

Ábhar

Teangacha

Téacs Éisteachta

Anna Ní Ghallachair, Stiúrthóir Ionad na dTeangacha, Ollscoil na hÉireann Maigh Nuad, ag labhairt faoina post.

Forbairt Bhreise

Alt le Frank McNally faoi fhoghlaim na Gaeilge (*The Irish Times*, 28 Lúnasa 2009).

Le caoinchead ó *The Irish Times*.

Ní cúrsa teagaisc ná plean ranga atá i gceist leis an ábhar samplach seo. Is **sampla** atá ann de na cineálacha tascanna a d'fhéadfaí a bhunú ar théacsanna éagsúla d'fhonn na hinniúlachtaí agus na scileanna atá á gcur chun cinn sa siollabas a fhorbairt. Moltar go gcuirfeadh teagascóirí an t-ábhar **in oiriúint dá gcuid mac léinn féin**.



Ionad na dTeangacha

Réamhobair

Beidh tú ag éisteacht le hAnna Ní Ghallachair, Stiúrthóir Ionad na dTeangacha in Ollscoil na hÉireann, Maigh Nuad, ag labhairt faoina post agus faoi fhoghlaim teangacha. Sula n-éistfidh tú leis an mír déan an réamhobair thíos.

Plé

Pléigh na ráitis thíos le do pháirtí:

- Is leor an Béarla mar theanga le do shlí a dhéanamh tríd an saol.
- Ní chuirtear mórán luacha ar an ilteangachas in Éirinn.
- Tá cumas níos fearr ag muintir mhór-Roinn na hEorpa i dteangacha ná mar atá ag muintir na hÉireann.
- Tá gné idirnáisiúnta ag baint leis an nGaeilge sa lá atá inniu ann.

Éisteacht

Éist leis an mír uair nó dhó agus déan iarracht na ceisteanna thíos a fhreagairt:

- Cad iad na gnéithe éagsúla dá post a luann Anna?
- Cad iad na príomhphointí a luann Anna faoi theangacha?
- Dá mbeifeá le ceist eile a chumadh le cur ar Anna, bunaithe ar an méid a deir sí, cén cheist a chumfá?
- An raibh aon deacrachtaí tuisceana agat ag éisteacht leis an bpíosa seo? Má bhí, cérbh iad? Cad iad na straitéisí atá ar eolas agat maidir le héisteacht le rudaí a bhfuil deacrachtaí tuisceana agat leo?

Léigh an píosa thíos faoi straitéisí éisteachta – cé acu den dá chur chuige éisteachta is mó a mbaineann tusa úsáid as?

Nuair a bhímid ag éisteacht bainimid úsáid as réimse straitéisí chun an teachtaireacht a thuiscint. Baineann cuid díobh seo leis an bpictiúr leathan i.e. ag fáil tuisceana ar an struchtúr iomlán, ag tuiscint míniú ginearálta, ag baint úsáide as eolas atá againn cheana féin chun ciall a bhaint as an teachtaireacht ('éisteacht bhunúis' nó *gist listening*). Baineann straitéisí eile le píosaí beaga den téacs a thuiscint agus a thabhairt faoi deara i.e. ag cloisteáil fuaimeanna ar leith, ag aimsiú focail ar leith, ag aimsiú píosaí beaga eolais srl. ('éisteacht mhionsonraíochta' nó *listening for detail*).

1. ‘tá mé i mo Leas-Dhéan’

Cén fheidhm atá ag an bhfocal ‘leas’ san abairt thuas? An féidir an focal a úsáid i slite eile? Pléigh.

Anois féach ar na nathanna seo – conas a chuirfeá Béarla orthu?

leas duine a dhéanamh
duine a chur ar bhóthar a leasa
leas a bhaint as rud

Anois ag baint úsáide as ‘leas-’ mar réimír, cuir Gaeilge ar na frásaí seo:

stepsister, stepmother, nickname, vice-principal, vice-secretary

Conas is fearr déileáil le fleiscín agus tú ag plé leis an réimír ‘leas-’? Ar cheart fleiscín a chur sna samplaí thuas?

