

HGIOCLD – How Good Is Our Community Learning and Development

Gaelic Family Learning Appendix

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Appendix 1

Gaelic Family Learning

Gaelic Family Learning (GFL) is an initiative that's been set up to help parents and guardians of children going through Gaelic Medium Education. GFL aims to benefit the lives of the adults with tailor made one to one session to strengthen their Gaelic (reading, writing, listening, and speaking skills.) The tutor offering this support is a native Gaelic speaker and adult literacy and numeracy apprentice. The tutor wishes to empower the adults and to give them the confidence they need to use the Gaelic language with their family.

Initially a pilot study was conducted between three primary schools in Comhairle nan Eilean Siar (Tong, Laxdale, and Stornoway). An email was circulated to the head teachers at these schools to make them aware of the offer. A group call was then sent out to all the parents of these three schools to let them know that Gaelic support was available. Research (Milbourne, 2005) has identified that community learning workers are able to assist parents and inspire them to get involved in their child's school. The parents often have a better understanding of the local area and a lot to offer the school. It is also possible to act as mediators by having discussions with families and the school, and signposting parents to the relevant services (Timmons & Pelletier, 2015).

The tutor was in regular attendance at Sgoil a' Bhac, Sgoil an Rubha and Bun-sgoil Lacasdail (Laxdale Primary School) helping the school children prepare for the local Mod and familiarising herself with the teachers to raise awareness of the offer. Over time Gaelic Family Learning was extended to all the schools in Comhairle nan Eilean Siar.

'Thig a' Chluich' (Gaelic play sessions for preschoolers and their parents/carers) staff often speak to adults who also require support with their Gaelic, they refer the tutor to the and the tutor makes contact. Parents from events such as BookBug and Luach festival would get in contact too for support. Working alongside parents is known to be an asset for schools, pupils, and all within the community (Willemse et al., 2018) due to the fact that parents have an important role throughout education. Education Scotland (2016, p.4) has debated that family learning can have an effect on 'closing the poverty related attainment gap' and lead to 'improvements in parental confidence and parenting skills.'

As the profile of Gaelic Family Learning continued to grow, the schools in Uist were keen for the tutor to go down to meet parents who could benefit from support. GFL was also made available to Sgoil-Àraich (nursery) staff to improve their Gaelic in the workplace.

Appendix 2

How Good is our community learning case study

Due to the success of GFL a decision was made to produce a case study using the 'How good is our community learning and development?' (HGIOCLD). The HGIOCLD framework was selected as an effective way of evaluating the offer. It can allow for a better understanding of GFL's strengths and highlight any opportunities for improvements to the service. It will help identify if learners are progressing during their learning journey, and it will also give the practitioner the opportunity to reflect and self-evaluate their methods of support. The HGIOCLD framework is the framework used by CLD. The framework comprises quality indicators that will be regularly checked to review and reflect upon the GFL offering.

When discussing the challenge questions, it became clear that there was no baselining system in place to track the student's learning journey. Therefore, the tutor created her own levelling system to monitor how the learner was progressing. There are six levels (-, a,b,c,d,e) the first level indicates zero Gaelic, whereas the most advanced level of Gaelic is at level 'e'. A key that explains the baseline levelling can be found on the following page. It is hoped that over time the learner will progress up each level. Their learning will be reviewed periodically to assess how they are improving.

Within the HGIOCLD framework there are challenge questions to help reflect upon and improve the practice, we selected quality indicators:4.1 and 4.2, which ask about:

- Delivery of community development
- Delivery of Community learning

Appendix 3

Delivery of community development

Within the section of 'delivery of community development' the practitioner has focused on the 'effective relationships' section.

Effective relationships need to be built on a mutual trust which starts off with clear communication at the beginning when doing the initial interview and later when delivering a learning session. In the initial stages emails are usually sent back and forth between the learner and practitioner to identify what the learner is looking to get out of their experience. As the sessions are tailored around the learner's needs, it will allow for them to feel more at ease and central to what they are learning. These sessions are also non formal and are carried out online to allow the learner to feel comfortable in their own setting. Over time it is hoped that these methods will continue to strengthen the level of trust.

From the get-go communication is clearly written in emails, using English and not Gaelic as the learner may not be at a level where they can read Gaelic yet. Emails are sent from the tutor each week with a link to the meeting on Teams. There is also clear verbal communication between the tutor and learner throughout.

At the end of the lessons a record of learning is used to keep track of how the learner has progressed. We can view the learner's progress from looking at the baseline system found in page 11.

The relationship the practitioner has with the student is one of respect where both parties come together in a civil and well-mannered way. The tutor supports and encourages the student in their learning journey and delights in seeing the learner improve over time.

