Comasan Labhairt ann an Gàidhlig

Nicola Carty
Oilthigh Ghlaschu

Rannsachadh na Gàidhlig 10
CEFR
Common European Framework of Reference for Language Learning and Teaching

SCEMIC
Siostam Chumanta Èòrpaich airson Teagasc agus Measadh Ionnsachadh Chànan
Siostam Chumanta Eòrpaich airson Measadh Ionnsachadh Chànan

A
“Basic User”

A1
Breakthrough

A2
Waystage

B
“Intermediate”

B1
Threshold

B2
Vantage

C
“Proficient User”

C1
Effective Operational Proficiency

C2
Mastery
Pròiseact Tuairisgeulach

Measadh Coileanadh

Measadh Diagnosach

Oilthigh Ghlaschu
Luchd-ionnsachaidh inbheach an Albain

- Suirbhidhean nam measg, Taylor 2015-2017
  - ~2,900 – 3,500
  - Comas Labhairt 2017
    - 6.7% A1 no A2
    - 62.9% B1 no B2
    - 30.4% C1 no C2

Taylor 2017: 17
An corpas cainnt
Ceum 2: A’ faighinn a-mach an Ìre SCEMIC aig com-pàirtichean

Neach-Labhairt 1

Neach-Labhairt 2

Neach-Labhairt 3

C2

A1

B2
Dè tha cudromach do dh’oidean na Gàidhlig?

• Gnàthasan-cainnt
• Farsaing de structaran agus briathrachas
• Deagh bhlas agus deagh fhualaimneachadh
• Cleachdadh comharran conaltraidh
• Deagh smachd air diofar modhan-cànain
• Luaths cainnt iomchaidh
• Gràmar a tha gun mearachd
Còdadh dàta

• Co-mheas prìomh-chlàsa is clàsa cumhach (‘ratio of main clauses to subordinate clauses’)
• Farsaing briathrachas
  • MTLD
• Luaths cainnt
  • faclan/mionaid
• Minigeachd agus faide fosaidhean
• Comharran nan sgrùdaidhean gràmair
**Eisimpleir toraidhean cuibheasach, gnìomh sgeulachaidh**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Mean</th>
<th>Std. Dev</th>
<th>A2</th>
<th>B1</th>
<th>B2</th>
<th>C1</th>
<th>C2</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTLD</td>
<td>38.94</td>
<td>10.52</td>
<td>32.44</td>
<td>35.60</td>
<td>42.42</td>
<td>40.84</td>
<td>35.90</td>
</tr>
<tr>
<td>MLU words</td>
<td>8.83</td>
<td>2.44</td>
<td>5.24</td>
<td>8.68</td>
<td>9.27</td>
<td>9.55</td>
<td>10.90</td>
</tr>
<tr>
<td>PT/Duration = PT Ratio (converted to %)</td>
<td>58%</td>
<td>18%</td>
<td>38%</td>
<td>48%</td>
<td>61%</td>
<td>75%</td>
<td>74%</td>
</tr>
<tr>
<td>Utterances Per Minute</td>
<td>10.12</td>
<td>4.19</td>
<td>7.60</td>
<td>8.48</td>
<td>11.23</td>
<td>11.43</td>
<td>13.34</td>
</tr>
<tr>
<td>MLU seconds</td>
<td>7.02</td>
<td>3.00</td>
<td>9.66</td>
<td>7.97</td>
<td>6.49</td>
<td>5.66</td>
<td>4.50</td>
</tr>
<tr>
<td>MLR</td>
<td>2.78</td>
<td>0.59</td>
<td>3.15</td>
<td>2.66</td>
<td>2.68</td>
<td>3.03</td>
<td>2.67</td>
</tr>
<tr>
<td>Mean Length of Pause</td>
<td>1.18</td>
<td>0.58</td>
<td>2.04</td>
<td>1.41</td>
<td>1.03</td>
<td>0.80</td>
<td>0.74</td>
</tr>
<tr>
<td>Pauses/Minute</td>
<td>20.36</td>
<td>4.76</td>
<td>18.12</td>
<td>20.87</td>
<td>21.30</td>
<td>18.79</td>
<td>19.55</td>
</tr>
<tr>
<td>Disfluencies/Minute</td>
<td>4.88</td>
<td>3.67</td>
<td>5.04</td>
<td>5.03</td>
<td>4.76</td>
<td>4.91</td>
<td>3.76</td>
</tr>
<tr>
<td>Disfluencies/Utterance</td>
<td>0.57</td>
<td>0.48</td>
<td>0.78</td>
<td>0.66</td>
<td>0.54</td>
<td>0.41</td>
<td>0.29</td>
</tr>
<tr>
<td>MLR before repairs</td>
<td>32.81</td>
<td>39.67</td>
<td>9.49</td>
<td>25.24</td>
<td>35.84</td>
<td>48.65</td>
<td>38.50</td>
</tr>
<tr>
<td>Repairs/Words</td>
<td>0.07</td>
<td>0.06</td>
<td>0.14</td>
<td>0.08</td>
<td>0.06</td>
<td>0.05</td>
<td>0.03</td>
</tr>
<tr>
<td>Clauses/Utterance</td>
<td>1.77</td>
<td>0.55</td>
<td>1.25</td>
<td>1.58</td>
<td>1.82</td>
<td>2.17</td>
<td>2.01</td>
</tr>
<tr>
<td>Subordinate clauses/Total clauses</td>
<td>0.42</td>
<td>0.37</td>
<td>0.17</td>
<td>0.48</td>
<td>0.37</td>
<td>0.50</td>
<td>0.49</td>
</tr>
</tbody>
</table>
Ceum 2: Measadh oidean a rèir SCEMIC

