

Is Tusa an Múinteoir: Engaging Children and Parents as
Learners of the Irish Language in an English-Medium
Primary School

A thesis submitted in the fulfilment of the requirements of the
Degree of Doctor of Philosophy
at the School of Education
Trinity College Dublin

By Jane O'Toole

January 2023

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Appendices

Appendix 1: Ethical Approval

Application for Ethical Approval of D Ed & PhD Research Proposals

Title of Research: Irish in the Primary School: Engaging Children and Parents

Student's Name: Jane O'Connell

Trinity Email address: otooleja@tcd.ie

Please complete the following:

Student Number: 13309740

Course of Study (please tick) D Ed PhD

Please indicate the level of approval required (see accompanying notes)

Level 0 Level 1 Level 2

1. Please give a structured abstract of the proposed research, including the methods you intend to use (approx. 300 words).

My research project is entitled Irish in the Primary School: Engaging Students and Parents. It is a class-based action research project whereby fourth class students evolved into Irish tutors for their parents following a programme of peer tutoring in the classroom and the provision of a blended learning platform. The pedagogical approach inherent in the Irish language learning interventions are informed by Vygotsky's sociocultural language learning theory. In relation to the pedagogical methodology, the concept of Vygotsky's Zone of Proximal Development (ZPD) and the More Knowledgeable Other (MKO) are at the heart of this language initiative. Students engage in peer tutoring in designated communicative language activities with the support of teacher modelling and student demonstrations. At home students take the role of the More Knowledgeable other and through peer tutoring are empowered to guide and challenge their parents with Irish language activities at home, thus creating a Zone of Proximal Development for parents.

The methodology employed in this research project is action research. Three action cycles were carried out over three school terms during the 2014/15 school year. The majority of the data collection is complete. However, there is a need to initiate one more round of data collection this term (Spring 2016) before finalising data analysis with a view to presenting provisional findings to project participants (Summer 2016).

The third action cycle which took place during the summer term of the 2014/15 school year. Pupils and parents who participated in the third term took part in a further programme of student-parent tutoring and also presented the progress of the language initiative to date at a learner voice conference at the very end of June 2015. Given that the conference took place at the very end of the summer term, it was not possible to collect feedback in relation to the third action cycle at this time. Thus it is my intention to survey the participants (both parents and children) who voluntarily took part in the third action cycle which constitutes half the original class group.

Furthermore, it is my intention to issue the original survey to parents in relation to the Irish language and their child which they completed in June 2014. The objective is to examine if attitudes towards the Irish language have changed since the interventions undertaken in the last school year.

This final collection of data will complement data collected to date () and enable me to present provisional findings to all participants in the summer term.

2. Please answer the following questions in relation to your proposed research. Questions (b), (c) or (d) will require detailed explanations if answered 'yes' and will be referred for additional scrutiny by the REC or Trinity REPC. Answering 'Yes' to (e) will require a separate application to the relevant HSE REC.	Please tick	
	Yes	No
a. Does the research involve work with children (under-18) or vulnerable adults? If 'Yes', has appropriate Garda clearance (or equivalent) been obtained (include details)?	✓	
Please provide the date of issue on the Certificate.	April 2015	
b. Could any aspect of the research give rise to any form of harm to participants, including the researcher(s)?		✓
c. Could any aspect of the research produce information that could lead to criminal prosecution of the participants or others?		✓
d. Is deception of the participants planned in any aspect of the research? If yes, provide details.		✓
e. Does any aspect of the research involve patients (or their relatives or carers) or other users of health and social care services, the premises or facilities of such services, access to personal records or the participation of health or social care staff?		✓

3 (a) Who are the proposed participants, e.g. teachers; students?

The proposed participants are my 4th class group from the last academic school year 2014/15 and their parents.

In relation to the third cycle, half the class group participated thus a questionnaire and an invitation to attend a focus group in relation to the third cycle pertains to ten of the class cohort and their parents.

All parents from the class shall be sent the original Parent's Questionnaire to ascertain if the Action cycle 1, 2 and in some cases 3, influences parents' attitudes towards the Irish language and how the Irish language is taught in school.

(b) What is your relationship with them? (If you are in a position of authority, for example, indicate how you will deal with the potential influences of such a relationship.)

During the school year 2014/15 I was the class teacher of the 4th class cohort. From April 2015, I moved to the role of principal of the junior years within the same school/building of the senior years cycle. I facilitated a third cycle of participation during lunchbreaks and after school for those children and parents who wished to continue with the project. From September 2015, I invited all the class to participate in a Club Gaeilge after school once a week. Five children from the original class participate in this group.

As class teacher, I always worked in partnership with all participants and emphasised that all our roles were of equal importance. During the school year, 2014/15, I organised a number of meetings and focus groups for parents and students respectively. The project began and continued in a spirit of partnership. When I changed role to junior principal in April 2015, this did not affect the dynamic of our working group; in fact it probably strengthened the spirit of team work as parents realised that despite having a new role, I was fully committed to continuing the Irish language project.

The final data collection will allow me to complete the compilations of my initial findings from the entire initiative which I pledged from the outset would be shared with all participants.

The dissemination of results firstly within the group and then to a larger audience was emphasised from the beginning I intend to share these findings with the student and parent cohort during the upcoming summer term of the school year. With parental consent I shall share the findings with the class during school and invite their feedback. I will organise an evening meeting for parents to attend during the same week. A written summary of initial findings shall be distributed to all parents and students. At the presentation of findings, I will inform parents that a more detailed report will be available on submission of my thesis in the future.

4. (a) How will you recruit them?

The proposed participants are already involved in the project since June 2014 when initial questionnaires and project information was disseminated to the group prior to the first action cycle in 2015.

(b) Please detail any ethical aspects that must be considered, including the proposed use of any incentives.