These one-to-one sessions are available to inhabitants of Comhairle nan Eilean Siar, they are done online over 'Teams' to make them as inclusive as possible for those who cannot attend a class in person or live in remote areas.

By adapting these sessions to meet the needs of the learner the tutor is being equitable as each person is different and changes can be made to make the sessions more suited to each individual learner.

Appendix 4

Challenge Questions – delivery of community development - effective relationships

Challenge questions were used to help the practitioner evaluate how effective they are in their delivery of community development.

1) How well do we plan our community capacity building offer so that it is clearly based on the identified needs, priorities, and aspirations of all stakeholders?

First of all, the tutor looks into the learner's goals when they do their Individual Learning Plan (ILP) over time there will be a review with the learner to find out if their learning needs have changed and to assess their progress. Session recordings are also used at the end of lessons to ask the learners how they feel their session went.

7) How do we know our relationships with communities are respectful, inclusive, equitable and built on mutual trust?

Learners keep coming back for more sessions and they talk positively about their learning experience and leave good feedback for their record of learning. The tutor works in a respectful manner, the learners are also respectful. The lessons are inclusive and take place digitally on Teams so that individuals throughout Comhairle nan Eilean Siar can access this offering. These sessions are equitable as the tutor gives the learners assistance with things they would like to learn and not what the tutor thinks they should be learning. Equity is different from the word equality as equality means to give everyone the same type of lesson whereas equity is where adaptations are made to tailor work so that it specifically fits the need of each person.

9) How successful do we work with partners, including community organisations and activists, to develop policies, plans and services?

In the initial stages of Gaelic Family Learning a pilot study was conducted between three schools in Comhairle nan Eilean Siar: Tong, Laxdale, and Stornoway Primary. The teachers at these schools were made aware that this offering was available to parents of children in the Gaelic medium and latterly this offering has been extended to all schools in Comhairle nan Eilean Siar.

The offer was also made available to the nursery staff in Comhairle nan Eilean Siar, parents from children in nurseries are also entitled to GFL support.

Appendix 5

Delivery of community learning

Design and delivery – Even though the lessons are on Teams, the learners are all working on different aspects of GFL. The social practice model is being followed to allow for giving the person what they need and not what the tutor thinks they need.

Learner involvement – Learners are free to comment on their learning, not only at their planning and feedback stages. It is always useful to get learner feedback to allow the tutor to see what improvements/ changes can be made to better suit the student's needs.

Opportunities to achieve and progress – The tutor created her very own baselining system which enables her to track learner's progress.

Appendix 6

Challenge questions - Delivery of community learning

Challenge questions were used to help the practitioner evaluate how effective they are in their delivery of community learning.

1) How well do we review our pathways to ensure they are aligned to national and local priorities, address persistent and systematic inequalities, and can adapt to changing needs?

The priorities suggest that there is a clear need for more Gaelic speaking nursery staff in Comhairle nan Eilean Siar who can communicate with parents and support them with the language.

4) How well do we ensure the learning we offer is designed and delivered to a high standard and provides a high-quality learning experience?

The practitioner is a native speaker who follows the social practice model of delivery to help learners. She regularly refreshes her own learning through continuing professional development, one of the courses she attended was Gaelic tutor training through UHI Outer Hebrides.

7) How well do we use flexible approaches to learning, including digital technologies to enable learning in a place and at a time that meets learner needs, is safe and supports their aspirations?

Learning takes place using digital technologies to reach as many learners as possible. We mainly communicate via email and Teams; lessons take place at a suitable time for the learner. The practitioner is flexible with their approach and supports the learners achieve their desired learning goals. The baselining system is used to track the learner's progress.

8) How successfully do we use learner and other stakeholder feedback to improve the learner offer? Once we receive the feedback, we can then make adaptations to the offer to make it more effective. Currently I am the only Gaelic tutor providing this offering.

9) How well do we ensure learners are actively engaged in shaping their own learning and in the wider service design and improvement? By always welcoming the learner's comments and discussion. Some of their suggestions aren't possible but can be passed on to the line manager.

10) How well do we enable learners to identify, work towards and meet their personal goals? We commence by chatting calmly over a cup of tea in non-formal informal environment. I fill out their Individual Learning Plan which helps establish their short and long term goals and to see if there are any potential barriers which could hinder their learning.

11) How well do we support learners to identify, plan and secure progression? We created a baselining system to identify what level the learner would be starting at and to keep track of their progress. From identifying what level the learner is at we can plan and secure their progression by assisting them with what they need most support with.

12) How well do we recognize and celebrate achievement and attainment? Prior to covid we used to host an annual learner's ceremony to celebrate the achievement and attainment of the learners.

