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welsh centre for language planning

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**Coimeas eadar Modailean  
Bogaidh Cànain do Chlann-sgoile**

**Geàrr-chunntas**

**An Gearran 2012**



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Tha a' chompanaidh agus na h-ùghdaran a' gleidheadh gach còir choitcheann ach am faigh iad aithne iomchaidh nuair a nithear aithris air pàirt sam bith den aithisg seo.

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## **Amas a' phròiseict**

1. Tha e na amas don phròiseact seo, a mhaoinich Bòrd na Gàidhlig, sgrùdadh a dhèanamh air an litreachas agus air an stiùireadh a th' ann air deagh dhòighean-obrach a thaobh a bhith a' teagasg is a' bogadh clann ann am mion-chànanan agus a thaobh dòighean-ionnsachaidh – bho ìre ro-sgoile gu àrd-sgoile, ann an Alba agus ann an dùthchannan eile, agus a tha iomchaidh do bhith a' cur air adhart na Gàidhlig ann an Alba.
2. Tha an aithisg iomlan a' sealltainn geàrr-iomradh air na modailean bogaidh ann an Aotearoa/Sealan Nuadh, Hawai'i, Canada agus na Stàitean Aonaichte, gus coimeas a dhèanamh eadar iad sin agus foghlam tro mheadhan na Gàidhlig mar a tha e ann an Alba. A thaobh na Roinn Eòrpa, tha an aithisg a' toirt sùil air na modailean foghlaim dà-chànanach sa Chuimrigh, ann an Èirinn, Catalùinia agus ann an Coimhearsnachd Fèin-riaghlaidh nam Basgach. Tha i cuideachd a' tarraing air rannsachaidhean san fharsaingeachd gus coimhead air gach cuspair a chaidh a chomharrachadh san tuairisgeul rannsachaidh a fhuaras bho Bhòrd na Gàidhlig.

## **Coimeas eadar 'modailean' foghlam bogaidh**

### **Bogadh anns an 'dàrna cànan'**

3. Ann an Canada, tha tràth-bhogadh mar as trice a' ciallachadh Fraingis 100% den ùine do chlann aois 4–5 san Sgoil-àraich agus do chlann 5–7 aig ìre 1. Gheibh iad aon ghreis-theagaisg air sgilean Beurla aig ìre 2 (aois 6–8), ìre 3 (aois 7–9) no uaireannan cho anmoch ri ìre 4 nuair a tha a' chlann 8–10 bliadhna a dh'aois. Aig ìre 5 (aois 9–11) agus ìre 6 (aois 10–12) tha an ùine theagaisg air a roinn na dà leth eadar an dà chànan agus bidh an ùine a thathar a' teagasg ann am Fraingis mar as àbhaist a' dol sìos gu 40% den ùine aig ìre 7 (aois 11–13), ìre 8 (aois 12–14) agus ìre 9 (aois 13–15), agus tuitidh i a-rithist aig ìre na h-àrd-sgoile a chionn 's gu bheilear a' tabhann barrachd chuspairean tro mheadhan na Beurla seach Fraingis. Tha prògraman bogaidh ann am Fraingis ann an Canada gu tur dà-chànanach oir tha an dà chànan aig an luchd-teagaisg, agus thathar a' cleachdadh Fraingis agus Beurla mar chànanan teagaisg ann an dòigh a tha a' leantainn structar sònraichte a tha ag iarraidh gum bi làn-chomas sgrìobhaidh, leughaidh is labhairt san dà chànan aig sgoilearan. Tha sgoilearan Fraingis a tha a' faighinn 'bogadh san dàrna cànan' nan luchd-ionnsachaidh L2 den chànan sin, agus mar sin mar as trice tha na sgoilearan nas fhaisge air a chèile a thaobh comas sa chànan bhogaidh na tha sgoilearan a tha ann am foghlam mion-chànanan eile air an tug sinn sùil.

4. Tha sgrùdaidhean air a' mhodail Chanèideanach agus modailean eile airson bogadh anns an 'dàrna cànan' air trì prìomh bhuannachdan a chomharrachadh:
  1. Tha na sgoilearan bogaidh nas fheàrr na sgoilearan Beurla nuair a thig e gu bhith a' togail an dàrna cànan.
  2. Às dèidh mu shia bliadhna san sgoil, bidh sgoilearan bogaidh air an aon ìre a ruighinn a thaobh chomasan sa chiad chànan ri sgoilearan Beurla, agus bidh na sgoilearan a gheibh tràth-bhogadh ann am Fraingis a' dèanamh nas fheàrr na sgoilearan Beurla sa chiad chànan.
  3. Bidh an dàrna cànan aig sgoilearan a gheibh tràth-bhogadh agus cha toir sin droch bhuaidh sam bith air cho math 's a nì iad a thaobh chuspairean eile sa churraicealam.

### Foghlam bogaidh ath-bheothachaidh dà-chànanach

#### Māori

5. Nuair a thig e gu foghlam tro mheadhan na Māori, 's e 'làn-bhogadh' (Ìre 1: 81% – 100% Māori) a' phrìomh dhòigh-teagaisg. Cuideachd, tha a' mhòr-chuid de phrògraman bogaidh aig Ìre 1 nan Kura Kaupapa Māori, 's e sin nan làn-sgoiltean fa leth (an àite aonadan no sruthan taobh a-staigh sgoiltean Beurla). Tha rannsachadh air foghlam tro mheadhan na Māori a' toirt dhuinn fianais coltach ris mar a gheibhear airson foghlam bogaidh ann an àiteachan eile, gur iad prògraman làn-bhogaidh (81% – 100%) as soirbheachail agus gum faodar toraidhean matha fhaicinn an lùib phrògraman pàirt-bhogaidh far a bheilear a' teagasg 51% – 80% (Ìre 2) den ùine sa chànan-bhogaidh. Mar sin, thathar a' moladh gum bu chòir foghlam tro mheadhan na Māori a libhrigeadh aig Ìre 1 agus Ìre 2 an àite a bhith a' leudachadh foghlam dà-chànanach san fharsaingeachd aig Ìre 3 (31% – 50% Māori) agus Ìre 4 (12% – 30% Māori).

### (Bogadh ann am) Foghlam Dà-chànanach Leudachaidh

#### Gàidhlig

6. Ann an Alba, tha leasachadh Foghlam tron Ghàidhlig air a bhith stèidhichte air 'bogadh sa chànan' nuair a thig e gu bhith a' teagasg agus ag ionnsachadh tro mheadhan an dàrna cànan is tro mheadhan cànan dualchasach. Ann am foghlam Gàidhlig, tha an teagasg agus an t-ionnsachadh gu tur tro mheadhan na Gàidhlig aig an **ìre làn-bhogaidh** aig ìre ro-sgoile agus bho BS1 gu BS3. Bheirear Beurla a-staigh an uair sin mean air mhean tro mheadhan na Gàidhlig aig an **ìre bhogaidh** (mu BS2/3), ach tha a' Ghàidhlig fhathast na prìomh chànan teagaisg san sgoil anns gach raon de churraicealam na bun-sgoile.
7. Aig ìre àrd-sgoile, chan fhaicear an aon seòrsa cunbhalachd idir le eadar-dhealachaidhean mòra eadar sgoiltean agus ùghdarrasan ionadail. Ged a tha 46

àrd-sgoiltean a' tabhann teagasg Gàidhlig de sheòrsa air choreigin, chan eil ach 14 dhiubh a' teagasg chuspairean eile (a thuilleadh air a' Ghàidhlig fhèin) tro mheadhan na Gàidhlig. Tha a' mhòr-chuid de na cuspairean sin rim faotainn ann an ÀS1 agus ÀS2, agus chan eil ann ach beagan sgoiltean a tha a' teagasg chuspairean mar cruinn-eòlas, eachdraidh, matamataig agus nuadh-eòlas gu ÀS4.

### A' Chuimris

8. Sa Chuimrigh, ann an sgoiltean-àraich agus bun-sgoiltean Cuimris tha gach sgoilear ann an àrainneachd ris an canar a' Bhun-ìre (aois 3–7) far a bheilear gan teagasg gu tur ann an Cuimris. Ann an sgoiltean Cuimris, tha a' Chuimris cuideachd na prìomh mheadhan teagaisg do sgoilearan aois 7–11, agus thathar a' teagasg co-dhiù 70% den churraicealam tro mheadhan na Cuimris. Thathar a' toirt Beurla a-staigh gu foirmeil air Bliadhna 3 nuair a tha sgoilearan 7–8, agus thèid a teagasg tro mheadhan na Beurla. Thèid an còrr den churraicealam a theagasg ann an Cuimris. Thathar an dùil gun tèid aig a h-uile sgoilear a dhol gu àrd-sgoil Chuimris; chan eil e gu diofar dè an cànan a tha iad a' cleachdadh san dachaigh. Thathar an dùil cuideachd gum bi sgoilearan, nuair a tha iad deiseil sa bhun-sgoil, air an aon ìre a ruighinn a thaobh comasan ann am Beurla ri sgoilearan Beurla.
9. Mar as trice bidh **àrd-sgoiltean Cuimris** a' teagasg gach cuspair, ach a' Bheurla, tro mheadhan na Cuimris, ach bidh cuid a sgoiltean a' toirt a-steach briathrachas Beurla airson cuid a chuspairean. Tha trì seòrsa àrd-sgoiltean dà-chànanach ann cuideachd: ann an sgoiltean aig **Ìre A airson dà-chànanas** tha a h-uile sgoilear a' faighinn co-dhiù 80% de na cuspairean aca (gun a bhith a' gabhail a-staigh na Beurla agus na Cuimris) tro mheadhan na Cuimris. Sna sgoiltean sin bidh 's dòcha cuspair no dhà air an teagasg do chuid a sgoilearan tro mheadhan na Beurla no tro mheadhan an dà chànan. Ann an sgoiltean aig **Ìre B is C airson dà-chànanas** tha 'sruthan' Cuimris far a bheilear a' teagasg co-dhiù 70% no 50% – 79% de na cuspairean tron a' Chuimris, ach tha 'sruthan' Beurla ann cuideachd.