I will outline to parents and students in writing that they are free to withdraw from the project at any time, and that participation is welcome but not obligatory.

I will remind all participants of the procedures I have undertaken to ensure anonymity in the analysis and presentation of data, and how data is safety stored.

I will inform all participants of my continued commitment to share findings with all participants.

I intend to accompany each questionnaire/update to parents and pupils with a couple of photographs from the children's visit to Trinity college as part of their project last year.

In addition, I intend to include a couple of photographs from the Learner Voice Conference to those who participated in the third action cycle as well as a newspaper clipping which detailed the event.

To gently encourage the return of parent questionnaires, students will be given '*Seachtain na Gaeilge* stationery (pencil & stickers) on return of questionnaires as well as a raffle ticket to win one of five pocket English-Irish Irish-English dictionaries for children. The incentives intend to encourage the return of questionnaires, but also to promote the Irish language and maintain interest in the Irish language amongst pupils.

5. (a) What is the location(s) at which the data collection will be undertaken?

The data collection will take place at St. Philip the Apostle National School where the student cohort are now in 5th class. An update on the project, a letter of consent and a relevant questionnaires shall be distributed to each parent and child in a sealed envelope

The senior years principal and the Board of Management have been kept informed of the project timeline since its inception and are supportive of the project.

It shall be proposed that the dissemination of findings to students will be organised during a class visit by the researcher with the consent of parents. It shall be proposed that a meeting for parents will be held in the school for the same purpose in the evening time during the summer term

(b) Describe any circumstances that might give rise to security concerns for participants or researchers?

I do not believe that any such circumstance is applicable to this study.

(c) Describe any conflicts of interest where data might be critical of working practices, people etc. or disclosure of illegal activities?

I do not believe that the data collected shall result in the disclosure of illegal activities given the focused nature of the topic at hand and the specific questions laid out in the questionnaires and focus groups.

There is a possibility in the Parent's Questionnaire in relation to the Irish language and their child's experience of the Irish language may reveal unfavourable attitudes towards the Irish language and/or how the language is taught at school and hence there is a possibility of indirect criticism of the school in relation to teaching and learning of the Irish language in the school. However, this is not the focus of the analysis; the researcher is seeking to establish if the interventions undertaken during the project have impacted in any way on attitudes towards the Irish language.

6. Please indicate how informed consent of all participants will be gained. (Draft consent forms MUST be attached – see question 8 for guidance.)

Two informational letters are necessary for the two different groupings within the class.

- (i) An update and letter to parents and pupils who took part in the first two action cycles until the end of March 2015. The letter will request parents to complete a Parent's Questionnaire in relation to the Irish language and their child's experience of the Irish language- the same survey completed in June 2014. The letter shall also inform parents of the dissemination of findings during the summer term, and seek parental and student consent for students to attend the student session and offer feedback.
- (ii) The second letter shall contain the details above, as well as a request in relation to Action cycle 3 for the ten students and parents who took part in the final cycle. . Student and parental consent shall be requested in relation to student questionnaires and invitation to student focus group, and parent questionnaires and invitation to focus group.

Please find draft consent forms attached.

7 (a) Please indicate how the participants' rights to privacy (inc. confidentiality and anonymity) and the privacy of their data will be protected. Highlight potential limitations of confidentiality in the ethics form and information sheets for participants. (e.g. for small samples or insider research and how this will be addressed).

Student and parent data shall be anonymised at the point of collection by using a numbering system. The numbering system is to facilitate monitoring of the return of questionnaires from parents and students

A list of family name and corresponding number for each parent and child shall be kept in isolation of the processing of the questionnaires. The list will only be referred to briefly when the questionnaires are sent to parents and students. Once the questionnaires have been collected, coded and anonymised, the list will be shredded.

The numbering system shall protect the identity of all participants.



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Is Tusa an Múinteoir!

An Irish language project for students
and parents which promotes Irish
as a living language for learners.

[@TusaAnMuinteoir](#)

Dear Parents,

I hope you are very well. I am writing to you to update you on the Irish language project in which you kindly participated with your child last year. I greatly appreciated your participation and I hope that you found it a useful project to date.

I am currently analysing the data collected to date which includes student motivational questionnaires from before and after the project, student interviews and parent focus groups.

I realise that there is still some information to gather. If you recall, I requested that parents complete a Questionnaire in June 2014 in relation to the Irish language and their child's experience of the Irish language in school. I would really appreciate if you would be willing to complete this questionnaire again in order to investigate if any change has occurred since taking part in the 'Is Tusa an Múinteoir' project. Please find the Questionnaire enclosed.

The envelopes are numbered for collection purposes. The participant and correlating number list will be transferred to a different numbering system in study write-up to ensure your anonymity. You can assured and that the study in strict adherence with the ethical code of practice upheld by the School of Education in Trinity College. You are free to withdraw from the project at any time.

On completion of data analysis, I hope to present my initial findings to you in the summer term. I will be in touch following the Easter holidays with a date. I sincerely hope that you will be able to attend and I welcome any feedback you have when we look at the findings together. I also intend to present the findings to the class in the summer term too given their large role in the project and seek the feedback of the class.

I request your permission to refer to the data collected in my PhD dissertation and research papers. All information is strictly confidential and your anonymity is assured.

I sincerely thank you for your ongoing cooperation and I look forward to meeting you again in the summer term when the initial findings are shared.

Yours sincerely,

Jane O'Connell



Project Director: Jane O'Connell

Principal, St-Philip the Apostle Junior School, D-15.
PhD Candidate, School of Education, Trinity College

otodolaja@tcd.ie [@JaneO_Connell](#)



Parental Consent Form


I understand that teaching and learning of the Irish language is being studied with the present 3rd classes under the auspices of Trinity College, Dublin. I hereby consent to the use of data that I may provide in the Questionnaire for Parents enclosed on the understanding that our anonymity is guaranteed. Any data obtained is never exploited or used for commercial purposes.