Appendix 7

The baselining system

A baseline is a starting point used for comparisons. For this case study a baseline scoring system was developed to try and identify and monitor the level the learner is at with their reading, writing, listening, and speaking. It is not an official scoring system recognised by schools, but one for personal reference to keep a note of how learners are progressing over time. Questions were also asked to gain feedback from the learners on how they thought they were improving and to see what additional support they would like to receive. The Service Manager advised on which questions to ask and how to set up the baselining system which had to be tweaked a few times.

The statements from the learner are also of great importance to find out the thoughts of the learners. Assessments were written up with reference to the ESOL Initial Assessment pack which was written in 2010 to support practitioners to undertake initial assessment with their learners. Its aim is to help standardise initial assessment approaches, so that the learner can be placed in the appropriate provision. It was decided to take the approach of assessing the learner, deliver the learning session, re-assess the learner and plot where they are on the baseline.

The baseline levelling is split into five levels, someone with no Gaelic will begin at level zero and the most advance learner will progress up the rankings till they reach level 5 where they are simply trying to fine tune their Gaelic in which they will be more or less fluent.

	Baseline Levelling
-	No Gaelic
A	First stages of learning Gaelic where we can focus on learning phonics.
B	Fairly new to Gaelic, knows a couple of words. Looking to learn numbers 1-10, colours, days of the week ect.
C	Looking to learn every day phrases and has a grasp of some key vocabulary.
D	Looking to learn about grammar and is able to string some sentences together.
E	Looking to fine tune their Gaelic and to get some practice using it so they feel more confident.

p1-7	Meaning of the level
0	pre school
1	Primary 1
2	primary 2
3	primary 3
4	primary 4
5	primary 5
6	primary 6
7	Primary 7

This other levelling system (P1-7) refers to primary school class one to seven. This levelling system has been put in place to show which level I believe the learner to be at in comparison with what is expected of learners of these primary classes.

Appendix 8

The Gaelic Family Learning approach

- Once a learner contacts the tutor for Gaelic support, she sets up a meeting with them on Teams for an informal chat. This is to help identify which area of Gaelic they would like most support with. Learning is likely to take place when learner's goals have been identified (Duckworth & Ade-Ojo, 2016).
- A note of their details will be kept alongside their evaluation form.
- The lessons are student led and can last from 20 minutes to an hour depending on the individual's needs.
- The learner's progress is monitored and noted at the end of the lesson.
- Meetings with the parent or nursery worker will usually take place once a week until they feel confident enough to get by without the support. Individuals can dip in and out of these informal meetings as they please.

Appendix 9

Method

The method for this case study involved selecting three Gaelic Family Learning participants. Then a one-to-one study was carried out with them. This was selected instead of a larger focus group so that the individuals could clearly get their personal views across. Two of the respondents were parents and one was a nursery worker. Each person had different requirements when it came to improving their Gaelic.

First of all, the structured questions were asked, these can be located on page 9, these questions were more personal to the learner to get their own opinions.

Secondly the reading, writing, listening, and speaking questions were asked for baseline levelling purposes. With these baseline questions in the appendix section enabled the tutor to determine which level they were at.

As this is an ongoing case study the plan is to refine and reassess the process over time to gauge the learner's progress.


Appendix 10

Reading, writing, speaking and listening evaluations

Each learner was asked questions to the tutor to determine what level they are working at regarding reading, writing, speaking, and listening in Gaelic.

- Respondent 1, a relief nursery worker who wanted to improve her Gaelic and have the confidence to use it in the workplace.
- Respondent 2, a parent of two young children, one has recently started primary school and the other is attending nursery in Gaelic. She would like to improve her Gaelic to better support her children who are also learning the language.
- Respondent 3, These parents are new to the language. Their son will be going in to P1 GME after the summer.

Baseline levelling:

Baeline Levelling Key		
-	No Gaelic	Novice
A	First stages of learning Gaelic where we can focus on learning phonics.	
B	Fairly new to Gaelic, knows a couple of words. Looking to learn numbers 1-10, colours, days of the week ect.	
C	Looking to learn every day phrases and has a grasp of some key vocabulary.	
D	Looking to learn about grammar and is able to string some sentences together.	
E	Looking to fine tune their Gaelic and to get some practice using it so they feel more confident.	

Respondent 1		Respondent 2		Respondent 3	
Topics	Level	Topics	Level	Topics	Level
Speaking and listening	C	Speaking and listening	D	Speaking and listening	A
Reading	B	Reading	D	Reading	-
Writing	A	Writing	B	Writing	-

1. **Speaking:** She can hold a Gaelic conversation now and is working at level C as she finds D too hard.
Reading: She can read level A and answer the questions. She could read parts of level B and just about figure out the answers. When the text is read out to her it's easier for her to answer the questions, so she does know the words but struggles a wee bit with reading them.
Writing: level A – Basic sentences.

