mhathúna and Uí Chinnéide (2000) assess the acquisition of Irish as a second language in the Gaeltacht. Hickey (2000a; 2001c) examines the issues around mixing beginners and native speakers in early years settings.

10.10 SEALBHÚ AN DARA TEANGA

Tá athbhreithniú déanta ag go leor tráchtairí, lena n-áirítear Hickey (1998f), ar shealbhú na Gaeilge mar an dara teanga. Déanann Mhic Mhathúna agus Uí Chinnéide (2000) sealbhú na Gaeilge mar an dara teanga sa Ghaeltacht a mheas. Scrúdaíonn Hickey (2000b; 2001c) na saincheistanna a bhaineann le tosaitheoirí agus cainteoirí dúchais a mheascadh i dtimpeallachtaí na luathbhlianta.

10.10.1 Description/Analysis - Tuairisciúil/Anailísiúil:

Hickey, T. (1990b). The Acquisition of Irish: A Study of Word Order Development. *Journal of Child Language*, Volume 17, pp. 17-41.

Owens, M. (1992). *The Acquisition of Irish: A Case Study*. Clevedon, Avon: Multilingual Matters, Series No. 72.

Hickey, T. (1996c). *Evaluating Second Language Acquisition in Irish-Medium Playgroups*. 3rd European Conference on Immersion Education, University of Barcelona, 25-28 September 1996.

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

Hickey, T. (1999b). Immersion Education in a Heritage Language: The Irish Experience. *Babylonia*, Volume 4, pp. 41-43.

Hickey, T. (2000a). *Acquiring Irish: 4-Year-Old Mother Tongue Speakers and Second Language Learners in Immersion*. University of Wales, 6 April 2000.

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