### Gaeilge

10. Air a' Ghaeltacht, ann am bun-sgoiltean a tha suidhichte ann an sgìrean le 70%+ de luchd-labhairt na Gaeilge thèid a' mhòr-chuid de chlasaichean a theagasg tro mheadhan na Gaeilge. Thèid feadhainn de na clasaichean a theagasg tron Bheurla ann an sgoiltean suidhichte ann an sgìrean le 50% – 69% de luchd-labhairt na Gaeilge. Ann an sgìrean far a bheil an àireamh às a' cheud de luchd-labhairt na Gaeilge nas lugha, bidh bun-sgoiltean mar as trice a' teagasg mu leth den churraicealam tron Bheurla a-mhàin no ga theagasg cha mhòr uile sa Bheurla. A thaobh a bhith a' teagasg tro mheadhan na Gaeilge aig ìre na h-àrd-sgoile air a' Ghaeltacht, thathar den bheachd gu bheil teagasg Gaeilge ann an

staing dha-rìribh. Tha tòrr sgoiltean ann an sgìrean le nas lugha na 49% de luchd-labhairt na Gaeilge far a bheilear a' teagasg chuspairean tron Bheurla, no 's i a' Bheurla am prìomh chànan teagaisg. Fiù 's ann an àrd-sgoiltean ann an sgìrean làidir den Ghaeltacht (Gaeilge aig 70%+) tha barrachd is 10% den teagasg tro mheadhan na Beurla ann an cuid de chuspairean traidiseanta.

11. Taobh a-muigh na Gaeltacht, tha poileasaidh làn-bhogaidh aig a' mhòr-chuid de sgoiltean làn-Ghaeilge airson a' chiad bhliadhna do Phàistean Òga (aois 4–5). Bheirear ealain tro mheadhan na Beurla a-steach nuair a tha sgoilearan 5–6 (Pàistean as Sine). Tha seo nas tràithe na chithear sna modailean Gàidhlig is Cuimris, ach tha e coltach ris an t-siostam a gheibhear ann am foghlam bogaidh Suainis anns an Fhionnlainn. Thèid 85% den teagasg a dhèanamh tron Ghaeilge fhathast, agus gheibhear am modail bogaidh seo leis a' chànan fhathast aig cridhe an ionnsachaidh anns gach sgoil bhogaidh Gaeilge agus cumar ris a' mhodail sin air feadh foghlam bun-sgoile is àrd-sgoile. Tha sgoiltean-àraich Gaeilge a' cumail ri feallsanachd anns am faigh a' chlann tràth-bhogadh sa chànan agus tha sin fìor airson gach sgoil-àraich Gaeilge ann am Poblachd na h-Èireann.

### Catalanais ann an Catalùinia

12. Mar thoradh air Reachd an Fhèin-riaghlaidh ann an 1979, chuir riaghaltas Chatalùinia Prògram Bogaidh roghnach airson clann aois 3–12 air dòigh. Bho 1983 tha Catalanais air a bhith na mheadhan teagaisg èigeantach aig gach ìre de dh'fhoghlam. Tha figearan oifigeil a' sealltainn gu bheil barrachd is 90% de chlasaichean bun-sgoile gan teagasg tron Chatalanais agus tha 49% de chlasaichean àrd-sgoile tro Chatalanais. Tha cuid a dhaoine ann a tha air càineadh a dhèanamh air mar a dh'fheumas clann foghlam tro Chatalanais a dhèanamh, ge-tà tha coltas ann nach ann an Catalonia fhèin a tha a' mhòr-chuid de an daoine sin ach sna sgìrean den Spàinn far as e Spàinntis an cànan dùthchasach.

### Basgais ann an Coimhearsnachd Fèin-riaghlaidh nam Basgach (CFB)

13. Ann an Coimhearsnachd Fèin-riaghlaidh nam Basgach, tha trì prìomh mhodailean foghlaim airson bun-sgoiltean is àrd-sgoiltean ann mar thoradh air mar a chaidh inbhe na Basgais a stèidheachadh às ùr fo ùghdarras CFB.
  - Le **Modail A** thathar ag amas air luchd na Spàinntis a tha ag iarraidh foghlam tro mheadhan na Spàinntis. Thathar a' teagasg na Basgais mar chuspair airson 3–5 uairean a thide gach seachdain (mu 15% den ùine theagaisg). Leis a' mhodail seo, chan eil a' chlann ach a' faighinn blasad gu math beag den chànan.
  - Le **Modail B** thathar a' teagasg na Basgais agus na Spàinntis mar chuspairean agus thèid an cleachdadh mar mheadhan teagaisg airson mu 50% den ùine theagaisg.

## Coimeas eadar Modailean Bogaidh Cànan do Chlann-sgoile 2012

- Chaidh **Modail D** a stèidheachadh mar phrògram do dhaoine aig an robh Basgais bho thùs gus an cànan a ghleidheadh agus 's e an cànan sin an cànan teagaisg (75% den ùine) agus thathar a' teagasg Spàinntis agus cànan eile, Beurla mar as trice, mar chuspairean (25%).
14. Thar nan trithead bliadhna a dh'fhalbh, tha foghlam tro mheadhan na Basgais air fàs gu mòr aig ìre bun-sgoile agus àrd-sgoile chun na h-ìre 's gur e Modail D am fear as cumanta (le 60% de sgoiltean a' leantainn a' mhodail sin) agus chan eil ann ach 10% de dh'àrd-sgoiltean agus de bhun-sgoiltean a' leantainn Modail A.

**Dè na modailean as motha a thug buaidh ann a bhith ag àrach is a' gleidheadh fileantaich ann am mion-chànanan?**

15. 'S iad na modailean as trice a chithear ann an sgrìobhaidhean rannsachaidh a tha èifeachdach ann a bhith ag àrach clann a tha fileanta ann am mion-chànan, an fheadhainn a chuireas na leanas an sàs:
- làn-bhogadh sa mhion-chànan do an dà chuid clann L1 is L2 aig ìre ro-sgoile;
  - làn-bhogadh sa mhion-chànan do sgoilearan bun-sgoile gus am bi iad co-dhiù seachd no ochd bliadhna a dh'aois;
  - a' cumail orra a' lìbhrigeadh na cuid as motha den fhoghlam sa mhion-chànan aig gach ìre a tha air fhàgail den fhoghlam èigeantach. Bhon eòlas a fhuaras bho choimhearsnachdan mion-chànain eile, tha e coltach gum feum co-dhiù 70% de na cuspairean a bhith air an teagasg tro meadhan a' mhion-chànain;
  - a' dèanamh cheanglaichean làidir ri coimhearsnachd a' mhion-chànain taobh a-muigh na sgoile agus a' sireadh taic bho phàrantan agus daoine sa choimhearsnachd aig a bheil am mion-chànan gus frithealadh air feumalachdan ionnsachaidh na cloinne.
16. 'S iad na modailean foghlaim as soirbheachail ann a bhith ag àrach nan àireamhan as motha de luchd-labhairt mion-chànan an fheadhainn mar a gheibhear ann an Catalùinia agus ann an Coimhearsnachd Fèin-riaghlaidh nam Basgach far a bheil làn-bhogadh tràth ann an oideachadh na cloinne agus iad a' leantainn orra le foghlam (stàite no prìobhaideach) a tha cha mhòr gu tur tro mheadhan a' mhion-chànain gu deireadh na h-àrd-sgoile.
17. Tha an ìre dham bi sgoiltean a' neartachadh mhion-chànanan agus an cultar an crochadh air cho mòr 's as urrainn dhaibh na mion-chànanan agus an cultar fhisge a-steach don churraicealam agus do thachartasan taobh a-muigh na sgoile. Ann am prògraman bogaidh soirbheachail thathar a' cur cuideam air gach sgoilear a' dol an sàs ann am prògram làn-sgoile. Thathar den bheachd nach eil sruthan no aonadan mion-chànain suidhichte ann an sgoiltean mòr-chànain cho soirbheachail ri làn-sgoiltean a thaobh a bhith a' cruthachadh chothroman taobh a-muigh na sgoile gus am mion-chànan a chleachdadh. Tha sgoilearan a tha gabhail nan cothroman sin nas fhileanta mar as trice, gu sònraichte luchd-ionnsachaidh L2 a tha ag ionnsachadh mion-chànan, oir chan eil iad a' faighinn mòran chothroman eile taobh a-muigh na sgoile gus an cànan a bhruidhinn.



### **A' frithealadh air diofar chomasan tòiseachaidh cànanain agus diofar shuidheachaidhean cànanain san dachaigh**

18. Tha e gu math cumanta ann an foghlam mhion-chànanan agus sgoiltean bogaidh mion-chànanain gum bi diofar chomasan aig a' chloinn sa chànan. Tha an rannsachadh as ùire a' dèanamh soilleir nach eil clann a' tighinn don sgoil mar bhuidhinn cho-ionann aig a bheil na h-aon chomasan cànanain. Mar sin, chan urrainnear siostam foghlaim a leantainn a tha gabhail ris gu bheil a h-uile sgoilear den aon chomas. Tha an rannsachadh a' moladh gum bu chòir siostaman a bhith ann a tha stèidhichte air cleachdaidhean ioma-chànanach, ioma-thaobhach aig clann ann an sgoiltean na h-aonamh linn fichead. Sin an dùbhlán a tha ro fhoghlam mhion-chànanan air feadh an t-saoghail agus ron Ghàidhlig ann an Alba.