2. **Speaking:** Currently she is at level D, but it would not take much for her to progress to the next level. She has been doing some Gaelic classes through Sabhal Mòr Ostaig and so has a good grasp of basic conversational Gaelic.
Reading: E is too difficult for her. She struggled with some of the words and some pronunciations but was able to understand the text and answer the questions.
Writing: She was able to write a few short paragraphs, there were some spelling errors but most of it was understandable.

3. **Speaking:** A- they are good at remembering words I teach them but are still in the early stages.
Reading: Even though I read some children's books out to them, they are unable to read the language themselves.
Writing: They prefer to focus on verbal learning rather than writing skills, so they were unable to complete the writing tasks.

Appendix 11

Structured questions

The first learner was referred to us from the Job Center at the end of 2022. She studied Gaelic as a learner during her time in school but had since lost her confidence in it. She thought that by receiving Gaelic support it could increase her likelihood of finding permanent nursery work. The tutor contacted her to set up an informal meeting on Teams to get a better idea of which aspects of Gaelic she would like most help with. In the beginning the focus was more on useful words and phrases she could utilise in the nursery setting. Since participating in the HGIOCLD case study and doing the reading assessment she decided she wanted to brush up on her reading skills at her weekly lessons. By prioritising her reading, it is hoped that her baseline level will increase by the time she is next tested. Below are the structured questions that were put to her:

- 1) **What can be done to further your confidence in: Speaking, reading, writing and listening in Gaelic?** Speaking- Getting resources emailed over so I can go access them in my own time, as well as repetition.
Reading – reading small paragraphs would be helpful.
Writing – Needs help with spelling and word order.
Listening – Unsure.
- 2) **Do you feel more able to assist your children with their Gaelic? Give an example please.**
Yeah, for example I can ask questions like ‘A bheil thu ag iarraidh bainne no bùrn?’ (Would you like milk or water?)
- 3) **Would you be interested in joining a WhatsApp group for peer support?**
No
- 4) **What can we do to improve our service?** Nothing
- 5) **How would you rate the offering on a scale 1-5 (1 poor - 5 brilliant)** 5 – I think the offering is very helpful.

The ladies at ‘Thig a Chluich’ referred this parent to the tutor. The tutor proceeded to get in touch with this mother via Teams to get an understanding of what aspects of the Gaelic language she required support. In the beginning the woman was after everyday phrases that she could use with her kids. As time progressed and her Gaelic speaking improved, she chose to work on her Gaelic reading ability instead. The parent explained that she wanted to have the confidence to read Gaelic books to her children and be able to converse with them in the language as they are both going through Gaelic education. Now, each week she will produce a Gaelic book for the tutor to help her read and translate the words to give her a better understanding of the story. The tutor has noticed this learner has improved a lot since she started and believes that the baseline system will be a great way to assess and monitor her progress. The following structured questions were asked to the parent:

- 1) **What can be done to further your confidence in: Speaking, reading, writing and listening in Gaelic?**
We are trying to do more conversation in the classes as I feel speaking is the key.
- 2) **Do you feel more able to assist your children with their Gaelic? Give an example please.**
Definitely- The tutor helps me with Gaelic story books which I then read to the children. She has helped with numbers and shapes.
- 3) **Would you be interested in joining a WhatsApp group for peer support?**

I'm on loads of groups already and feel guilty for not contributing so probably not until Magnus goes to school.

- 4) **What can we do to improve our service?** I'm not sure
- 5) **How would you rate the offering on a scale 1-5 (1 poor - 5 brilliant)** 5

The final pair of respondents who took part in this case study also attended 'Thig a Chluich' events for preschoolers. These parents were new to life in Scotland. Their son would be beginning P1 in the Gaelic medium after the summer. As each GFL session is tailored to the needs of the learner these parents asked to receive support with their Gaelic conversational skills. The tutor covered a range of vocabulary with them, for example days of the week, numbers, shapes, animals, food and the names of their son's toys. The aim is to continue supporting them with their speaking and listening skills so that they can progress onto talking in sentences. This should give them the confidence to speak the language to their child once he begins in school. They are currently scoring quite low in the baseline levelling but if they continue attending their weekly lessons there should be an improvement at their next assessment stage. The parents were asked some structured questions to gain a better understanding of their needs:

- 1) **What can be done to further your confidence in: Speaking, reading, writing and listening in Gaelic?**
Keep practicing.
- 2) **Do you feel more able to assist your children with their Gaelic? Give an example please.**
Yes, I have learnt useful words and phrases that will help my child such as names for his toys and if he needs to go to the bathroom.
- 3) **Would you be interested in joining a WhatsApp group for peer support?**
No
- 4) **What can we do to improve our service?** Nothing
- 5) **How would you rate the offering on a scale 1-5 (1 poor - 5 brilliant)** 5 We are happy with the offering

Appendix 12

Reflection/ conclusion

Positives: Great getting positive feedback with can help pinpoint exactly what the individual would like to focus on so that I can better help them make an improvement.