2. ‘...Dámh na nEalaíon, an Léinn Cheiltigh agus na Fealsúnachta...’

Cén ghné den ghramadach atá i gceist sa fhrása thuas? Mínigh.

Féach ar na samplaí thíos. Conas a chuirfeá Béarla orthu? Abair i ngach cás cé acu an tuiseal ginideach uathu nó iolra atá i gceist.

Aontas na Mac Léinn
Lá na gCumann
Beár an Choláiste
Ceann na Roinne

Seachtain na nGiobal
Campas na hOllscoile
Oifigeach na Gaeilge
Cumann na gColáistí

3. ‘dhá theanga **dhéag**’

Cén fáth a bhfuil séimhiú ar an bhfocal ‘déag’ thuas? Pléigh an scéal agus ansin scríobh na samplaí thíos i gceart.

13 + lá	17 + tionscadal
15 + seachtain	19 + earráid
14 + bliain	19 + duine
12 + aiste	12 + frása

4. ‘dhá theanga dhéag á **múineadh**’

Bain amach na lúibíní as na frásaí thíos chun an struchtúr céanna a chur i bhfeidhm.

teanga amháin á (múineadh)

rang amháin á (múineadh)
ranganna á (múineadh)
doras á (oscailt)
fuinneog á (oscailt)
leabhair á (oscailt)

5. ‘scrúduithe’

An bhfuil difear idir ‘scrúdaithe’ agus ‘scrúduithe’? An bhfuil focail eile a leanann an patrún céanna? Pléigh agus cuir na focail seo in abairtí:

athraithe / athruithe
leasaithe / leasuithe
socraithe / socruithe

6. ‘ag tabhairt faoin Ghaeilge’

Cén leide a thugann an struchtúr thuas maidir le canúint Anna? Déan cur síos ar an méid atá ag tarlú ó thaobh na gramadaí de. Cad é an nós atá ag canúintí eile maidir leis an ríail chéanna?

7. Seo leaganacha a bhí le cloisteáil sa mhír. Déan iarracht na lúibíní a bhaint amach agus na foirmeacha cearta a scríobh.

Dámh (an Léann Ceilteach)
Dámh (an Fhealsúnacht)
leath ár (cuid + am)
i mBéising (an tSín)
faoi cheann (bliain)
ag déanamh (ionadaíocht)
ag déanamh (measúnú)
muintir (an Eoraip)
ag cailleadh (tráchtáil)
Ionad (na teangacha)
ar chumas (na baillstáit)

Iarobair

Plé

- ‘...daoine a thagann as cúlraí difriúla teanga tuigeann siadsan go gcaithfidh tú teangacha iasachta a bheith agat le cumarsáid cheart a dhéanamh le daoine...’ An aontaíonn tú leis an ráiteas seo? Pléigh le do ghrúpa.
- ‘...is dócha go gceapann daoine mar go bhfuil Béarla acu nach bhfuil gá acu le teangacha ar bith eile...’ An aontaíonn tú leis an ráiteas seo? Pléigh le do ghrúpa.

- ‘...tá scrúduithe curtha le chéile againn do dhaoine fásta atá ag tabhairt faoin Ghaeilge agus atá ag iarraidh teastas a bhaint amach ag taispeáint go bhfuil leibhéal áirithe acu sa teanga...’ Cad é an tábhacht a bhaineann le teastas nó aitheantas agus tú ag foghlaim teanga, dar leat?

Tascanna

- Faigh amach níos mó faoi: (i) Teastas Eorpach na Gaeilge (TEG) nó; (ii) *Surveylang* agus scríobh cuntas ar an eolas a bhailíonn tú.
- Faigh eolas ar an idirlíon faoi fhoghlaim na Gaeilge thar lear agus scríobh tuairisc ghearr ar an méid a fhoghlaimíonn tú.
- Beidh tú ag léamh ailt leis an scríbhneoir Frank McNally. Scríobh sé cuntas in *The Irish Times* ar a thaithí ag foghlaim na Gaeilge in Oideas Gael i gCo. Dhún na nGall. Sula léifidh tú an t-alt déan an réamhobair thíos.