### **Sgoilearan le feumalachdan ionnsachaidh a bharrachd**

19. Gu tric, faodaidh daoine a bhith dìreach gabhail ris nach eil foghlam bogaidh no foghlam tro mheadhan mion-chànan freagarrach do chlann a tha feumach air taic ionnsachaidh a bharrachd, agus gum b' fheàrr a' chlann sin oideachadh ann am foghlam mòr-chànanain. Ge-tà, tha an fhianais a' sealltainn gu bheil prògraman bogaidh freagarrach cha mhòr don a h-uile duine cloinne, a' gabhail a-staigh an fheadhainn aig nach eil an uiread de chomas ionnsachaidh no feadhainn le duilgheadasan ionnsachaidh. Tha i cuideachd a' sealltainn nach bu chòir toirt air clann a tha ann an suidheachaidhean car diofraichte prògraman bogaidh fhàgail, seach nach biodh iad càil nas fheàrr dheth ann am foghlam Beurla. Mar as trice bidh sgoilearan, le diofar chomasan cànanain agus feumalachdan taice, feumach air cuideachadh a bharrachd gus an cuir iad eòlas ceart air a' chànan bhogaidh, mar a tha *Curraicealam Sàr-mhathais na h-Alba* ag aideachadh. Tha an aithisg iomlan a' toirt seachad eisimpleir bho Aotearoa/ Sealan Nuadh de shreath de phrògraman leis an ainm **Kia Puta ai te Reo** a chaidh a dhealbhadh gus frithealadh air feumalachdan ionnsachaidh a bharrachd agus a nì measadh air an adhartas a tha clann ro-sgoile a' dèanamh a rèir diofar ìrean de chomas ann am Māori.

### **A' dèiligeadh ri sgoilearan nach d' fhuair tràth-bhogadh**

20. Tha e na dhùbhlán cuideachd do phrògraman bogaidh nuair a thig clann dhan t-siostam nuair a tha iad nas sine. Tha feum aig clann mar sin air taic gus an tig piseach air na sgilean cànanain ùra aca cho luath 's as urrainn feuch am bi iad aig an aon ìre 's a tha càch sa chlas. Tha grunn phoileasaidhean cànan-am-foghlam a' toirt an aire dha seo agus tha iad a' toirt taic do sgoilearan san t-suidheachadh seo. Mar eisimpleir, sa Chuimrigh agus ann an Catalùinia tha taic a dh'aona-ghnothach ann do sgoilearan fa leth agus buidhnean beaga a tha feumach air dian-bhogadh sa chànan gus am bi iad cho comasach ri càch. Sa Chuimrigh, tha

'Ionadan Dian-bhogaidh' ann gus seo a dhèanamh agus nì sgiobaidhean de *Athrawon Bro* (luchd-teagaisg coimhearsnachd no sgìreil) seo cuideachd. Sa Chuimrigh, tha prògram bogaidh ann do dhaoine a tha fadalach tighinn don chànan do sgoilearan a tha gluasad gu foghlam Cuimris san àrd-sgoil. Ann an Catalùinia, tha grunn iomairtean ann gus frithealadh air na feumalachdan a th' aig in-imrich a thig don sgìre gun Spàinntis no Catalanais.

### **A' frithealadh air feumalachdan sgoilearan L1 agus L2**

21. Tha e gu math cumanta leis a h-uile modail mion-chànain gum bi tòrr sgoilearan L2 sa chlas còmhla ri àireamhan beaga no mòra de sgoilearan L1. Tha barrachd is barrachd luchd-rannsachaidh ann an Alba agus àiteachan eile a' togail dragh mu seo agus iad ag iarraidh gun coimheadar ris an dòigh anns a bheil luchd-foghlaim a' dèiligeadh ri, agus a' frithealadh air, na feumalachdan eadar-dhealaichte a th' aig a' mhion-chànan mar chiad chànan agus mar dàrna cànan ann am foghlam bogaidh.
22. Tha grunn sgrùdaidhean air sealltainn nuair a tha an dà sheòrsa sgoileir ann gur ann aig a' mhòr-chànan a tha làmh-an-uachdar, gu sònraichte nuair a tha sgoilearan a' bruidhinn ri chèile. Tha an rannsachadh cunbhalach ann a bhith a' sealltainn gun cleachd luchd-labhairt L1 barrachd den mhion-chànan nuair a tha iad còmhla ri clann eile aig a bheil am mion-chànan bho thùs. Tha a' chlann sin nas buailtiche seasamh air ais, agus a bhith nas sàmhhaiche nuair a tha luchd-labhairt L2 a' gabhail smachd air buidhnean, agus cha chleachd iad a' chiad chànan (am mion-chànan) aca uiread. Nuair a tha clann air an cur ann am buidhnean measgaichte, chan eil na sgoilearan L1 no L2 buailteach a bhith a' cleachdadh a' mhion-chànain.
23. Ann an tòrr cho-theacsaichean, tha luchd-rannsachaidh a' cur na ceiste, dè cho math 's a tha clann L2 a' togail a' mhion-chànain. Feumaidh clann òga L2 a bhith air am bogadh sa chànan ann an suidheachadh far an tog iad an cànan gu ceart agus far am faigh iad beairteas a' chànain gus am bi iad cho fileanta 's a ghabhas sa mhion-chànan. Feumar an t-eòlas a tha iad a' cur air a' mhion-chànain a bhith air stèidh a nì ciall dhaibh agus a tha a' dèanamh ceangal eadar sin agus an t-eòlas is tuigse a th' aca air L1.
24. Ann an clasaichean ro-sgoile measgaichte, chaidh a shealltainn gum faod tidsearan a bhith buailteach coimhead barrachd ri feumalachdan luchd-ionnsachaidh L2 agus ri linn sin 's dòcha nach eil am foghlam a tha a' chlann aig a bheil eòlas air a' mhion-chànan cho math. Tha rannsachadh eadar-nàiseanta ann a tha sealltainn nach eil cleachdaidhean cànan ro-sgoile seasmhach no iom-fhillte gu leòr gus piseach ceart a thoirt air sgilean mion-chànain na cloinne L1. A thuilleadh air leasachadh is taic airson nan sgilean cànan aca, tha clann L1 feumach air taic gus an tig piseach air na sgilean eile aca feuch nach bi iad a' faireachdainn gu bheil iad air an iomall no nach bi cion fèin-spèis aca. A rèir na

fianais, tha e cudromach gum bi sgoilearan mion-chànain air an cur còmhla feuch an toir iad taic dha chèile agus gum bi iad air am piobrachadh gus am mion-chànan a bhruidhinn.

25. Tha rannsachadh a' sealltainn cho cudromach sa dh'fhaodadh pàrantan a bhith ann a bhith a' toirt taic don cuid chloinne a thaobh mar a thig piseach air na sgilean cànanain aca. Faodar pàrantan a bhrosnachadh gus an cuid chloinne L2 a chuideachadh le bhith ag ionnsachadh mion-chànan agus gus am mion-chànan a chleachdadh san dachaigh. Faodar cuideachd pàrantan aig a bheil clann L1 a bhrosnachadh gus cuideachadh feuch am bi an L1 aca brioghmhor is briathrach, faodaidh pàrantan sin a dhèanamh san dachaigh agus le bhith a' dol an sàs ann an leasan is geamannan a bheir piseach air a' chànan L1 san sgoil-àraich agus san sgoil.
26. A rèir luchd-rannsachaidh thig barrachd buannachd bho bhith a' frithealadh air feumalachdan nan diofar bhuidhnean de chlann tro dhiofar dhòighean seach a bhith a' feuchainn ri aon structar a lorg a dh'fhreagras air a h-uile duine. Ann an tòrr cho-theacsaichean, thathar a' moladh clann a roinn a rèir cànan na dachaigh aig ìre na ro-sgoile agus tràth sa bhun-sgoil. Gu math tric bidh seo ag adhbharachadh connspaid, agus an toiseach bidh daoine a' smaoinichadh gu bheil cuid a chlann a' faighinn inbhe shònraichte. Ge-tà, thèid gabhail ri suidheachadh den t-seòrsa seo thar ùine nuair a chithear na buannachdan a thig às.
27. Uaireannan cha ghabh seiseanan no clasaichean fa leth a chruthachadh airson clann L1 is L2, agus nuair a thachras sin, thathar a' moladh gum bu chòir buidhnean a dhèanamh den chloinn L1 is L2 airson cuid den chluich no leasan. Faodaidh cuideachd clann suidhe ri taobh a chèile no a dhol nam paidhrichean airson cluich no obair còmhla, agus bidh clann nas buailtiche bruidhinn ri chèile sa mhion-chànan agus bithear a' frithealadh air na feumalachdan eadar-dhealaichte aca.
28. Tha rannsachadh a' sealltainn gu bheil e nas ciallaiche do chlann dà-chànanach an dà chànan a chleachdadh, a thaobh tuigse, sgilean cànanain agus sgilean conaltraidh. Nì sin am feum as motha de na comasan cànanain is tuigse aca, agus cuidichidh e le soirbheachadh is adhartas. Mar sin, thathar a-nis den bheachd gu bheil na siostaman foghlaim a tha ag iarraidh crìochan soilleir is sgaradh a bhith eadar an dà chànan caran seann fhasanta, neo-ghoireasach agus mì-reusanta.
29. Bithear gu tric a' cleachdadh na dòigh-teagaisg (*translanguaging*) ann am foghlam dà-chànanach is ioma-chànanach, gu sònraichte le clann nas sine sa bhun-sgoil agus san àrd-sgoil, far an cleachdar am mion-chànan agus am mòr-chànan gus diofar phàirtean de na leasan a dhèanamh. A rèir fianais, tha e comasach do sgoilearan dà-chànanach a bhith a' soirbheachadh gu mòr nuair a gheibh iad teagasg *translanguaging* le structar ceart, oir leis an dòigh-teagaisg

## Coimeas eadar Modailean Bogaidh Cànan do Chlann-sgoile 2012

seo tha tuigse nas fheàrr agus nas doimhne aig sgoilearan air na cuspairean agus tha i a' leasachadh sgilean iom-fhillte san dà chànan.