I hereby consent to my child to attend a project update presented by Mrs. O'Connell to the whole class in the summer term. I understand that feedback from the class during the presentation and discussion may be included anonymously in the study write-up.


Signature: _____

Date: _____

Child Consent Form

 *I would like to attend a project update presented by Mrs. O'Connell to our whole class in the summer term to look at the results of our Irish project so far*

 *I understand that Mrs. O'Connell may include comments from the class during the project discussion in her write-up in an anonymous way.*

 *I understand that I am free to withdraw from the project at any time.*

Signature: _____

Date: _____



FOR STUDENTS & PARENTS WHO PARTICIPATED UNTIL MARCH 2015- END OF ACTION CYCLE 2



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Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Monday 23rd of February 2016

Dear Parents,

I hope you are very well. I am writing to you to update you on the Irish language project in which you kindly participated with your child last year. I greatly appreciated your participation particularly in the summer term where you and your child volunteered to continue with student-parent tutoring. Furthermore the participation of all students and many parents at the Learner Voice Conference last June was a day to remember and highlighted your commitment.

I am currently analysing the data collected to date which includes student motivational questionnaires from before and after the project, student interviews and parent focus groups.

I realise that there is still some information to gather. If you recall, I requested that parents complete a Questionnaire in June 2014 in relation to the Irish language and their child's experience of the Irish language in school. I would really appreciate if you would be willing to complete this questionnaire again in order to investigate if any change has occurred since taking part in the 'Is Tusa an Múinteoir' project. Please find the Questionnaire enclosed.

Furthermore, I realise that we never had an opportunity to reflect on the summer term as we were working on preparations for the Learner Voice Conference. Thus I firstly invite you and your child to complete a short questionnaire in relation to our summer term activities last year (please find enclosed).



I would also be delighted if you and your child would be interested in volunteering your feedback in person! Thus I invite parents to attend a focus group here in the Junior School at 7p.m. next Tuesday the 1st of March to discuss student-parent tutoring in the summer term and participation in the Learner Voice Conference.

I also invite your child to attend a children's focus group after school here in the Junior School Thursday the 3rd of March to discuss their experience of student-parent tutoring in the final term and the Learner Voice Conference. This will begin after school and we will finish at 3:45 p.m.

The envelopes are numbered for collection purposes. The participant and correlating number list will be transferred to a different numbering system in study write-up to ensure your anonymity. You can assured and that the study in strict adherence with the ethical code of practice upheld by the School of Education in Trinity College. You are free to withdraw from the project at any time.

On completion of data analysis, I hope to present my initial findings to you in the summer term. I will be in touch following the Easter holidays with a date. I sincerely hope that you will be able to attend and I welcome any feedback you have when we look at the findings together. I also intend to present the findings to the class in the summer term too given their large role in the project and seek the feedback of the class.

I request your permission to refer to the data collected in my PhD dissertation and research papers. All information is strictly confidential and your anonymity is assured.

I sincerely thank you for your ongoing cooperation and I look forward to meeting you again next week.

Yours sincerely,

Jane O'Connell



Is Tusa an Múinteoir!

Project Director: Jane O'Connell

Prinípáil, St-Philip the Apostle Junior School, D-15.

PhD Candidate, School of Education, Trinity College

✉ totoolaja@tcd.ie [Instagram](https://www.instagram.com/jane_oconnell) @JaneO_Connell

FOR STUDENTS & PARENTS WHO PARTICIPATED UNTIL JUNE 2015- END OF ACTION CYCLE 3

Parental Consent Form



Trinity College Dublin
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The University of Dublin



I understand that teaching and learning of the Irish language is the focus of Jane O'Connell's study under the auspices of Trinity College, Dublin. I hereby consent to the use of data that my child and I may provide in questionnaires and focus groups on the understanding that our anonymity is guaranteed. Any data obtained is never exploited or used for commercial purposes.

I hereby consent to my child to attend a (i) a focus group organised by Jane O'Connell for next Thursday 3rd of March in order for students to reflect on the summer term 2015 of the project. I also consent to (ii) my child's attendance of a project update presented by Mrs. O'Connell to the whole class in the summer term of 2016. I understand that feedback from the class during the presentation and discussion may be included anonymously in the study write-up.

I will be able to attend the parent's focus group next Tuesday the 7th of March at 7 p.m. at the Junior School Yes No

Signature: _____
Date: _____

FOR STUDENTS & PARENTS WHO PARTICIPATED UNTIL JUNE 2015- END OF ACTION CYCLE 3

Child Consent Form



I am happy to complete the enclosed questionnaire in relation to our final term of student-tutoring last April-June 2015 and our participation in the Learner Voice Conference.



I would like to attend the children's focus group organised by Mrs. O'Connell for next Thursday 3rd of March after school until 3:45 p.m. in order to share my views about student-tutoring last April-June and our participation in the Learner Voice Conference.



I would like to attend a project update presented by Mrs. O'Connell to our whole class in the summer term 2016 to look at the results of our Irish project so far.



I understand that Mrs. O'Connell may include findings from my questionnaire and findings from the student focus group in her write-up in an anonymous way.