Réamhobair

Luann Anna daoine atá ag foghlaim na Gaeilge thar lear agus san Ollscoil. Cad iad na cineálacha difriúla foghlaimeoirí Gaeilge atá ann? Cad iad na cuspóirí agus na cúiseanna a bhíonn acu? Déan liosta agus próifíl díobh agus ansin pléigh na ráitis seo faoi fhoghlaim teanga:

- Tá daoine áirithe agus tá bua acu chun teanga a fhoghlaim.
- Tá teangacha áirithe atá níos deacra ná a chéile le foghlaim.
- Is teanga dheacair í an Ghaeilge le foghlaim.
- Tá sé níos fusa teanga a fhoghlaim nuair atá tú i do leanbh seachas nuair atá tú i do dhuine fásta.
- Dá mhéad teangacha atá agat is ea is éasca a fhoghlaimeoidh tú cinn eile.

Léamh

Anois léigh an t-alt ina ndéanann Frank McNally cur síos ar a chuid iarrachtaí an Ghaeilge a fhoghlaim. Nuair a bheidh an t-alt léite agat pléigh na ceisteanna seo:

- Cad iad na tuairimí éagsúla i leith fhoghlaim na Gaeilge a nochtar san alt?
- Cad iad na cineálacha éagsúla dearcaí sóisialta agus cultúrtha i leith na teanga a léirítear san alt?
- Cén éifeacht atá le meafar na seandálaíochta san alt?
- Cén cineál stíle a mbaineann an t-údar úsáid aisti?

Iarphlé

- ‘...*I desperately waved the metal detector around the area where I thought the Irish was hidden and it just refused to beep....*’ An mbraitheann tusa mar seo ar uairibh? Cathain?
- ‘...*At least I have a better idea now what to say to someone who asks me why...*’ Cad iad na cúiseanna atá agatsa leis an nGaeilge a fhoghlaim ar an tríú leibhéal?
- ‘...*But I also know how steep the learning curve will be...*’ An bhfuil an cuar foghlama géar, dar leat féin?
- ‘...*every Irish noun has a gender, with grammatical consequences. Naturally, logic is no help in remembering which is which....*’ An bhfuil loighic ann, dar leat? Cad iad na patrúin atá ann chun cabhrú leat fios a bheith agat an bhfuil focal firinscneach nó baininscneach?

Téipscript

A Anna, inis dom mar gheall ar an ról atá agatsa in Ollscoil na hÉireann, Maigh Nuad.

Bhuel, ar dtús, tá mé i mo stiúrthóir ar Ionad na dTeangacha san Ollscoil, agus chomh maith leis sin, tá mé i mo Leas-Dhéan ar Dhámh na nEalaíon, an Léinn Cheiltigh agus na Fealsúnachta.

Agus tá gné ana-láidir idirnáisiúnta ag baint le do phost mar stiúrthóir ar Ionad na dTeangacha. An bhféadfá cúpla focal a rá mar gheall air sin, le do thoil?

Is féidir. Tá muid ag múineadh na dteangacha – tá tuairim is dhá theanga dhéag á múineadh againn faoi láthair anseo. Is dócha go gcaitheann muid leath ár gcuid ama ag obair ar chúrsaí Gaeilge agus ansin an leath eile ag teagasc na dteangacha eile. Maidir leis na cúrsaí Gaeilge tá scrúduithe curtha le chéile againn do dhaoine fásta atá ag tabhairt faoin Ghaeilge agus atá ag iarraidh teastas a bhaint amach ag taispeáint go bhfuil leibhéal áirithe acu sa teanga, agus Teastas Eorpach na Gaeilge an t-ainm atá ar na scrúduithe sin nó ar an teastas sin. Agus tá ionaid bunaithe againn thar lear don teastas sin – ionaid scrúdaithe i bPáras, i bPrág, i Nua-Eabhrac, i Londain, chomh maith le in Éirinn féin. Agus beidh Ionad don Teastas Eorpach againn i mBéising na Síne faoi cheann bliana nó mar sin. Chomh maith leis sin, tá mé ag obair ag déanamh ionadaíochta ar son rialtas na hÉireann sa Bhruiséil ar thogra a bhfuil *Surveylang* air, atá ag déanamh measúnaithe ar chumas na mballstát sna teangacha iasachta. Agus sílim gur sin é go bunúsach an obair a bhíonn mé ag déanamh thar lear den chuid is mó.