Negatives: Parents have busy lives, so I think in future I will try and simplify the test a bit so that its less time consuming for them and to make it seem less like a test and more like an evaluation.

Things I would do differently: Not happy with the classification of P1-7, will speak to a teacher to gain feedback on my levelling in future. Next time I will speak to a teacher about baseline scoring.

Appendix 13

HGIOCLD - Speaking and Listening

- 1) Assessment– Reading, Writing, Listening, Speaking
- 2) Deliver session
- 3) Re-assessment
- 4) Plot what level they are at on base line (adult and child)

Ask for the spelling of names and addresses, which could help identify literacy learners (assessed from level a-e)

- A) Do you have a job, tell me about your job, where do you stay, describe where you live, does anyone live with you, tell me about them.

A bheil obair agad, innis dhomh mun obair agad, càite a bheil thu a' fuireach, cò ris a tha ... coltach, a bheil duine sam bith a' fuireach còmhla riut, innis dhomh mun deidhinn.

- B) What do you like doing in your free time? What are your plans for next week? How often do you speak Gaelic?

Dè as caomh leat a dhèanamh san ùine shaor agad? Dè tha thu ris an ath sheachdain? Dè cho tric 's a bhios tu a' cleachdadh Gàidhlig?

- C) What do you find difficult about learning Gaelic? How could you improve your Gaelic outside of this lesson? What do you need to become a successful language learner?

Dè tha doirbh dhut a thaobh ionnsachadh na Gàidhlig? Ciamar a b' urrainn dhut do chuid Gàidhlig a leasachadh? Dè a dh'fheumas tu airson a bhith soirbheachail nad ionnsachadh cànan?

- D) What do you think makes a good language learner? Some people believe that you are only good at a language if you sound like a native speaker. What's your opinion? What could be done to encourage more to take up the language?

Dè tha thu a' smaoinichadh a th' ann an deagh neach-ionnsachaidh cànan? Tha cuid a' smaoinichadh nach eil thu math air cànan ach ma tha thu fileanta, dè do bheachd? Ciamar as urrainnear togail agus ionnsachadh na Gàidhlig a bhrosnachadh?

- E) In your experience, how far do language classes prepare you for interaction with native speakers? What disadvantages are there in studying for an exam as opposed to studying for fun? → It is often said that experience is more valuable than qualifications. Do you agree with this?

Nad eòlas, dè an ìre gu bheil clasaichean cànan gad chuideachadh gus bruidhinn gu misneachail ri luchd fileantaich? Dè na h-eas-bhuannachdan a tha ann a bhith ag ionnsachadh airson deuchainn an taca ri bhith ag ionnsachadh airson spòrs? Bidh daoine tric ag ràdh gu bheil eòlas nas luachmhoire na teisteanasan. A bheil thu ag aontachadh ris a' bheachd seo?

Appendix 14

Reading (Story called 'Saorsa' by Kerry Anne Macleod)

"Reading the word and learning how to write the word so one can later read it are preceded by learning how to write the world, that is having the experience of changing the world and touching the world." ~ Paulo Freire.

-) Feasgar math, ciamar a tha thu? Dè tha dol? (*Good afternoon, how are you? What's up?*)

- 1) What time of day is the question being asked?
- 2) What are the questions in the text?

A) Leig Naomi às a бага agus thuit e chun an làir le brag, 's aig an aon àm leig i le a corp tuiteam lag air an leabaidh na chnap. Dh'fhuirich i an sin airson ùine, 's i cho sgìth ris a' chù às dèidh latha a' siubhal. Bha i air Glaschu a ruighinn mu dheireadh thall.

(Naomi dropped her bag and it fell to the floor with a bang, and at the same time she let her body fall weakly on the bed in a heap. She stayed there for a while, as tired as a dog after a day's travel. She had finally arrived in Glasgow.)

- 1) What did Naomi let go of?
- 2) What is Naomi lying on?
- 3) How is Naomi feeling?
- 4) Why is she feeling like this?
- 5) Which city has she reached?