30. Tha an rannsachadh air an raon seo a' sealltainn gu soilleir gum feum sgoilearan L1 is L2 prògraman is goireasan ionnsachaidh a tha a dh'aona-ghnothach dhaibh fhèin. Gus frithealadh gu ceart air feumalachdan sgoilearan aig a bheil Gàidhlig agus aig nach eil Gàidhlig feumaidh:

- trèanadh ceart a bhith aig tidsearan;
- curraicealam is dòighean-obrach a dh'aona-ghnothach a bhith ann do L1 is L2;
- luchd-obrach a bharrachd a bhith ann gus am bi obair ann am buidhnean ann gu cunbhalach a rèir chomasan cànan;
- co-obrachadh a bhith ann le pàrantan gus taic a chumail ri feumalachdan ionnsachaidh an cuid chloinne.

### A' toirt a-steach is a' leasachadh sgilean litearrachd ann an dà chànan

31. A thaobh mhion-chànanan dùthchasach, tha litearrachd airson clann le dà chànan mar as trice ag amas air fileantas ann an leughadh is sgrìobhadh dà chànan (no barrachd). Tha an fheallsanachd airson dà-litearrachd a tha a' moladh ionnsachadh **ceum thar cheum** ag amas air litearrachd san dàrna cànan aon uair 's gu bheil am pàiste fileanta gu leòr sa chiad chànan a thaobh labhairt, leughadh is sgrìobhadh. Cuideachd, ann am prògraman ceum thar cheum, cha tèid a' chlann a ghluasad gu tur gu leughadh is sgrìobhadh san dàrna cànan aca gus am bi iad fileanta gu leòr ga bruidhinn.
32. Tha luchd-rannsachaidh ann, ge-tà, a tha sealltainn gun urrainn do chlann leughadh ionnsachadh ann an dà chànan **aig an aon àm** fiù 's nuair a tha iad fhathast a' leasachadh nan sgilean labhairt is tuigse aca san dàrna cànan. Tha dà sgrùdadh farsaing air dà-litearrachd ag aontachadh nach fheumar litearrachd ann an dàrna cànan fhàgail gus am bi grèim ceart aig clann air litearrachd sa chiad chànan. Ge-tà, tha an dà sgrùdadh a' moladh gum bu chòir dhuibh a' cumail oirbh a' leasachadh litearrachd sa chiad chànan gus am bi làn-chomas aig clann air sin, co-dhiù a tha no nach eil sibh a' toirt litearrachd san dàrna cànan a-steach ceum thar cheum no aig an aon àm.
33. A rèir cho-dhùnaidhean an luchd-rannsachaidh, feumaidh sgoilearan, mas urrainn dhaibh, a bhith ann am prògram bogaidh fad 8 bliadhna (6 co-dhiù) los gum bi làn-chomasan litearrachd aca – mar as trice chan fhaigh sgoilearan na sgilean a tha a dhìth orra le prògraman nas giorra, gu sònraichte san dàrna cànan aca. Tha rannsachadh a' sealltainn nuair a tha sgilean litearrachd aig sgoilearan dà-chànanach san dà chànan gu bheil e na bhuannachd mhòr a thaobh tuigse is obair a' churraicealaim agus 's dòcha gur e sin as coireach gu bheil iad gu tric a' dèanamh cho math no nas fheàrr na sgoilearan le aon chànan. Tha sgrùdaidhean air rannsachaidhean a rinn measadh air mar a thig piseach air litearrachd ann an dà chànan gu cunbhalach ag innse dhuinn gu bheil e na chuideachadh litearrachd ann an aon chànan a bhith aig sgoilear nuair a thig e gu leasachadh sgilean litearrachd ann an cànan eile; agus gun gabh na sgilean a chleachdas daoine ann an leughadh is sgrìobhadh ann an aon chànan a chleachdadh airson leughadh is sgrìobhadh san dàrna cànan, gu sònraichte nuair a chleachdas an dà chànan siostaman sgrìobhaidh a tha coltach ri chèile mar a tha aig Gàidhlig is Beurla.
34. Tha rannsachadh air ìre litearrachd ann am foghlam tro mheadhan na Gàidhlig agus na Beurla a' tighinn chun a' cho-dhùnaidh san fharsaingeachd gu bheil sgoilearan Gàidhlig tric a' dèanamh nas fheàrr na sgoilearan Beurla a thaobh leughadh is sgrìobhadh am Beurla ann am BS5, BS7 agus ÀS2. Ge-tà, tha an aon rannsachadh a' sealltainn nach eil sgoilearan Gàidhlig ann am BS7 a'

dèanamh cho math ann an Gàidhlig 's a tha iad ann am Beurla, gu sònraichte ann an leughadh.

35. Thathar a' faicinn nan aon seòrsa thoraidhean 's a gheibhear ann an rannsachadh air sgilean litearrachd ann am foghlam tro mheadhan na Gàidhlig, ann an rannsachadh den aon seòrsa gu h-eadar-nàiseanta a tha coimhead air cho math 's a tha sgoilearan mion-chànain a' dèanamh a thaobh a bhith a' soirbheachadh ann an sgilean a' mhòr-chànain an coimeas ri sgoilearan le aon-chànain.
36. Tha rannsachadh air caochladh dhiofar shuidheachaidhean a' sealltainn nuair a tha sgoilearan gan teagasg tro mhion-chànain no air am bogadh anns an dàrna cànan, feumaidh luchd-foghlaim aig gach ìre bho ìre ro-sgoile air adhart, agus anns gach cuspair sa churraicealam, aire a thoirt air leasachadh sgilean cànanain is litearrachd nan sgoilearan gus am bi tuigse nas doimhne aca air na cuspairean agus gus am bi cainnt is briathrachas aca tha farsaing agus saidhbhir.
37. Tha e na chleachdadh uaireannan a bhith a' fàgail an uallaich as motha airson leasachadh sgilean cànanain is litearrachd air tidsearan cànanain agus oidean airson nan tràth-bhliadhnaichean. Ach tha e soilleir bhon rannsachadh gum feum gach leasan susbaint a bhith na leasan cànanain cuideachd, le cuideam sònraichte air a bhith a' leudachadh eòlas nan sgoilearan air briathran, buidhnean de bhriathran agus cleachdadh bhriathran.
38. Feumaidh 'litearrachd am pailteas' a bhith anns gach ìre de dh'fhoghlam cho math ri ìre ro-sgoile mar a tha *an Curraicealam airson Sàr-mhathas* ag ràdh. Tha deagh dhòighean-obrach rim faicinn mu thràth sna sgoiltean-àraich ach tha an rannsachadh a' sealltainn gum feumar cuideachd taic a bharrachd a thoirt do dh'oidean ro-sgoile gus barrachd brìgh a chur ri ionnsachadh cànanain is litearrachd do sgoilearan Gàidhlig, gu sònraichte a thaobh leughadh stòiridhean Gàidhlig agus taobhan eile de litearrachd Ghàidhlig.
39. Tha e freagarrach aig gach ìre de dh'fhoghlam cloinne a bhith a' togail air an eòlas a th' aca mu thràth. Tha rannsachadh air sealltainn nach eil leughadairean a' dèanamh ciall de theacsa dìreach le bhith ag aithneachadh fhuaimnean no characteran, faclan agus co-chàradh, bidh iad cuideachd a' togail air an eòlas a th' aca fhèin agus na cleachdaidhean cànanain is litearrachd aca. Do sgoilearan a tha ag obair a dh'ionnsaigh dà-chànanaich, tha e gu sònraichte cudromach gun tog iad air an eòlas a th' aca mu thràth gus an tuig iad teacsa nuair a tha 's dòcha beàrnan san eòlas aca air feartan teacsa.
40. Tha an aithisg iomlan a' cur an cèill nam feartan, a chaidh a chomharrachadh tro rannsachadh, a tha èifeachdach ann a bhith a' leasachadh sgilean leughaidh is sgrìobhaidh am measg sgoilearan dà-chànanaich san dà chànain sgoile aca. Tha an aithisg cuideachd ag ainmeachadh eisimpleirean eile ris am b' fhiach e coimhead, mar *dòigh na bùth-obrach litearrachd chothromach*, anns a bheilear a' cur obair chànain is litreachais bhrioghmhor còmhla.