An gceapann tú go bhfuil difríocht ana-mhór idir an dearcadh a fheiceann tú i measc mhuintir na hEorpa maidir leis an luach a bhaineann le teanga agus an dearcadh atá ag muintir na hÉireann?

Sílim go bhfuil. Is dócha gur ceann de na deacrachtaí atá againn, agus is buntáiste é ar ndóigh fosta, ar bhealach, ná go bhfuil an Béarla chomh láidir is atá sé sa tír seo. Is míbhuntáiste atá ann sa mhéid is go gciallaíonn sé go n-éiríonn daoine falsa mar go minic is féidir bualadh le daoine, cineál, ar fud an domhain a bhfuil Béarla acu. Ní hé sin le rá go bhfuil Béarla maith acu nó gur féidir cumarsáid an-mhaith a dhéanamh leo trí Bhéarla, ach mar sin féin is dócha go gceapann daoine mar go bhfuil Béarla acu nach bhfuil gá acu le teangacha ar bith eile. Daoine a thagann as cúlraí difriúla teanga tuigeann siadsan go gcaithfidh tú teangacha iasachta a bheith agat le cumarsáid cheart a dhéanamh le daoine. Agus mar shampla, tá sé cruthaithe anseo sa tír seo go bhfuil muid ag cailleadh oibre agus ag cailleadh tráchtála mar gheall ar nach bhfuil go leor cumas teanga againn. Tá obair déanta ag an Ollamh Deirdre Hunt as Ollscoil Chorcaí, mar shampla, a chruthaíonn nach bhfuil an cumas teanga againn, mar shampla, sa Ghearmáinis, nó sa Spáinnis, nó sa tSínis, is ba chóir a bheith againn.

Téacs

In a chip shop in Killybegs last week, the young one behind the counter asked me if I was on holidays in the area. So I told her yes and no: that it was a working holiday, because I was doing an Irish course out in Glencolmcille.

At which news she paused just long enough to sprinkle salt and vinegar on the question that was coming. And then, in a withering Donegal accent, she said: “Why?” If the baldness of the query hadn’t caught me off balance, I might have explained that, well, for good or bad, I thought Irish was part of what we are. That ever since scraping a Leaving Cert pass in it, I had considered the language unfinished business: to which I would return one day. I might have added that, mainly by geographic accident, my children were now attending Gaelscoil and I felt the need to be supportive. And I might even have suggested facetiously that the comedian Des Bishop had shamed me into it by demonstrating how a mere Yank could achieve fluency in Irish from scratch. But I didn’t say any of these things, because the obvious depth of the questioner’s feelings had thrown me. “You’re not an enthusiast for the language, so?” was all I could manage.

She gave me my fish and chips and said, even more witheringly: “You couldn’t pay me to study Irish again.” There were times, mid-course, when I too wondered why I was subjecting myself to it voluntarily. After a brief conversation with the triage nurse, I had been diagnosed as a “level four” case: the exact middle of the range of classes offered for adults by Oideas Gael. But as the week developed, I often thought I should have swallowed my pride, pretended that 12 years of school never happened, and started anew with the foreigners, nordies, and former conscientious objectors in Level 1. Among the non-language courses also offered by Oideas Gael is an annual “archaeology week”, inspired by Glencolmcille’s great wealth of antiquities. I missed that, but my Irish course was something similar. By putting me in level four, the school clearly thought that, based on what was known of its past, a week-long excavation of my brain would surely turn up something valuable. I was optimistic too at first.