B) Bha i air Glaschu a ruighinn mu dheireadh thall - saorsa, partaidhean, bùithean, balaich agus 's dòcha rud beag obrach. Oilthigh na mheasg smaoinich i. Bha i air a dòigh glan na h-àite fuirich ùr, gun uallach oirre mu dhuine ach i fhèin. Saorsa - mu dheireadh thall. Cha robh fhios aice dè cho fada 's a bha i na laighe an sin, nuair a thàinig gnog air doras an t-seòmair.

(She had finally arrived in Glasgow - freedom, parties, shops, boys and maybe a bit of work. A university among them she thought. She was happy in her new place of residence, not responsible for anyone but herself. Freedom - at last. She didn't know how long she had been lying there, when there was a knock on the door of the room.)

- 1) Name two things she is excited about in Glasgow.
- 2) Where is she thinking of studying?
- 3) Who will she be responsible for?
- 4) What is she finally happy about?
- 5) How long had she been lying down for?
- 6) Where did she hear a knock?

C) Chlisg i, agus chuimhnich i gun robh i ann an àite-fuirich ùr, 's gun aithne aice air duine beò a bha an sin. Carson a bhiodh cuideigin ga lorg? Thàinig gnog eile air an doras, agus e a-nise na bu chabhagaiche. Dh'èirich i. Às dèidh faicinn gur e nighean òg a bh' ann tron toll anns an doras, dh'fhosgail i e. Thug am boireannach òg sùil oirre

agus rinn i gaire, agus às dèidh dhaibh eòlas a chur air a chèile, bha Naomi air aontachadh gun deigheadh i a-mach gu taigh-dannsaidh mus robh fiù 's cothrom aice an stuth a thoirt às a bagaichean. Cha robh fhios aice cò bh' ann, ach fhuair i eòlas air aodann tràth san oidhche. Ged nach tuirt e càil rithe, bha e mu coinneamh gach uair a choimheadadh i mun cuairt. Na sheasamh leis fhèin, ga coimhead. Dh'fheuch Naomi ri dhìochuimhneachadh agus barrachd eòlais fhaighinn air a caraidean ùra, a bha a' fuireach san aon togalach rithe, ach cha b' urrainn dhi a bhith socair agus fuireach aig fois.

(She panicked and remembered that she was in a new place of residence, and that she did not know a living person who was there. Why would someone be looking for her? There was another knock on the door, this time more urgent. She got up. After seeing through the hole in the door that it was a young girl, she opened it. The young woman looked at her and smiled, and after they got to know each other, Naomi had agreed to go out to a dance hall before she even had a chance to take the things out of her bags. She didn't know who he was, but she got to know his face early in the night. Although he didn't say anything to her, he was in front of her each time she looked around. Standing alone, watching her. Naomi tried to forget and get to know more about her new friends, who lived in the same building as her, but she couldn't relax and stay calm.)

- 1) Where was Naomi when she woke up?
 - 2) What question did she ask herself?
 - 3) How would you describe the knocking at the door?
 - 4) Describe the person who was at the door?
 - 5) What did Naomi agree to do?
 - 6) Had Naomi seen this person before?
- D) Dh'fheuch Naomi ri dhìochuimhneachadh agus barrachd eòlais fhaighinn air a caraidean ùra, a bha a' fuireach san aon togalach rithe, ach cha b' urrainn dhi a bhith socair agus fuireach aig fois. Mu dheireadh thall rinn i leisgeul gun robh i sgìth, 's gum feumadh i a dhol dhan leabaidh às dèidh dhi a bhith a' siubhal fad an latha, agus gheall i an coinneachadh an-ath-latha. B' ann nuair a choisich i gu ceann eile an rathaid a smaoinich i gun robh i ceart gu leòr, oir cha robh sgeul air an duine àraid. Leum i dhan chiad tagsaidh a bha saor, agus dh'inns i an seòladh aice dhan dràibhear. Le glè bheag de dh'eòlas air baile Ghlaschu, agus le blàthachadh deoch oirre, cha do thòisich an iomagain gus an do mhothaich i dhan t-soidhne rathaid ag innse dhi gun robh i air rathad Maryhill, 's ge bith dè cho beag 's a bha an t-eòlas aice air a' bhaile, bha làn fhios aice gun robh sin air taobh eile Ghlaschu bho far an robh i a' fuireach. Dh'fhaighnich i dhan dràibhear an d' fhuair e an seòladh ceart, 's nuair a thionndaidh e a bhruidhinn rithe, rinn Naomi sgreuch a chuireadh goiriseachadh sìos do chnàimhdroma. Stad an tagsaidh gu h-obann, agus leig na brèigichean sgreuch a bha cha mhòr cho mòr ri tè Naomi. Dh'fheuch Naomi ris an doras fhosgladh, 's eagal a beatha oirre, ach bha e glaiste. Leig i sgreuch, thug i breab dhan doras, bhrùth i e agus nuair nach do ghluais e, chaidh i na bùrach gu luath chun an dorais eile, agus dh'fheuch i am fear sin. Cha do charaich e agus thòisich i ri sgreuchail agus a' bualadh doras a' chàir le dòrn. Chuala i an duine a' dèanamh gaire socair. Chlisg i agus chaidh i na bior reòta. "Chan fhosgail iad ann," thuirt e tron ghlainne.