I understand that I can withdraw from the pr



Signature: _____
Date: _____

Appendix 2: Validation Group Evidence

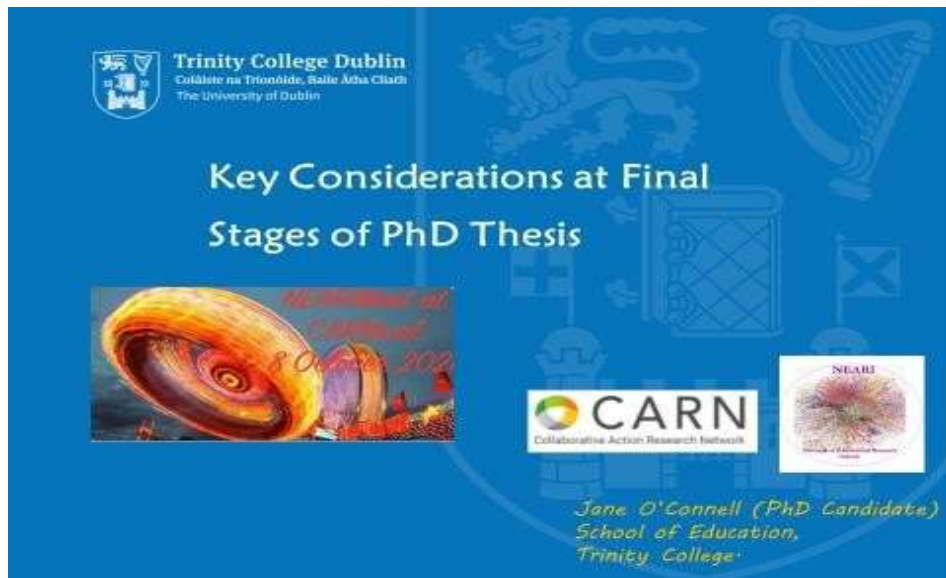
Slides from most recent NEARI presentation

and discussionDate of Meeting: 8th of October

2021

Online link to Meeting Presentations/ Videos/ Review:

<http://www.eari.ie/2021/11/06/notes-from-nearimeet-8-october-2021/>



Key Considerations at final stages of Thesis

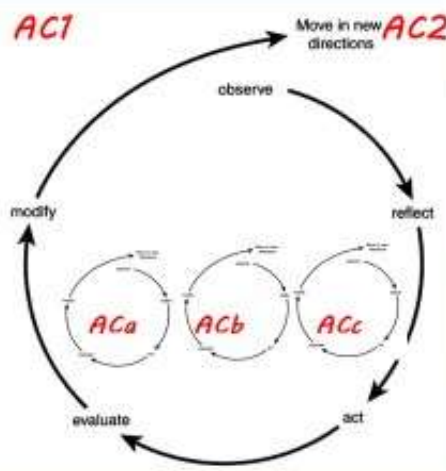


1. Chosen presentation of Analysis and rationale
2. Research question refinement
3. Methodology check-ins/ reflections
4. Distillation

- **Project Title:** *Is Tusa an Mhiontair:* Engaging Children and Parents as Learners of the Irish Language in an English-Medium Primary School
- Action Research project in partnership with a 4th class and parents how to create meaningful domains of use to speak Irish for learners and to reflect on the outcomes and learning experience.
- Pedagogic approaches: 1. Tutoring & 2. ICT-Mediated learning
- 1 Reconnaissance Cycle & 3 Action Cycles over a school year

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1. Presentation of analysis: cycle by cycle or thematic?



- 6. Data Analysis & Interim Analysis at Phase
 - 6.1. Baseline Data Analysis to inform Action Cycle 1
 - 6.1.1. Children's Questionnaire: Interest Analysis
 - 6.1.2. Parent Questionnaire: Response & Results
 - 6.1.3. Initial AC1 data to supplement baseline data
 - 6.1.4. Questioning baseline data with participants to inform Action Cycle 1
 - 6.2. Action Cycle 1 Interim Analysis to inform Action Cycle 2
 - 6.2.1. Peer Tutoring
 - 6.2.1.1. Reflecting (IT)-mediated language learning
 - 6.2.1.2. Shared learning in within Action Cycle 2
 - 6.3. Action Cycle 2 Interim Analysis to inform Action Cycle 3
 - 6.3.1. Analysis of Student & Parent Tutoring Lessons
- 7. Data Analysis & Collective Analysis of Overall Project
 - 7.1. Introduction & Research Questions
 - 7.2. Pedagogy A: Tutoring
 - 7.2.1. Introduction
 - 7.2.2. Peer Tutoring
 - 7.2.3. Student-Parent Tutoring
 - 7.3. Pedagogy B: ICT
 - 7.3.1. Class Blog
 - 7.3.2. Class Twitter Account
 - 7.4. Pedagogy C: Other (IT, AR, ICT, Internet)
 - 7.5. PhD Process
 - 7.5.1. PhD Overview
 - 7.5.2. Participant Voice: Student & Parent
 - 7.5.3. Student as Researcher
 - 7.5.4. Co-design
 - 7.6. Outcome A: Pedagogical: Pedagogical to Irish
 - 7.7. Outcome B: Participant: Use of oral Proficiency in the Irish Language
 - 7.8. Outcome C: Impact on Parents:

Initially approached analysis in two sections:
 (i) Interim action cycle decisions (within cycles, cycle to cycle)
 (ii) Collective outcomes

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2. Research Questions: Central to data analysis presentation and discussion



- 1. In what ways does an SCT-informed pedagogical approach to create meaningful domains of use for learners of Irish impact on learners' (a) Irish language use and proficiency and (b) motivation and attitudes towards the Irish language?
- 2. Describe and discuss Irish language learners' experience of an SCT-informed pedagogic approach.