Secretly I hoped we might stumble upon an ancient treasure trove of buried Irish, like one of those pre-Christian sites that halt work on motorways. I imagined our course being interrupted while experts were called in to admire the miraculous fluency I had recovered after three days, including words of rare south Ulster Irish previously feared lost to the language. Sadly, this didn’t happen. The dig revealed the usual shards of useless pottery (“ba mhaith liom cupán tae”, etc), some evidence of an extinct way of life (“bosca teileafóin”, “m’asal beag dubh”), and the remains of what may once have been complex grammatical structures. But we never found anything important enough to stop the bulldozers. Our teacher Bláithín was endlessly patient, endlessly creative in devising games and dramas to coax whatever vocabulary we had out of us and make us forget our embarrassment at the state of it. She urged us to abandon our “bagáiste”. We had a lot of *bagáiste*

relating to Irish, she said, and we needed to leave this outside the door and treat the language like any other. But this was easier said than done.

On the occasions I was forced to tell the class about myself, as Gaeilge, it was painfully obvious that I sounded like the village idiot; and the shame was worse for believing there was no excuse. “Me born and grow up in Monaghan, but me live in Dublin this day,” I would hear myself saying, as Bláithín nodded and told me I was great. “My have three child. Me like football. Football plenty good.” And those were my better moments. There were others when I couldn’t think of anything at all to say; when I desperately waved the metal detector around the area where I thought the Irish was hidden and it just refused to beep. At such moments, it was like primary school all over again: all I was missing was short trousers and a snotty nose. There’s some baggage you couldn’t lose even in Heathrow Terminal Five. Despite all of this, I survived the week. And apart from the occasional flashbacks, I seem not to have suffered major psychological damage. So, having begun the process of re-learning Irish, I’m determined to continue. At least I have a better idea now what to say to someone who asks me why. But I also know how steep the learning curve will be. Did I mention genders? One of the many things I had forgotten was that every Irish noun has a gender, with grammatical consequences. Naturally, logic is no help in remembering which is which.

Contrary to what you might think, for example, “steak” is feminine; whereas “salad” is not. Most pastimes are feminine too, including boxing, wrestling, football, and parachute jumping. But the brief list of masculine pursuits includes yoga. And there’s worse. The aforementioned “bagáiste” is masculine, which is just about understandable. So are both “fish” and “chips”, and I can relate to that too. But bizarrely, “cailín” is also masculine: which makes no sense at all, although it does perhaps throw some light on why that young woman in Killybegs had issues with the language.

Le caoinhead ó *The Irish Times*.

From Acholi to Zulu, Ireland a land of over 167 languages

CARL O'BRIEN, SOCIAL AFFAIRS CORRESPONDENT

More than 167 languages are being used in Ireland, according to research conducted by academics at the National University of Ireland, Maynooth.

The list of languages, ranging from Acholi – spoken in Uganda and Sudan – to Zulu, was based on research with translation firms, schools and the Office of the Refugee Applications Commissioner.

Anne Gallagher, director of the language centre at NUI Maynooth and president of the Irish Association for Applied Linguistics, said they expected a high number of languages but were surprised at the results.

“When you ask most Irish people how many languages are used here, they expect the figure to be around 30 or 40. I expected

between 100 and 130 languages. But I don't think anyone expected 167,” she said. The languages are used by 160 nationalities. Regional dialects were excluded.

“Many African countries, such as the Congo, have many languages as opposed to dialects. The definition of a dialect is open to interpretation. Some people say a dialect is a language without a navy or army, but from a linguist's point of view languages are quite distinct from each other,” she said. The new linguistic diversity of Ireland will raise many issues for authorities, in particular what accommodation will be made for the original language of foreign students, Ms Gallagher said.

A conference on the new languages of Ireland at NUI Maynooth yesterday heard that the lack of translation services was a serious issue for thousands of migrants based here.

Mary Phelan, a lecturer at Dublin City University's school of applied language and intercultural studies, said there was a “huge” demand for interpreters by State authorities, but little focus on the standards of translation.

In areas such as the courts, Garda stations or health services, the consequences could be serious. “People offering their services don't always see a need for training because authorities are not looking for standards,” Ms Phelan said.

The need for quality English-language tuition for students at all education levels was another urgent issue, said Mary Ruane, director of the applied language centre at UCD.

“We have to ensure they get good quality English language tuition,” she said.

List of languages used in Ireland: page 9