(Naomi tried to forget and get to know more about her new friends, who lived in the same building as her, but she couldn't relax and stay calm. Finally she made an excuse that she was tired, that she had to go to bed after traveling all day, and she promised to meet the next day. It was when she walked to the other end of the road that she thought she was okay, because there was no sign of the strange man. She jumped into the first taxi that was available, and told the driver her address. With very little knowledge of the city of Glasgow, and with a drink warming her up, the anxiety didn't start until she noticed the road sign telling her that she was on the Maryhill road, and no matter how small as much as she knew the town, she knew full well that it was on the other side of Glasgow from where she lived. She asked the driver if he got the address right, and when he turned to talk to her, Naomi let out a scream that would send chills down your spine. The taxi stopped suddenly, and the breaks let out a scream that was almost as loud as Naomi's. Naomi tried to open the door, fearing for her life, but it was locked. She let out a scream, kicked at the door, pushed it and when it didn't move, she hurried to the other door and tried that one. He didn't care and she started screaming and banging the car door with her fist. She heard the man laugh softly. She screamed and froze. "They won't open there," he said through the glass.)

- 1) What was Naomi trying to do?
- 2) What was Naomi unable to do?
- 3) Did Naomi go out that evening. Explain why
- 4) Who was Naomi trying to avoid and who did she give her address to?
- 5) Can you describe Naomi's journey home?
- 6) When the driver spoke to Naomi how did she react?
- 7) What did Naomi ask the driver to do?
- 8) How did the taxi driver respond to Naomi's actions?
- 9) What did the taxi driver say to Naomi through the glass?

ANSWER IN GAELIC

- E) 'S rinn e gàire fuar, socair eile. "Leig a-mach às a' chàr mi!" dh'èigh i. "Leig a-mach mi! Fosgail na dorsan!" 'S thug i breab chruaidh eile dhan doras. "Cha leig," thuirt e gu sàmhach, "gus an sguir thu air mo chàr a mhilleadh." Cha b' urrainn dha Naomi a cluasan a chreidsinn. "Dè? Do chàr!" dh'èigh i gu faramach. "Chan eil dragh a' choin agam mu do chàr!" 'S thug i sglais eile do ghlainne na h-uinneig gus seo a dhearbhadh. Bha Naomi air chrith. Bha i glacte ann an càr srainnseir, ann am baile anns nach robh i eòlach. Thòisich i ri caoineadh le cho cianail 's a bha an suidheachadh aice. "Na bi a' gal, a ghaoil. Bidh thu ceart gu leòr. Nach sguir thu. Sguir a ghal. Sguir!" dh'iarr an dràibhear oirre, le pian na ghuth. Chuir seo iongnadh air Naomi, agus choimhead i air. Bha cràdh follaiseach air aodann 's e ga coimhead le truas. Chuir seo fearg air Naomi, agus thòisich i ri èigheachd a-rithist. "Leig a-mach à seo mi sa mhionaid, a thrustair! Dè an seòrsa duine th' annad a' goid chlann-nighean òg mar mi-fhèin! A shalchair! Thoir dhachaigh mi sa bhad!" Thug i sgleog dhan ghlainne a bha eatarra san tagsaidh, agus leum an duine pìos beag air ais. Thionndaidh e agus chuir e an t-einnsan gu dol, agus thionndaidh e an càr air ais air an t-slighe bhon tàinig iad. Bha Naomi troimh-a-chèile, agus bha i a' gal cho cruaidh 's nach robh a h-anail a' tighinn gu nàdarra. Rinn i glug, agus dh'fheuch i ri sùil a chumail air càit an robh iad a' dol, ann an solas doilleir nan solais-sràide. Thòisich i air ainmean nan sràidean

aithneachadh. Chùm i a h-anail. An robh e dha-rìribh ga toirt dhachaigh? An robh i cho fortanach ri sin? Bha droch sgeulachdan a leugh i sna pàipearan-naidheachd a' ruith tro h-inntinn ... clannighean òg air an goid ...'s rudan uabhasach a' tachairt dhaibh ... feadhainn aca nach fhacas tuilleadh. Stad an tagsaidh. Chuala Naomi glasan nan dorsan a' fosgladh. Cha tuit an dràibhear smid. Leum Naomi a-mach às an tagsaidh agus dh'fheuch i ri ruith a dh'aindeoin a casan cugallach. Suas an staran. Suas an staidhre. Sìos an trannsa.