Ceum 3: Measadh neo-chlaon air feartan cainnte fhoirmeile

Ceum 4: Tuairisgeulann mionaideach
Eisimpleir tuirisgeul mionaideach, Sgèile uile-choitcheann (Global scale)

…make(s) it easier to communicate the system to non-specialist users and provide(s) teachers & curriculum planners with orientation points. (CoE, 2001: 24)

Îre A2 SCEMIC

Can understand and use sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters, using the present and past tenses. Can ask about others’ likes and dislikes. Can describe in simple terms aspects of his/her background. Can use question words correctly, although may struggle to use correct structures. Can form questions in the present and future tense using the verb bi. Can use different forms of the definite article appropriately in the nominative and dative case, provided the gender of the noun is made clear.
### Sgèile do dh’oidean

<table>
<thead>
<tr>
<th>Level B1</th>
<th>“Sustained Monologue: Putting a case”</th>
</tr>
</thead>
<tbody>
<tr>
<td>General skills (from CEFR Companion Volume 2017)</td>
<td>Can express opinions on subjects relating to everyday life, using simple expressions. Can briefly give reasons and explanations for opinions, plans and actions. Can say whether or not he/she approves of what someone has done and give reasons to justify this opinion.</td>
</tr>
<tr>
<td>Fluency (Toraidhean ChLAG)</td>
<td>Planning is very evident: they are silent for around half the time they have the floor. Pausing is frequent, with a silence every 3 words. The speaker hesitates around 3 times in every sentence. The speaker does not usually need to repair or reformulate their message.</td>
</tr>
<tr>
<td>Complexity (Toraidhean ChLAG)</td>
<td>Sentences are long, up to about 10 words, and there is evidence of complexity with around one subordinate clause per sentence.</td>
</tr>
<tr>
<td>A1</td>
<td>A2</td>
</tr>
<tr>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>I can interact in a simple way if the other person is prepared to repeat or rephrase things more slowly and help me with what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.</td>
<td>I can communicate in tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.</td>
</tr>
</tbody>
</table>

### A1 (dreachd, stèidhichte air liostaichean Eequals)

<table>
<thead>
<tr>
<th>My priorities</th>
<th>I can do this</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can introduce someone, and use basic greetings and leave-taking expressions.</td>
<td></td>
</tr>
<tr>
<td>I can ask people questions about where they live, people they know, things they have, their hobbies etc. and answer such questions addressed to me provided they are articulated slowly and clearly.</td>
<td></td>
</tr>
<tr>
<td>I can indicate time by phrases like “an ath sheachdain”, “Dihaoine sa chaidh”, “san t-Samhain”, “trì feasgar”.</td>
<td></td>
</tr>
<tr>
<td>I can ask people for things and give people things.</td>
<td></td>
</tr>
<tr>
<td>I can make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.</td>
<td></td>
</tr>
<tr>
<td>I can say when I don’t understand.</td>
<td></td>
</tr>
<tr>
<td>I can very simply ask somebody to repeat what they said.</td>
<td></td>
</tr>
</tbody>
</table>
Duilgheadasan nan structaran

Nas doirbhe
Double Definite Article
Dual
Genitive with verbal noun
Possessive adjective
Genitive
Personal numerals
Inversion
Plural
DO Inversion
Dative
Subordination
Masculine definite article
Prepositional pronouns
Copula
Feminine definite article
VSO
Substantive verb

Nas fhasa
Cò
Dè
Ciamar
Cuine
Càite

Nas doirbhe

Nas fhasa
Dè tha ri thighinn?

Sgèilean do luchd-ionnsachaidh:
  Griod fèin-mheasadh – gu math farsaing
  Liosta-dhearbhaidh, a’ gabhail a-steach structaran, briathrachas, agus gnàthasan-cainnt

Sgèilean do dh’oidean:
  Sgèile uile-choitcheann (Global scale)
  3 sgèilean fa leth airson:
    Còmhradh no eadar-obrachadh
    Monolog: ag innse sgeulachd
    Monolog: a’ dèanamh argamaid
Co-dhùnadh

• Slat-tomhais airson stùireadh – *Common European Framework of Reference*

![Avoid Bias Sign](image)

• Cuideachail airson comas eadar cùrsaichean agus cànain eadar-dhealaichte
Mìle taing

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<table>
<thead>
<tr>
<th>Ainm</th>
<th>A’ fuireach</th>
<th>Obair</th>
<th>A’ dol dhan obair...</th>
<th>Thàinig a dh’Alba</th>
<th>Tidsear Gàidhlig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felix</td>
<td></td>
<td>Anns a’ chàr</td>
<td></td>
<td></td>
<td>Catrìona Nic A’ Ghobhainn</td>
</tr>
<tr>
<td>José</td>
<td>Tidsear</td>
<td></td>
<td></td>
<td>Anns an Dùblachd</td>
<td></td>
</tr>
<tr>
<td>Natasha</td>
<td>Dùn Èideann</td>
<td></td>
<td></td>
<td>Iain Dòmhnallach</td>
<td></td>
</tr>
<tr>
<td>Mohammed</td>
<td></td>
<td>Anns a’ chàr</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophie</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Bìdh, bidh lain a' choinneamh.
Gníomhan: Atharrais Às-tharraingte