## **A' toirt a-steach is a' leasachadh a' mhòr-chànain nàiseanta agus nuadh-chànanan**

41. Tha Plana Gnìomh Coimisean na h-Eòrpa *A' Cur air Adhart Ionnsachadh Chànanan agus Iomadachd Chànanan* (2003) a' brosnachadh gun ionnsaich gach saoranach an cànan màthaireil agus dà chànain eile (MT + 2). Mar thoradh air seo, tha ionnsachadh èigeantach ann an cànan eile a' tachairt nas tràithe agus nas tràithe, le cuid a dhùthchannan mar an Spàinn agus Lugsamburg ga dhèanamh èigeantach gun ionnsaich clann cànan eile air a' chiad bhliadhna san sgoil.
42. Tha an t-Aonadh Eòrpach ag ràdh Ionnsachadh Susbaint is Cànan Aonaichte (ISCA) ri foghlam dà-chànanaich sna stàitean aige. 'S e teirm fharsaing a th' ann an ISCA, a' gabhail a-staigh prògram foghlaim sam bith anns a bheilear a' cleachdadh 'dàrna' no 'nuadh' chànain no cànan 'cèin' gus cuspairean neo-chànanaich a theagasg. Mar sin, chan eil ISCA a' buntainn ri Gàidhlig ann am Foghlam tron Ghàidhlig.
43. Mar as trice bidh prògraman ISCA ag amas air 'comas co-luadair' a thaobh sgilean tuigse is conaltraidh an àite làn-fhileantas, gu sònraichte nuair nach eil mòran teagasg ga dhèanamh san dàrna cànan sa churraicealam. Bidh cuid a phrògraman ISCA a' cur pàirt nach beag den churraicealam gu feum gus teagasg tro mheadhan chànain cèine agus anns na prògraman sin faodaidh sgilean tuigse is conaltraidh anabarrach math a bhith aig sgoilearan agus thèid susbaint nan cuspairean a theagasg chun na h-ìre a bhiodh dùil ris.
44. Aig ìre na h-àrd-sgoile ann an tòrr sgoiltean, tha tidsearan cànan is chuspairean ag obair còmhla feuch am freagair an dà sheòrsa leasain air a chèile gus an tig piseach air sgilean cànan nan sgoilearan ann an structar a tha air a dhealbhadh seach air thuaiream. Thathar den bheachd gu bheil an dòigh ionnsachaidh seo a' cur air adhart àrainneachd ionnsachaidh nas fhìre seach an seòrsa susbaint a gheibhear le teagasg cànan traidiseanta a tha 'mas fhìor' no ficseanail.
45. Tha rannsachadh ann an co-theacsaichean ISCA a' dearbhadh:
  - gu bheil sgilean nan sgoilearan sa chiad chànain gan leasachadh mar a bhiodh dùil a dh'aindeoin 's gu bheilear a' toirt seachad pàirt nach beag den churraicealam ann an cànan eile;
  - gu bheil barrachd pìsich a' tighinn air sgilean san 'dàrna' cànan no cànan 'cèin' nuair a thathar ga chleachdadh mar chànain teagasg airson cuspairean neo-chànanaich;
  - gu bheil piseach a' tighinn air ionnsachadh susbaint agus nach eil teagasg tro mheadhan a' chànain eile a' toirt droch bhuaidh air;

## Coimeas eadar Modailean Bogaidh Cànan do Chlann-sgoile 2012

- gu bheil foghlam ISCA mar as trice freagarrach don a h-uile seòrsa sgoileir.
46. A rèir na fianais tha barrachd chomasan aig sgoilearan ann an cànan cèin no nuadh-chànan nuair a thèid an teagasg le prògram 'leth-bhogadh' ISCA an àite dòigh-teagaisg thraidiseanta airson nuadh-chànanan, mar sin b' fhiach coimhead ris mar phàirt de dh'Fhoghlam tron Ghàidhlig.
47. Tha barrachd is barrachd mhodailean trì-chànanach rim faicinn ann am foghlam mion-chànanan. Tha an aithisg iomlan a' sealltainn mar a shoirbhich le bhith a' cur ISCA an sàs ann an teagasg Beurla ann am modailean foghlam tro mheadhan na Basgais.



## Tuilleadh leasachaidh air Foghlam tron Ghàidhlig ann an Alba

48. Tha tòrr nithean an lùib Foghlam tron Ghàidhlig a tha ionann ri modailean soirbheachail eile airson foghlam am mion-chànanan 'dualchasach' agus foghlam bogaidh am mion-chànanan, mar an cuideam a thathar a' cur air làn-bhogadh aig ìre thràth, agus a' cumail ri cha mhòr làn-theagasg ann an Gàidhlig sa bhun-sgoil bho BS2/3 air adhart. Tha an aithisg iomlan cuideachd a' toirt iomradh air grunn eisimpleirean de dheagh dhòighean-obrach ann an lìbhrigeadh Foghlam tron Ghàidhlig aig gach ìre.
49. Ann am Foghlam tron Ghàidhlig, mar a tha fìor do mhion-chànanan dualchasach no bogadh ann am mion-chànanan eile tha daonnan feum air:
- piseach leantainneach air teagasg Foghlam tron Ghàidhlig, stuthan ionnsachaidh is goireasan;
  - oidean is tidsearan tro Ghàidhlig aig ìre ro-sgoile, bun-sgoile is àrd-sgoile le teisteanasan is trèanadh ro mhath a thèid a leasachadh ri ùine, feuch an tig piseach air:
    - cho fileanta 's a tha iad ann an Gàidhlig;
    - an tuigse a th' aca air ionnsachadh bogaidh am mion-chànan;
    - an comas aca, fiù 's mar thidsearan chuspairean, gus teagasg ann an dòigh a bheir piseach air comasan cànanain is litearrachd nan sgoilearan dà-chànanach aca;
  - barrachd chothroman do dh'oidean is tidsearan am Foghlam tron Ghàidhlig a bhith ag ionnsachadh bho chèile agus goireasan a cho-roinn.
50. Mar a tha fìor do mhion-chànanan eile, tha na 'modailean' airson foghlam mion-chànanain mar a tha iad air am mìneachadh agus air am moladh ann am poileasaidhean gu tric a' dol an aghaidh na fianais a gheibhear bho na tha tachairt sna clasaichean. Ann an Alba, coltach ri àiteachan eile, tha barrachd is barrachd mothachaidh dha mar a dh'fheumar coimhead ri dòighean-teagaisg sna clasaichean, agus mar a dh'fheumar coimhead ri sàr dhòighean-obrach agus iad sin a cho-roinn eadar oidean is tidsearan tro CPD, ITE agus stiùiridhean nàiseanta.
51. Tha an aithisg seo air coimhead air cuid de na ceistean as deatamaiche a thaobh dhòighean-teagaisg mar: a' frithealadh air feumalachdan eadar-dhealaichte luchd-ionnsachaidh L1 is L2, agus a' comharrachadh chleachdaidhean ionnsachaidh èifeachdach a bheir piseach air, agus a chuireas brìgh ri, sgilean cànanain is litearrachd sgoilearan dà-chànanach aig gach ìre agus air feadh a' churraicealaim. Chithear ro-innleachdan gus coimhead ris na ceistean seo san aithisg iomlan.

52. Tha an rannsachadh air cleachdadh san t-seòmar teagaisg a chaidh a sgrùdadh airson na h-aithisg seo a' tarraing aire cuideachd do mar a dh'fheumar coimhead gu cùramach air dè an t-àite a th' aig a' Bheurla (agus cànan dachaigh sam bith eile) ann an ionnsachadh tro mheadhan na Gàidhlig. Tha a' cheist seo ann aig gach ìre, bho ro-sgoil gu àrd-sgoil, agus tha e follaiseach gu bheil feum air sgrùdadh feuch an gabh dòighean-teagaisg a chruthachadh a tha freagarrach do dh'fhoghlam tro mheadhan na Gàidhlig.
53. Tha na modailean le foghlam trì-chànanach air an tugadh sùil cuideachd a' sealltainn gum faodar 's dòcha feallsanachd Eòrpach no ISCA a chur an sàs, anns a bheilear a' cleachdadh nuadh-chànanan mar mheadhan teagaisg, airson cuid a chuspairean sa churraicealaim aig Foghlam tron Ghàidhlig an-dràsta. Tha na dh'fhiosraich modailean cànan eile a' sealltainn gum biodh barrachd fileantais aig sgoilearan foghlam Gàidhlig nan deigheadh an fheallsanachd air cùl ISCA a chur an sàs ann a bhith a' teagasg Gàidhlig mar chuspair agus mar mheadhan teagaisg airson grunn chuspairean sa churraicealam ann an sgoiltean Beurla.
54. Chaidh grunn cheistean mu structaran is cosgaisean a thogail. Nam measg bha na cosgaisean an lùib tuilleadh trèanaidh airson oidean is tidsearan, leasachadh stuthan teagaisg, 'dian-bhogadh' airson sgoilearan a thig don t-siostam aig ìre nas anmoiche agus a' cur an sàs nuadh-chànanan mar mheadhan teagaisg ann an cuspairean neo-chànanach sa churraicealam.

## Molaidhean

- A rèir a' mholaidh aig HMle (2011) airson stiùireadh sgrìobhte nàiseanta air Foghlam tron Ghàidhlig, bu chòir stiùireadh a bhith ann mar phàirt dheth air:
  - mar a thig piseach leantainneach air bogadh am Foghlam tron Ghàidhlig aig gach ìre bho 3–18;
  - cuin a bu chòir do chlann gluasad bho 'làn-bhogadh' gu 'bogadh', gus dèanamh cinnteach à cunbhalachd ann am foghlam bun-sgoile;
  - mar a dh'aithnichear gu bheil pàiste 'deiseil' airson Beurla ionnsachadh gu foirmeil, no faodar dìreach a ràdh gun tig Beurla 'foirmeil' a-staigh gu gach bun-sgoil Ghàidhlig ann am BS3.
- Bu chòir dòighean-teagaisg iomchaidh a stèidheachadh gus an Curraicealam airson Sàr-mhathas airson sgoiltean-àraich a chur an gnìomh le buaidh ann am Foghlam tron Ghàidhlig. Bu chòir don stiùireadh air Foghlam ro-sgoile tron Ghàidhlig coimhead ri na dh'fheumas oidean ro-sgoile:
  - fileantas is misneachd sna comasan Gàidhlig aca fhèin;
  - tuigse iomlan air dà-chànanas agus togail cànan ann am foghlam bogaidh mion-chànan;
  - eòlas air dòighean-teagaisg gus an toir iad taic do, agus gus an làimhsich iad, na feumalachdan cànan is foghlaim eadar-dhealaichte a th' aig clann le Gàidhlig agus gun Ghàidhlig.