(And he smiled another cold, gentle smile. "Let me out of the car!" she shouted. "Let me out! Open the doors!" And she gave another hard kick to the door. "I won't," he said quietly, "until you stop damaging my car". Naomi couldn't believe her ears. "What? Your car!" she shouted frantically. "I don't give a damn about your car!" And she gave the window glass another crack to confirm this. Naomi was shaking. She was trapped in a stranger's car, in a town she didn't know. She started to cry because of how sad her situation was. "Don't gasp, my love. You will be fine. Won't you stop. Stop, stop crying. Stop!" the driver asked her, with pain in his voice. This surprised Naomi, and she looked at him. Pain was evident on his face as he looked at her with pity. This angered Naomi, and she started shouting again. "Let me out of here in a moment, you bad man! What kind of man are you stealing young girls like myself! Dirt! Take me home at once!" She shook the glass between them in the taxi, and the man jumped back a little. He turned and started the engine, and turned the car back the way they had come. Naomi was confused, and she was panting so hard that her breathing was not coming naturally. She blinked, and tried to keep track of where they were going, in the dim light of the streetlights. She began to recognize the names of the streets. She held her breath. Was he really taking her home? Was she that lucky? Bad stories that she read in the newspapers ran through her mind...young children were stolen...and terrible things happened to them...some of them were never seen again. The taxi stopped. Naomi heard the door locks open. The driver said nothing. Naomi jumped out of the taxi and tried to run despite her fragile legs. Up in the path. Up the stairs. Down the corridor.)

- 1) Dè tha Naomi ag iarraidh air an dràibhear deanamh?
- 2) Càite an robh Naomi?
- 3) Dè na droch facail a tha Naomi a toirt air an dràibhear?
- 4) Càite a bheil Naomi ag iarraidh dol?
- 5) Dè a bha Naomi a' coimhead a mach airson nuair a bha a char a falbh?
- 6) Càite an deach i nuair a stad an tagsaidh?

Appendix 15

Writing (assessed from level a-c)

- A) What do you like about where you live? What do you dislike about where you live? Think about
• People • Buildings • Weather • Food Write a couple of sentences
Dè is caomh leat mu dheidhinn far a bheil thu a' fuireach? Dè nach caomh leat mu dheidhinn far a bheil thu a' fuireach? Smaoinich mu dheidhinn • Daoine • Togalaichean • Aimsir • Biadh.
- B) Describe an experience in your life that was important to you. What effect did it have on you?
Write at least 2 paragraphs.
Innis mu dheidhinn tachartas a bha cudromach na do bheatha. Dè seorsa buaidh a dh'fhag e ort? Sgrìobh co-dhiù dà pharagraf.
- C) The climate you live in can affect your personality. How far do you agree with this statement?
Write at least 3 paragraphs
Tha an clìomaid anns a bheil thu a' fuireach a' toirt buaidh air do phearsanachd. Dè an ìre gu bheil thu ag aontachadh leis a seo? Sgrìobh co-dhiù trì paragrafan.

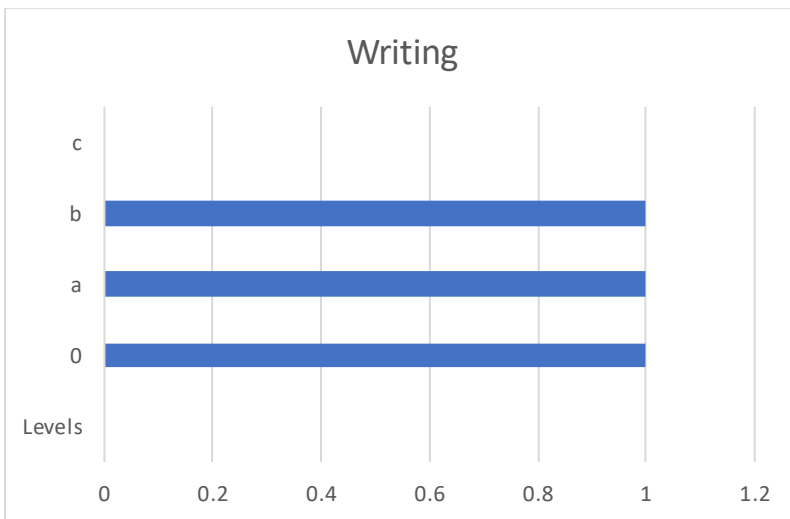
Appendix 16

Tables and Charts

The Gaelic results from the three respondents:



Key for levels
0 =Least
E= Most



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