4. Data Analysis

- 4.1. Rationale for Presentation of Data
- Q1 4.2. Needs Analysis
- Q1 4.3. Outcome A: Irish Language Usage & Proficiency
- Q1 4.4. Outcome B: Attitude towards the Irish Language and Learner Motivation
- Q2 4.5. Pedagogical Approach A: Tutoring
- Q2 4.6. Pedagogical Approach B: ICT
- Q2 4.7. SCT Processes in Pedagogy A&B
- Q1b 4.8. Methodological Approach
- 4.9. Conclusion

Research Questions inform the Analysis chapter structure

3. Methodology check-ins/ reflections



Needs Analysis

- Pre scores in relation to motivation discussed
- Classes:
 Intervention Class & Control Classes ✗
 Participative Pedagogy Class & Reference Classes ✓
- Focus Groups ✗
 Children & Parent Research Advisory Groups ✓
 CRAGs & PRAGs
- Concept of comparative groups pre/post testing??
 ⇒ Exploring and addressing the original concern in a comprehensive way

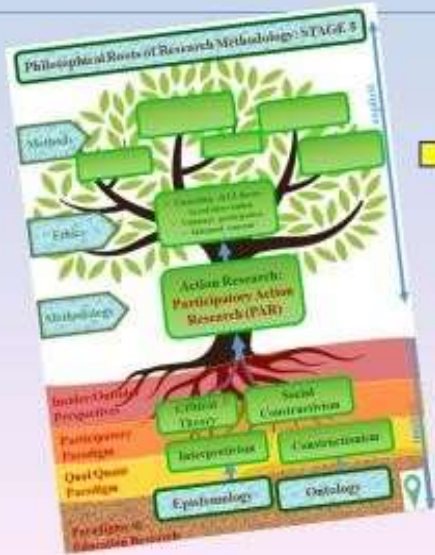
4.2.1.1. AMTB PRE Composite Index Scores and Scale Scores
 The PRE mean scores of the three composite indices offer a broad overview of children's attitudes and motivation towards the Irish language. The PRE mean scores are presented for the participative pedagogy class (PPC, n=20), followed by the whole year group (n=60) and the reference classes (RC, n=40) in Table 6.1 below. Expanded analysis and calculations can be returned in Appendix D(1) Children's AMTB Questionnaire Analysis.

Table 6.1: AMTB PRE Index Mean Scores

PRE Index Mean Scores	PPC (n=20)	YG (n=60)	RC (n=40)	TCS (n=400)
1. Integrative Index (Sum of Items 1-1)	87.1	88.5	80.18	74.7
2. Motivation Index (Sum of Items 4-6)	87.2	85.93	89.8	89.7
3. Irish Attitude / Motivation Index (Sum of Items 1-6 (same Item of Study 1))	158.5	158.85	158.3	162.1

Firstly, the mean scores of the fourth class year group (YG, n=60) as a whole when compared with the Treaty Classes Study (TCS, n=200) are lower overall. The Integrative Index mean score of 88.5, and by extension the overall Irish Attitude/Motivation Index mean score (158.85) of the fourth class year group (YG) are lower than those recorded in the Treaty Classes Study (84.7 and 162.1 respectively). It was not possible to examine these differences were statistically significant without access to the full TCS data set. Interestingly, however, the Motivation Index mean score of the three fourth classes (85.93) is very similar to that of the TCS Motivation Index of 89.7.

Distillation



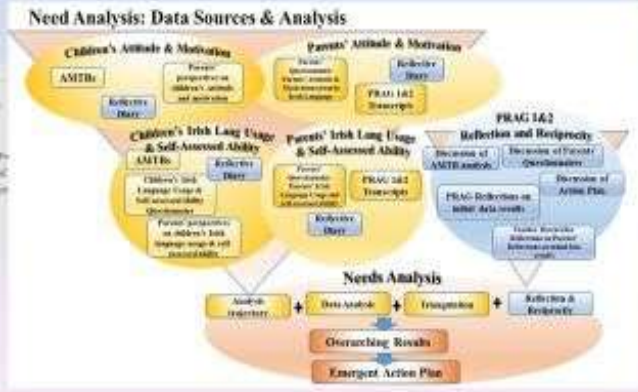
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Distillation



Distillation of chapters: sections that are (disproportionately) too long, too detailed with respect to other sections.... Achieving balance... What can be cut? What can be put in an Appendix? What could be expanded elsewhere in a paper- not in thesis? Does this section address the Research Questions?

- 4.6. What Methods? Research Tools
- 4.6.1. Ethical Considerations (1) Guidelines and Approvals of the University
- 4.6.1.1. Ethical Consideration (1) Communication of Guidelines
- 4.6.1.2. Ethical Consideration (2) Participation of Teachers
- 4.6.1.3. Ethical Consideration (3) Reflection of the Teacher's Statement of Practice
- 4.6.1.4. Ethical Consideration (4) Reflection of the Teacher's Statement of Practice
- 4.6.1.5. Ethical Consideration (5) Reflection of Participatory Action Research (PAR)
- 4.6.1.6. Ethical Consideration (6) Displaying nature of ethical practice and reflection
- 4.6.2. Ethical Approval for the Study
- 4.6.2.1. Ethical Submission 1
- 4.6.2.2. Ethical Submission 2
- 4.6.2.3. Ethical Submission 3