## Coimeas eadar Modailean Bogaidh Cànanain do Chlann-sgoile 2012

- Bu chòir CPD leantainneach a thoirt do gach oide aig ìre ro-sgoile, bun-sgoile agus àrd-sgoile:
  - gus deagh chleachdaidhean ionnsachaidh ann am foghlam bogaidh am mion-chànan agus teagasg tron Ghàidhlig a cho-roinn; agus
  - gus an toir gach tidsear (tidsearan chuspairean cuideachd) taic is oideachadh a tha sàr-mhath is cunbhalach do sgoilearan dà-chànanach agus iad ag ionnsachadh sgilean cànanain is litearrachd ann am Foghlam tron Ghàidhlig.
- Bu chòir do *Bhòrd na Gàidhlig* agus *Foghlam Alba* obair còmhla gus daoine a bhrosnachadh a bhith a' cleachdadh lìonraidhean mar GLOW barrachd agus gus dèanamh cinnteach gu bheil cothrom aig gach tidsear no oide ann am Foghlam tron Ghàidhlig air goireasan is trèanadh ùr.
- Bu chòir do *Bhòrd na Gàidhlig* beachdachadh air sgioba no lionra a stèidheachadh le tidsearan no oidean tron Ghàidhlig aig a bheil deagh eòlas a bheireadh taic is comhairle do thidsearan tron Ghàidhlig agus Foghlam Gàidhlig do luchd-ionnsachaidh, aig gach ìre de dh'Fhoghlam tron Ghàidhlig.
- Bu chòir oidean a bhrosnachadh gus IT a chur gu barrachd feum mar inneal gus deagh chleachdaidhean a cho-roinn eadar sgoiltean is ùghdarrasan ionadail, mar eisimpleir, tro Àrainneachd Ionnsachaidh Mas Fhìor (VLE), Skype agus co-labhairtean bhidio.
- Bu chòir prògraman cànanain Gàidhlig a leasachadh a bheir taic do chlann le feumalachdan ionnsachaidh agus aig am biodh feum 's dòcha air taic-cànanain shònraichte.
- Bu chòir do *Bhòrd na Gàidhlig* beachdachadh air dè an dòigh as fheàrr Gàidhlig ionnsachadh agus taic-ionnsachaidh a thoirt do sgoilearan a thig don t-siostam anmoch los gun urrainn dhaibh a dhol gu Foghlam tron Ghàidhlig aig àm sam bith.
- Bu chòir taic-cànanain a bharrachd a bhith ann do luchd-ionnsachaidh na Gàidhlig gus an urrainn dhaibh a ghluasad gu Foghlam tron Ghàidhlig.
- Bu chòir do *Bhòrd na Gàidhlig* beachdachadh air sgeama dearbhaidh airson an dòigh-teagaisg aig ISCA airson nuadh-chànanan a chur an sàs mar phàirt de dh'Fhoghlam tron Ghàidhlig aig ìre na bun-sgoile agus/no ìre na h-àrd-sgoile. Bu chòir sùil a chumail air a leithid a dh'iomairt agus measadh a dhèanamh air, feuch an gabhadh modail mar sin a sgaoileadh mean air mhean.
- Bu chòir do *Bhòrd na Gàidhlig* sgrùdadh farsaing a chur air adhart air Gàidhlig do Luchd-ionnsachaidh sa Bhun-sgoil (GLPS) agus san Àrd-sgoil, gus measadh a

## Coimeas eadar Modailean Bogaidh Cànan do Chlann-sgoile 2012

dhèanamh air dè cho buadhach 's a tha an t-ionnsachadh sin agus gus faicinn dè an dòigh as fheàrr an t-ionnsachadh sin a lìbhrigeadh agus dè an dòigh as fheàrr taic a chumail ris ri taobh Foghlam tron Ghàidhlig. Bu chòir don Bhòrd coimhead cuideachd ri dòighean-teagaisg ISCA airson a bhith a' cleachdadh Gàidhlig mar mheadhan teagaisg airson cuid a chuspairean air a' churraicealam ann an sgoiltean Beurla.

- A rèir stiùireadh a' Churraicealaim airson Sàr-mhathas, bu chòir àrd-sgoiltean a bhith air am brosnachadh gus Gàidhlig no mion-chultaran fhisge a-steach do bharrachd raointean den churraicealam agus raointean taobh a-muigh a' churraicealaim.

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welsh centre for language planning

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# **Comparison of Language Immersion Models for Pupils**

**Summary**

**February 2012**



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## **Project aim**

1. The aim of this Bòrd na Gàidhlig funded project has been to review the literature and guidance on good practice in the immersion classroom teaching and learning of minority languages, from pre-school to high school, both internationally and in Scotland, such as would be applicable to the promotion of Scots Gaelic in Scotland.
2. The full report presents, for comparison with Gaelic medium education as it has developed hitherto in Scotland, a synopsis of the immersion models in Aotearoa/New Zealand, Hawai'i, Canada and the United States. In the European context, the report focuses upon the bilingual education models in Wales, Ireland, Catalonia and The Basque Autonomous Community. It also draws upon the research literature more widely to address each of the issues identified in the original research brief.

## **Comparing 'models' of immersion education**

### **'Second language' immersion**

3. In Canada, early immersion usually involves 100% French for 4–5 year olds in Kindergarten and 5–7 year olds in grade 1. One period of English language arts is introduced in grade 2 (at age 6–8), grade 3 (age 7–9) or sometimes as late as grade 4 when children are 8–10 years old. By grade 5 (age 9–11) and grade 6 (age 10–12) the instructional time is divided equally between the two languages and the amount of instructional time through French usually declines to about 40% in grade 7 (age 11–13), grade 8 (age 12–14) and grade 9 (age 13–15) with further reduction at the high school level as a result of a greater variety of course offerings in English than in French. French immersion programmes in Canada are fully bilingual in as much as the teaching staff are all bilingual, both French and English are used as the languages of instruction in a structured and organised manner and they aim to develop fully bilingual and biliterate pupils. The pupils in French 'second language immersion' are L2 learners of the target immersion language and classes are therefore more homogeneous than the other minority language contexts reviewed.
4. The reviews of the Canadian model and other models of 'second language' immersion internationally have identified the following three major positive outcomes:

## Comparison of Language Models for Pupils 2012

1. Immersion students surpass mainstream students in their acquisition of a second language.
2. After approximately six years of schooling, immersion students have caught up and, in the case of early total immersion pupils, go on to exceed the first language attainment of their monolingual peers.
3. Early total immersion pupils gain a second language without any negative effect upon their performance in their other curriculum subjects.

### Immersion revitalization bilingual education

#### Māori

5. It is a feature of Māori-medium education that 'full immersion' (Level 1: 81 – 100% Māori) is the main form of Māori-medium provision. Furthermore, the majority of Level 1 full immersion programmes exist as separate, whole-school Kura Kaupapa Māori (rather than units or streams in English-medium schools). Research on Māori-medium education confirm the general findings of immersion education elsewhere, that it is the full immersion (81% – 100%) programmes that are the most successful and that partial programmes which teach more than 51% – 80% (Level 2) in the target language can also have positive results. Consequently, it is argued that Māori-medium education be concentrated in the Level 1 and Level 2 forms of provision rather than continuing to expand provision generally with lower Level 3 (31% – 50% Māori) and Level 4 (12% – 30% Māori) of bilingual education.

### (Immersion in) Developmental Bilingual Education

#### Scottish Gaelic

6. In Scotland, the development of Gaelic Medium Education (GME) has been based on a 'language immersion' approach to teaching and learning through the medium of a second and heritage language. In Gaelic-medium provision, learning and teaching is wholly through Gaelic during the **total immersion phase** during pre-school education and from P1 to P3. English language is then gradually introduced through the medium of Gaelic in the **immersion phase** (around P2/3), with Gaelic remaining the predominant language of the classroom in all areas of the primary curriculum.
7. At secondary level, there is a much more disjointed picture with provision varying greatly from school to school and between local authorities. Whilst 46 secondary schools provide Gaelic language teaching in some form, only 14 deliver other subjects through the medium of Gaelic. These subjects are mainly available in S1 and S2 and only a few schools offer geography, history, mathematics and modern studies right through to S4.



## Welsh

8. In Wales, Welsh-medium preschools and primary schools are environments in which all pupils in the Foundation Phase (age 3–7) experience all areas of learning through the medium of Welsh. In Welsh-medium primary schools, Welsh is also the main medium of instruction for pupils aged 7–11, with at least 70% of the curriculum being taught through the medium of Welsh. English is introduced formally in Year 3 when pupils are 7–8 years old and taught as a subject through the medium of English. The remainder of the primary curriculum is delivered in Welsh. It is expected that all pupils will be able to transfer to Welsh-medium secondary schools, regardless of the children's home language. It is also expected that by the end of primary school, pupils will have achieved an equivalent standard in English as those pupils educated in English medium schools.
9. **Welsh-medium secondary schools** typically teach all subjects apart from English through the medium of Welsh although some schools may introduce English terminology in one or two subjects. There are also three types of bilingual secondary schools: **Category A bilingual** schools teach at least 80% of subjects (apart from English and Welsh) through the medium of Welsh to all pupils. In these schools one or two subjects may be taught to some pupils through the medium of English or both languages. **Category B and C bilingual schools** have Welsh medium 'streams' teaching at least 80% or 50% – 79% of subjects respectively alongside English medium streams.

## Irish

10. In the *Gaeltacht*, primary schools located in areas of 70%+ Irish speakers typically conduct most classes through the medium of Irish. A small number of classes are taught through the medium of English in schools located in 50% – 69% Irish speaking areas. In areas with a lower percentage of Irish speakers, primary schools typically teach around half the curriculum either primarily or totally through the medium of English. As regards the medium of instruction in secondary school in the *Gaeltacht*, teaching through the medium of Irish is considered to be in a 'state of crisis'. Many schools in areas of less than 49% Irish speakers teach through English only or primarily through the medium of English. Even in post-primary schools located in strong *Gaeltacht* areas (70%+ Irish speakers) over 10% of the teaching is through the medium of English in some of the traditional subjects.
11. Outwith the *Gaeltacht*, the majority of all-Irish schools employ an early total immersion policy for the first year of Junior Infants (age 4 – 5). English language arts are introduced in Senior Infants when the pupils are aged 5 – 6. This is

earlier than the introduction of English in the Scottish Gaelic and Welsh models but echoes the practice in, for example, Swedish immersion in Finland. The remaining 85% of instruction is conducted through the medium of Irish and this 'high language intensity' model of immersion, is consistent across all the all-Irish immersion schools and maintained throughout primary and secondary education. A totally Irish early immersion approach is employed in Irish-medium preschools in all parts of the Republic of Ireland.

