A Chàirdean,

’S e sgìoba o Oílthigh Dhùn Èideann a th’annain a tha a’ rannsachadh mar a tha clann a tha dà-chànanach ag ionnsachadh Gàidhlig agus Beurla agus dè tha duilich dhaibh mu na cânain seo.

Sa pròiseact seo, tha sinn a’ deànamh sgrùdadh air mar a tha clann ann am foghlam tro mheadhan na Gàidhlig (FTMG) ann an Alba ag ionnsachadh Gàidhlig, gus an tèid againn air rudan a tha doirbh do chloinn a tha a’ dol tro leasachadh abhaisteach agus do chloinn air a bheil ciorram cânain (no air a dh’faoadadh ciorram cânain a bhith) a chomharrachadh.

Airson seo a fhreagairt, tha sinn ag amas air cloinn a thà ann am FTMG ann an Alba a thrusadh. Tha iad againn ann an clann eadar BS1 & BS5. Tha sinn a’ lorg clann a tha a’ dol tro leasachadh abhaisteach agus feadhainn mun deach draghain a thogail len cuid phàrantan, luchd-teagaisg agus/no ASNCOs mun leasachadh cânain sa phríomh-chànan aca (Beurla no Gàidhlig). Thèid an rannsachadh a dhèanamh air loidhne le co-labhairt bhidio aig am a tha freagairtech le na parantan. Gabhaidh na sgoilearan pàirt ann an tri seisean, 45 miodaidean gach fear – ann an Gàidhlig agus aon anam an Beurla. Sna seiseanan seo, iarraidh sinn orra faclan agus seantansan a labhairt agus a thuigsinn ann an Gàidhlig agus anam an Beurla, a’ cleachdadh deilbhann mar thaic. ‘S na gniomhan anns an b’ iad a’ labhairt, clàraidh sinn freagairtean na cloinne.

Thèid cuideachd iarraidh air paranta ceisteachan mu eachdraidh cânain a lionadh a-staigh a leigeas leinn fiosrachadh a thionail mu phàrrantan suathadh ri cânain a’ phàiste, an dà chuid airson Beurla agus Gàidhlig, eachdraidh ciorram cânain san teaghlaich agus draghain sam bith mu leasachadh cânain a’ phàiste anns an dà chànan. ‘S i Catriona Rennie, neach-taic-rannsachadh a thà dhà-chànanach (Gàidhlig agus Beurla) a tha ceum ann an saidheolais.

Mar thaing airson pàirt a ghabhail anns an rannsachadh, gheibh gach teachtach càrlasan

Dear parent,

We are a research team from the University of Edinburgh, looking at how bilingual children learn Gaelic and English and which areas of the languages are hard for them.

In this project, we are investigating how children in Gaelic-medium education (GME) in Scotland learn Gaelic in order to identify areas of difficulty for children with typical development and (at risk of) language impairment in these schools.

To address this aim, we plan to recruit children attending GME schools in Scotland. We are interested in children between P1 and P5. We are looking to recruit children with typical development and children whose parents, teachers and/or Additional Support Needs Co-ordinators (ASNCOs) have expressed concerns about their language development in their dominant language (be it English or Gaelic). The study is being conducted online by video conference during a time suitable for parents and children. Children will participate in three 45-minute sessions, in English and in Gaelic. During these sessions, we will ask them to produce and comprehend words and sentences in Gaelic and in English using picture props. In the tasks involving speaking, we will audio record the children’s responses. Parents will also be asked to complete a language history questionnaire that will allow us to collect information regarding the language exposure patterns of the child to English and Gaelic, any history of language impairment in the family and concerns about the child’s language development in both languages. Testing will be carried out by Catriona Rennie, a Gaelic-English bilingual research assistant with a degree in Psychology.

Participating families will be paid £15 Amazon Gift Voucher as an acknowledgement for their time and effort.
The success of this project depends on recruiting a sufficient number of children to allow us to understand how children attending GME develop their language skills in both Gaelic and English. One of the main outcomes of this project is the development of material in Gaelic to support pupils with typical development and with language difficulties in GME. This project is funded by Bòrd na Gàidhlig.

If you are interested in participating, please contact Miss Catriona Rennie at: crennie@exseed.ed.ac.uk

Thank you in advance for your time and help.

Yours sincerely,

Dr. Vicky Chondrogianni