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4. Distillation



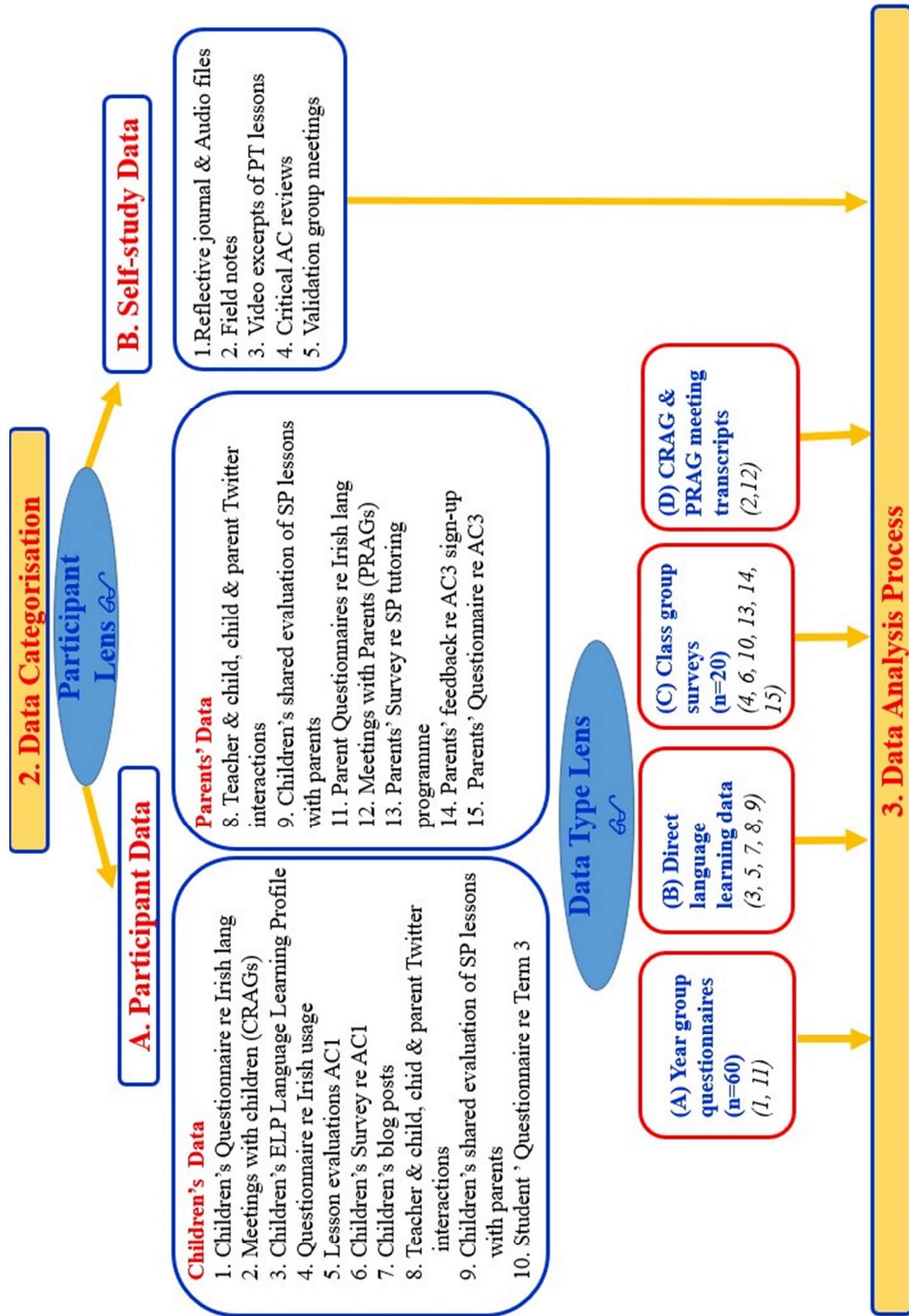
Can I reduce the text to present the most important points? Can diagrams help?