### **Catalan in Catalonia**

12. Following its Statute of Autonomy in 1979 the government of Catalonia implemented an optional Linguistic Immersion Programme for children aged 3–12. Since 1983 Catalan has become a compulsory medium of education at all levels. Official figures indicate that in the primary school sector, over 90% of primary school classes are taught in Catalan and 49% of secondary school classes are also Catalan medium. The dominance of Catalan as the medium of compulsory education has not been without its detractors, although it would appear that there is far less opposition to this model within Catalonia itself than in Castilian-speaking Spain.

### **Basque in the Basque Autonomous Community (BAC)**

13. In the BAC, three main models of primary and secondary education have emerged as a result of reinstating the Basque language's status in the BAC.
  - **Model A** is intended for native Spanish speakers who chose to be educated in Spanish. Basque is taught as a subject for 3–5 hours a week (approximately 15% of classroom time). This model does not encourage pupils to learn more than a minimal amount of Basque.
  - In **Model B** both Basque and Spanish are taught as subjects and used as the medium of education for roughly 50% of school time.
  - **Model D** was originally established as a language maintenance programme for native speakers of Basque with Basque being the sole medium of education (75% of school time) and Spanish and a foreign language, typically English, being taught as subjects (25%).
14. Over the past thirty years, there has been a phenomenal increase in the number of Basque-medium primary and secondary school provision so that Model D is now the most popular option (amounting to almost 60% of provision) and Model A accounts for just over 10% of education in the primary and secondary sectors.

**What models have been most effective in producing and maintaining fluent speakers of a minority language?**

15. The models which are consistently shown in the research literature to be the most effective in producing fluent speakers of a minority language are those which implement the following:
  - a total immersion experience in the minority language for both L1 and L2 children during pre-school;
  - a total immersion experience in the minority language for primary pupils until at least seven or eight years old;
  - continue to provide a predominantly minority language medium education throughout the remaining stages of compulsory education. Experience in other minority language communities suggests that at least 70% of the curriculum subjects needs to be taught through the medium of the minority language;
  - form strong ties with the minority language community outwith the school and draw upon parental and community members' minority language and culture expertise to support the learning needs of pupils.
16. The educational models which are most effective in producing the largest numbers of minority language speakers are those such as Catalonia and the Basque Autonomous Community who have implemented an early total immersion approach during the early years followed by a predominantly minority language medium approach throughout the entire (public and private) school system.
17. The extent to which schools can strengthen a minority language and culture effectively depends upon the extent to which a school integrates the minority language and culture in all its curricular and extra-curricular work. Effective immersion programmes emphasise the integration of all the pupils within the total school programme. Minority language streams or units located within mainstream schools are perceived to be less effective than 'whole' schools at creating extensive opportunities for the use of the minority language outwith the classroom and so create opportunities for language use which foster greater levels of fluency among pupils, particularly L2 learners of the minority language whose opportunities to use the language are largely restricted to the school environment.

## Catering for variation in pupil entry language abilities and linguistic backgrounds

18. Diversity is a feature of contemporary minority language medium and immersion schooling. More recent research has emphasised that children do not enter school as cohorts with static and homogeneous language repertoires. Consequently, their language practices cannot be added to in linear fashion. Such research argues that what is needed today are practices firmly rooted in the multilingual and multimodal language and literacy practices of children in schools of the twenty-first century. Such is the challenge which confronts minority language medium education throughout the world as well as in Scotland.

## Pupils with additional learning needs

19. It can often be assumed by that immersion and minority language medium education is not appropriate for children who have additional educational support needs and that such children are best educated within monolingual mainstream provision. However, research evidence suggests that immersion programmes are suitable for almost all children, including those with lower educational abilities and learning disabilities and that that children from diverse backgrounds should not be forced out of immersion programmes, as they would do no better in the English mainstream. Pupils with different language abilities and language support needs will typically require additional support to develop their knowledge of the target language, as the Scottish *Curriculum for Excellence* acknowledges. The full report provides an example from Aotearoa/New Zealand, of a series of language programmes called **Kia Puta ai te Reo** that have been designed to support the additional language development needs and assess the language progress of pre-school pupils with different levels of Māori language abilities.

## Dealing with 'latecomers'

20. Dealing with those children who arrive 'late' is also an additional challenge for immersion programmes. Such children require support to develop their new language skills as quickly as possible in order to 'catch up' with their classmates. Several language-in-education policies pay attention and assign resources to providing this additional linguistic support to latecomers. Examples from Wales and Catalonia include tailored support both individually and in small groups to pupils who require intensive 'catch up' language immersion. In Wales, this support is provided in designated 'Latecomers Centres' and by teams of *Athrawon Bro* (Community/Area teachers). In Wales, a 'late immersion programme' exists for pupils making the transition to Welsh-medium secondary education. In Catalonia, several initiatives have been developed to address the growing need to support non Castilian/Catalan-speaking in-migrants.

### **Meeting the needs of both L1 and L2 pupils**

21. Having a high proportion of L2 as well as varying numbers of L1 minority language learners in a single classroom is common to all the minority language models reviewed. An increasing number of researchers in Scotland and elsewhere are voicing concern that more attention needs to be paid to the way educators meet and manage the very different needs of first and second language children in minority language immersion settings.
22. Numerous studies of two-way immersion have shown that it is the majority language which often dominates, particularly in interaction between pupils. Research studies consistently show that L1 speakers of a minority language will use more of their minority language when they are grouped with similar children. Such children tend to withdraw, talk less and use less of the minority language (their L1) when L2 speakers dominate in groups. When pupils are put into mixed language groups, there are low levels of minority language use by both kinds of pupils.
23. In many contexts, researchers report concerns with the accuracy of L2 children's acquisition of the minority language. Young L2 children need to be immersed in accurately modelled linguistically rich environments in order to maximise their acquisition of the minority language. Their emerging acquisition of the minority language needs to be carefully scaffolded and related to their L1 knowledge and understanding.
24. In mixed preschool classes, it has been shown that there can be a tendency for teachers to focus on the needs of L2 learners at the expense of children who already have some knowledge of the target language. Some international research provides evidence of pre-school language practices that are not sustained or sophisticated enough to enrich the L1 of L1 children. In addition to the opportunity to support and enrich their language development, L1 children also need support to develop their skills in order to prevent marginalisation and low self-esteem. Grouping minority language students together for mutual support and linguistic stimulation has been found to be important.
25. Research points to the important role parents can play in supporting their child's language development needs. Parents can be encouraged to help their L2 child(ren) learn the minority language and to introduce the minority language in the home. Parents of L1 children can also be encouraged to become involved in helping their children to enrich their L1, both in the home and being involved in L1 language enrichment activities in the pre-school and school setting.

## Comparison of Language Models for Pupils 2012

26. Researchers have argued that it is more beneficial to address the needs of different groups of children through different activities than provide a 'lowest common denominator' approach. In many contexts, separation of children according to home language is advocated where possible during pre-school and the early grades of primary. A decision to separate children in this way often causes controversy and is initially regarded as elitist. However, such arrangements become accepted over time when the advantages to each group are demonstrable.
27. It is not always possible to create separate sessions or classes for L1 and L2 children and in such contexts, it is advocated that pupils are grouped with other similar L1 and L2 children for some activities. Also seating arrangements and pair activities can be organised to encourage interaction in the minority language and tailor input for different language children.
28. Research has shown that for most bilingual children, it is cognitively, linguistically and operationally sensible to use both languages. It maximises both linguistic and cognitive resources, and helps achievement and progress. Thus, education that insists on strict boundaries and compartmentalization between languages is now thought to be dated, difficult and unreasonable.
29. 'Translanguaging' is a teaching method widely used in bilingual and multilingual classrooms, particularly in the higher primary grades and post primary education, in which pupils' minority and majority languages are used to complete different stages in a classroom learning activity. Translanguaging in a deliberate a structured way has been found to have the potential to lead to high academic achievement for bilingual pupils because of the way such techniques promotes a deeper and fuller understanding of the subject content and develops sophisticated bilingual language skills.
30. Research in this area also shows quite clearly that L1 and L2 pupils require tailored language study programmes and resources. Responding adequately to the needs of both Gaelic and non-Gaelic speaking pupils requires:
  - appropriate teacher training;
  - L1 and L2 tailored curricula and work organisation;
  - resourcing of extra personnel to allow for regular group work organised according to language ability;
  - collaborating with parents to support their children's language learning.

### Introducing and developing literacy skills in two languages

31. In indigenous minority language contexts, literacy for bilinguals typically aims for achieving fluency in reading and writing in two (or more) languages. The **sequential** view of biliteracy holds that literacy in a second language be introduced once a child has developed adequate fluency in speaking, reading and writing in one language. Also, in programmes that follow the sequential model, 'full transition' to reading and writing in the child's second language is only made after the child has oral proficiency in the language to be read.
32. There are, however, also researchers who demonstrate that children can learn to read in two languages **simultaneously** even while they are still developing cognitive-oral skills in a second language. Two influential overviews of biliteracy, concur that literacy in a second language does not necessarily need to be delayed until children have a secure grasp of their first language literacy. Both do argue, however, that literacy development in the first language should continue until it is fully developed, whether literacy in a second language be introduced sequentially or simultaneously.
33. Researchers conclude that, ideally, pupils need to remain in an immersion programme for 8 years (at least 6 yrs) in order to develop their literacy skills fully – shorter programmes typically do not provide students with skills they need, particularly in their second language. Research indicates that developing literacy in two language provides a significant source of cognitive and curriculum advantage for bilinguals which probably helps account for their tendency to consistently equal or outperform their monolingual peers. Research reviews that have evaluated pupils' biliteracy development consistently attest that acquiring literacy in one language will aid the development of literacy in another language and that the skills learned for reading and writing in one language will transfer to reading and writing in a second language, particularly when both languages use a similar writing system as Gaelic and English do.
34. Research on literacy attainment in Gaelic-medium and English-medium education generally concludes that Gaelic-medium pupils typically perform better than their English-medium peers in English reading and writing in Primary 5, Primary 7 and Secondary 2. However, the same research indicated that by Primary 7, pupils in Gaelic medium had a lower attainment in Gaelic than they did in English, especially in reading.
35. The research on literacy attainment in Gaelic-medium provision is echoed in similar research internationally with regard to the tendency for minority language-medium pupils to equal or surpass their monolingual peers in majority language attainment.