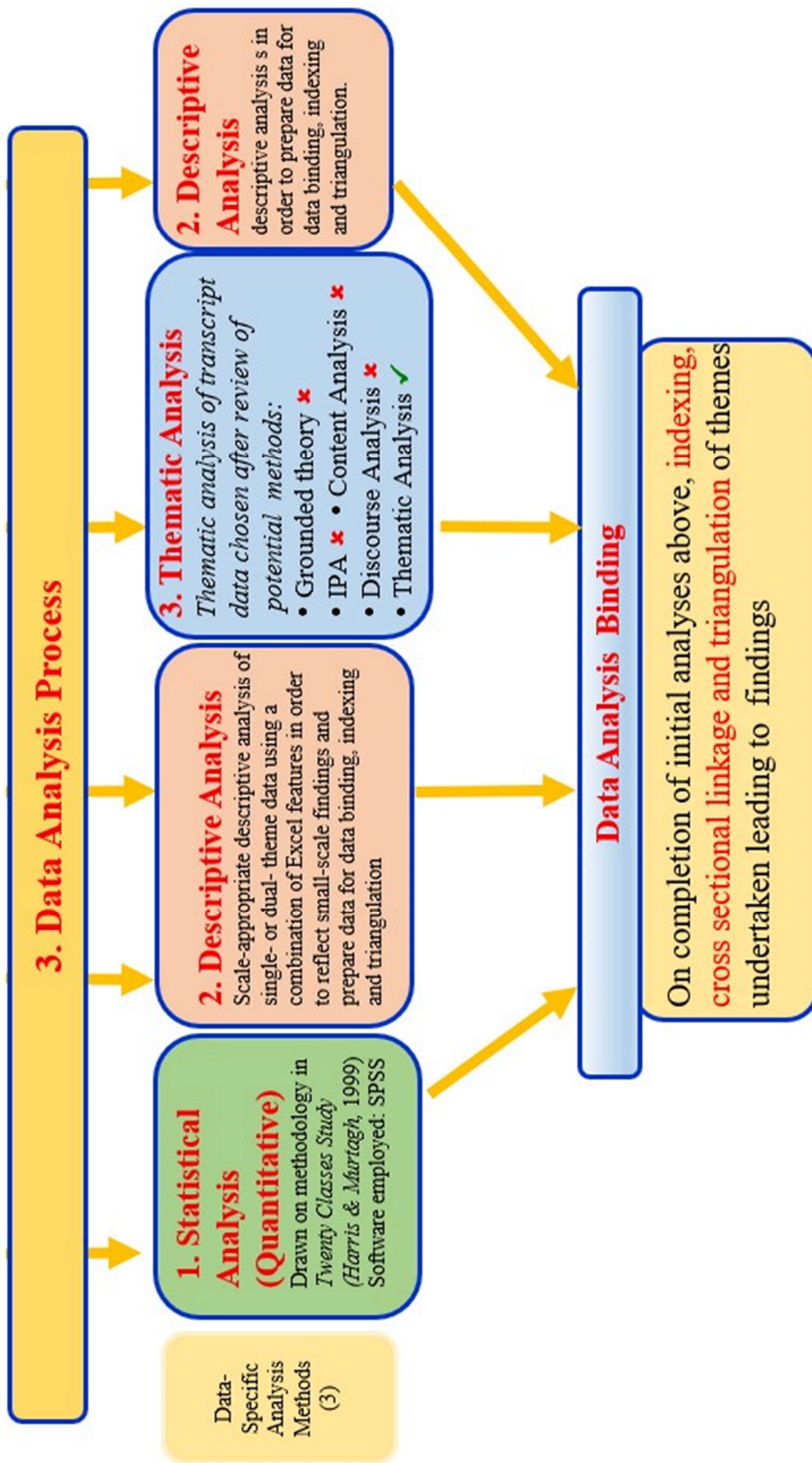


Next step: **Coherence**

Coherence between chapters, coherence between chapter sections. Signposting. Does it read like one piece of work? Is there a thread throughout?

Appendix 3: More Detailed PAR Analysis Approach





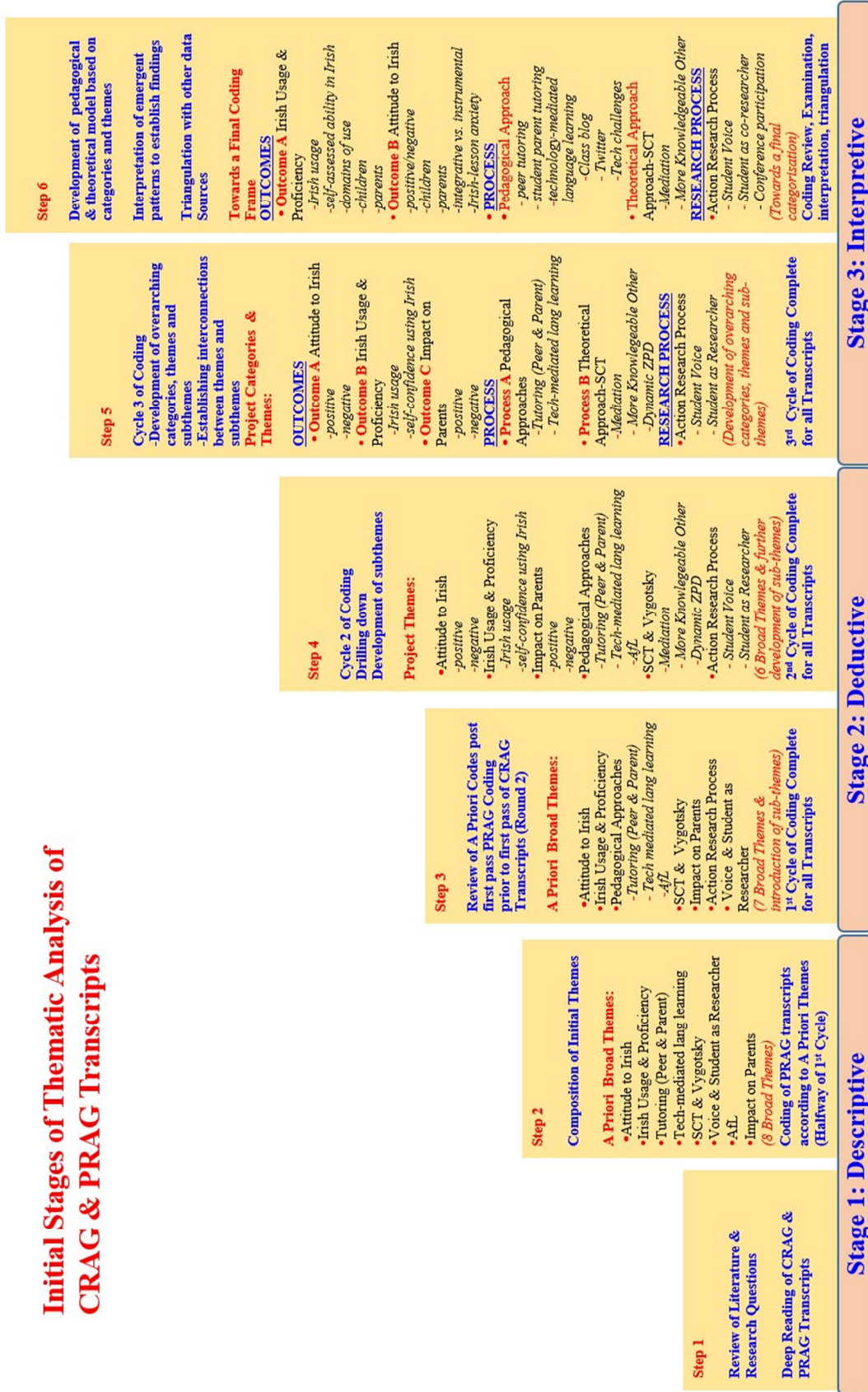
Appendix 4: Review of CRAG & PRAG Data Analysis Approach Options