36. Research in many diverse contexts demonstrates that when students are being educated through a minority language or immersed in a second language, then educators at all levels from pre-school onwards and across all subjects of the curriculum need to pay attention to developing student's language and literacy skills in order to deepen their understanding of the subject as well as enriching their language repertoires in general.
37. There is a tendency for the main responsibility for students' language and literacy development to rest with early years and language teachers, whereas it is clear from research that every content lesson needs to be a language lesson as well, with particular attention to expanding students' repertoire of word knowledge, word families and word use.
38. Pre-schools as well as subsequent stages in education need to be 'literacy rich' environments as the *Curriculum for Excellence* states. There is already some good practice in Gaelic medium preschools but research indicates that there is also a need to provide further support to pre-school educators to enrich the Gaelic language and literacy experiences of young children, particularly with Gaelic story reading and other forms of Gaelic literacy.
39. The importance of drawing upon pupils' background knowledge is a principle which is applicable at all stages of a child's education. Research has shown how readers do not make sense of the texts they read by relying solely on the phonemic/graphemic, lexical and syntactic recognition but also draw upon their prior knowledge and their own language and literacy practices. For pupils who are developing their bilingualism, drawing upon their background knowledge is particularly important in order to help them gain understanding of a text when they may have some gaps in their knowledge of textual features.
40. The full report presents the features identified by research to be effective in developing bilingual pupils' reading and writing in both their school languages and refers the reader to examples worth investigating further such as the *balanced literacy workshop method* of reading and writing instruction which combines language and literature-rich authentic activities.

### **Introducing and developing the majority national language and modern languages**

41. The European Commission's Action Plan *Promoting Language Learning and Linguistic Diversity* (2003) promotes the learning of the mother tongue and two other languages (MT + 2) for all citizens. As a consequence of this policy, the compulsory learning of an additional language is happening at an increasingly early stage, with some countries such as Spain and Luxembourg making it mandatory to learn another language in the first year of schooling.



## Comparison of Language Models for Pupils 2012

42. The European Union refers to bilingual education in its member states as CLIL (Content and Language Integrated Learning). CLIL is an umbrella term used to describe any type of educational programme in which a 'second', 'foreign' or 'modern' language is used to teach non-linguistic subjects. CLIL does not, therefore, refer to the use of Gaelic in Gaelic-medium education.
43. CLIL programmes typically aim at achieving 'functional competence' in receptive and productive skills rather than native-like fluency, particularly when learning through the target language takes up a low portion of curricular time. Some CLIL programmes do designate a significant proportion of curricular time to teaching through the medium of a foreign language and these programmes can produce very high level of productive and receptive skills as well as teaching subject content to the required standard.
44. At secondary school level, many schools have subject and language teachers working in tandem so that both types of lesson complement each other and so help develop student's language skills in a deliberately structured rather than haphazard way. This approach to language learning is felt to provide a more authentic learning environment in comparison with the more traditional foreign language teaching content which is heavily 'pseudo-real' and fictitious.
45. Research in CLIL contexts affirms that:
  - student's first language develops normally despite a significant amount of curricular time being conducted in another language;
  - the 'second'/'foreign' language develops better by being used as a language of instruction in non-linguistic subjects;
  - content learning is enhanced and not affected negatively by being taught through the medium of student's additional language;
  - CLIL education is typically appropriate for all kinds of students.
46. The demonstrably higher levels of proficiency achieved in a foreign/modern language when taught using a CLIL 'partial immersion' approach compared with the traditional method of teaching modern languages, make it worth considering as a dimension of GME.
47. There is a growing number of trilingual models of education in minority language contexts. The full report presents the successful incorporation of a CLIL approach to the teaching of English within its predominantly Basque-medium models of education.

## The further development of Gaelic-medium education in Scotland

48. Gaelic-medium education shares many features with other successful models of minority language 'heritage' education and minority language immersion such as an emphasis on early total immersion and maintaining an almost exclusively Gaelic medium delivery of the primary curriculum from P2/3 onwards. The full report also refers to research which has identified numerous examples of good practice in GME provision at all levels.
49. In GME, as in other minority language heritage/immersion contexts there is an ongoing need for:
- continual development of GM teaching and learning materials and resources;
  - continual and increased training of well qualified GM preschool practitioners and primary and secondary education teachers with regard to developing:
    - their own fluency in Gaelic;
    - their understanding of minority language immersion teaching;
    - their ability, even as subject teachers, to teach in ways that develop their pupils' bilingual language and literacy repertoires effectively;
  - increased opportunities for GM practitioners and teachers to learn from each other and share resources.
50. As is the case in other minority language contexts, the 'models' of minority language medium education as they are defined and prescribed in policy documents are often at odds with the reality of current classroom practice. In Scotland, as elsewhere, there is a growing awareness of a need to focus on classroom practices, identify best practice and share that best practice among practitioners and teachers through CPD, ITE and national guidelines.
51. This report has considered some of the most pressing issues for GM pedagogy such as: meeting the different needs of L1 and L2 learners and identifying effective classroom practices for developing and enriching pupils' bilingual language and literacy skills at all levels and across the curriculum. Strategies for addressing these issues are provided in the full report.
52. The research on classroom practices reviewed for this study has also drawn attention to the need to carefully consider the function and role of English, (and any other home languages) in the Gaelic-medium classroom. This is an issue at all levels from pre-school to secondary and signals the need to review and further develop pedagogies which are appropriate for Gaelic medium settings.
53. The models of trilingual education reviewed also demonstrate that there is scope for developing a European, CLIL approach which employs modern languages as

## Comparison of Language Models for Pupils 2012

a medium of instruction for selected curriculum subjects within the current GME model. The experience in other language contexts indicates that GL pupils would gain significantly higher levels of functional fluency if a CLIL approach was adopted to the teaching of Gaelic as a subject and as a medium of instruction for several curriculum subjects in EM schools.

54. A range of structural and cost factors are identified. These include the costs of further practitioner and teacher CPD and ITE, materials development, providing 'catch up' immersion support to latecomer pupils and introducing the use of modern languages as a medium of instruction in non language curriculum subjects.

### Recommendations

- In accordance with HMle's (2011) recommendation for written national guidance for Gaelic Medium Education, such guidelines should also include guidance on:
  - the continuous development of GM immersion from one stage to another from 3–18;
  - when to make the transition from the 'total immersion' to 'immersion' phase, in order to ensure consistency in primary provision;
  - how to identify children's 'readiness' for the formal teaching of English or simply delay the introduction of 'formal' English until P3 in all GME classrooms.
- An appropriate pedagogy should be developed in order to implement the pre-school Curriculum for Excellence effectively in Gaelic-medium settings. National guidance on GM pre-school provision should address the need for all pre-school practitioners to gain:
  - fluency and confidence in their own Gaelic language repertoire;
  - a full understanding of bilingualism and language acquisition in minority language immersion;
  - expertise in teaching practices for managing and supporting the diverse language and education needs of Gaelic and non Gaelic-speaking children.
- Continuous CPD should be provided for all practitioners at pre-school, primary and secondary levels in order to:
  - share best practices in minority language immersion and Gaelic-medium teaching; and
  - achieve excellence and consistency in the way all teachers (including subject teachers) develop and support their pupils' bilingual language and literacy learning in GME.

## Comparison of Language Models for Pupils 2012

- *Bòrd na Gàidhlig* and *Education Scotland* should collaborate to actively encourage more use of networks such as GLOW to ensure all GM teachers/practitioners have access to new resources and training.
- *Bòrd na Gàidhlig* should consider establishing a team or network of experienced GM teachers/practitioners who could provide support and advice to GM and GL teachers at all levels of Gaelic-medium provision.
- Practitioners should be encouraged to use IT more effectively as a tool for sharing best practice between schools and Local Authorities through, for example, Virtual Learning Environment (VLE), Skype and video conferencing.
- Gaelic language programmes should be developed to support children with learning needs and who may require specific language support.
- *Bòrd na Gàidhlig* should consider how best to provide Gaelic language instruction and support to 'latecomer' pupils so that they can join GME at any stage.
- Provision should be made to give extra Gaelic language support to Gaelic learners in order to help them move into Gaelic medium education.
- *Bòrd na Gàidhlig* should consider piloting the introduction of a CLIL approach to modern language teaching as part of GM provision at primary and/or secondary levels. Such an initiative should be monitored and evaluated in order to determine whether such a model could gradually be developed more widely.
- *Bòrd na Gàidhlig* should initiate a wide ranging review of Gaelic Learners in the Primary School and in the Secondary School, in order to evaluate the effectiveness of such provision and identify how best such provision should exist and be supported in parallel to GME. The Bòrd should also consider the possibility of introducing a CLIL approach to the use of Gaelic as a medium of instruction for selected curriculum subjects in non GM schools.
- Following Curriculum for Excellence guidelines, secondary schools should be encouraged to integrate Gaelic or minority culture into more curricular areas and extra-curricular work.

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