Method	Description	Rationale for Discounting/ Selecting Method
1. Grounded Theory (GT)	<p>Grounded theory by Gläser & Strauss (1967)</p> <p>•relates to the generation of theory, which is 'grounded' in data that has been systematically collected and analysed (Noble & Mitchell, 2016, p. 34)</p> <p>GT develops theories to explain phenomena (Cohen et al., 2018)</p> <p>There is notable disagreement in the field as to what exactly constitutes GT.</p> <p>GT paradigms: Classic Straussian (Strauss & Corbin, 1998) and Constructivist GT (Thornerberg, 2012)</p> <p>There is notable disagreement in the field as to what exactly constitutes GT.</p>	<ul style="list-style-type: none"> • Analysis underpinned by a 'bottom-up' approach whereby discovery of themes and theory emerges from the data analysis • Literature review in advance of data collection is not encouraged and so, is at odds with this study. • Strong emphasis on the necessity for themes/categories not to be enforced in a predetermined approach. •In this study specific pedagogic interventions and language learning themes were apparent broad categories at the outset. •Realist epistemology at odds with a constructionist view
2. Interpretative Phenomenological Analysis (IPA)	<p>Interested in finding out about</p> <p>While IPA allows for a "deeper and richer in-depth analysis", small sample sizes may inhibit broader set of findings (Pringle et al., 2011)</p>	<p>Suitable for studying people phenomenon</p>
3. Content Analysis (CA)	<ul style="list-style-type: none"> • Process of categorising verbal or behavioural data to classify summarise and tabulate the data • CA involves specific techniques for talk analysis. (Silverman, 2011) • According to Gläser and Laudel (2013), CA seek to deliberately move from original text to analysis of the information extracted from text- focus is on the, focusing on the meanings extracted (Cohen et al., 2018) 	<ul style="list-style-type: none"> • Data set of this study extends beyond verbal and behavioural data. Would only be applicable to part of data set. • CA involves specific analysis of detailed transcripts, including detailed analysis of non-verbal behaviour. •While the analysis of transcripts in study sought at the outset to account for the level of involvement from participants, the above focus would be unnecessary and disproportionate to the data set as a whole.
4. Thematic Analysis (TA)	<ul style="list-style-type: none"> •Widely used, flexible form of data analysis which can be utilised across different research paradigms •Suitable method for analysis in order to understand behaviours, experiences, perspectives across a data set. •Can be misunderstood/misused. Note Braun & Clarke (2013); Marshall & Rossman (2011) 	<ul style="list-style-type: none"> •Clear themes established at Lit Review Level. Research tools such as H&M Pupil Questionnaire established themes in relation to Irish L2 learning •Specific method is AR and Design approach-PP informed themes at the outset. •Within TA, B&C not suitable as does not support A Priori Themes Marshall & Rossman (2011)

Appendix 5: A Closer Look At Thematic Analysis Stages

Towards a Thematic Analysis Methodology for Transcripts		
Marshall & Rossman, (1999)	Braun & Clarke (2012)	Hybrid Thematic Analysis Methodology
Stage 1: Organise the data	Phase 1: Familiarising Yourself with the Data	Step 1: Familiarisation with & organisation of data
Stage 2: Generate categories or themes Stage 3: Code the data	Phase 2: Generating Initial Codes Phase 3: Searching for Themes	Step 2: Generate categories or themes Step 3: Code the data (3 Passes of Coding) 1. Code to a priori categories 2. Establish codes in each category. Review. Reconfigure categories in light of codes. 3. Code to establish themes from reconfigured categories and codes therein
	Phase 4: Reviewing potential themes	Step 4: Defining and naming themes
	Phase 5: Defining and naming themes	Step 5: Test emergent understandings of the data
Stage 4: Test emergent understandings of the data		Step 6: Writing up the data analysis
Stage 5: Search for alternative solutions of the data		
Stage 6: Writing up the data analysis	Phase 6: Producing the report	

Initial Stages of Thematic Analysis of CRAG & PRAG Transcripts



Appendix 7: Curriculum References

Curriculum Hours & Breakdown across Subjects

Integration of theoretical approach of language project into weekly school schedule (Department of Education & Science, 1999b) annotated by J. O'Toole

Suggested minimum weekly time framework

Curriculum areas	Full day		Short day <i>[infant classes]</i>	
	One week		One week	
	Hours	Minutes	Hours	Minutes
Secular instruction				
Language				
L ¹	4	00	3	00
L ²	3	30	2	30
Mathematics	3	00	2	15
SESE	3	00	2	15
SPHE	0	30	0	30
PE	1	00	1	00
Arts education	3	00	2	30
Discretionary curriculum time	2	00	1	00
Total secular instruction	20	00	15	00
Religious education (typically)	2	30	2	30
Assembly time	1	40	1	40
Roll call	0	50	0	50
Breaks	0	50	0	50
Recreation (typically)	2	30	2	30
Total	28	20	23	20

Note: Some modification of this framework may be necessary in the context of the outcome of the pilot project on modern languages.

Aims of the SPHE Curriculum that resonate with this study



Aims

The aims of social, personal and health education are

- to promote the personal development and well-being of the child
- to foster in the child a sense of care and respect for himself/herself and others and an appreciation of the dignity of every human being

- to promote the health of the child and provide a foundation for healthy living in all its aspects
- to enable the child to make informed decisions and choices about the social, personal and health dimensions of life both now and in the future
- to develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life
- to enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world.

(Department of Education & Science, 1999d)

SPHE Strands and Strand Units Overview, Third & Fourth Class
 (Department of Education & Science, 1999d, p. 38)

Overview of SPHE Curriculum Third & Fourth Class	
Strand	Strand Unit
Myself	<ul style="list-style-type: none"> • Self-identity -Self-awareness
	<ul style="list-style-type: none"> -Developing self-confidence • Taking care of my body -Health and well-being -Knowing about my body -Food and nutrition • Growing and changing -As I grow I change -New life -Feelings and emotions • Safety and protection -Personal safety -Safety issues • Making decisions

<p>Myself and Others</p>	<ul style="list-style-type: none"> • Myself and my family • My friends and other people • Relating to others <p><i>-Communicating</i></p> <p><i>-Resolving conflict</i></p>
<p>Myself and The Wider World</p>	<ul style="list-style-type: none"> • Developing citizenship <p><i>-My school community</i></p> <p><i>-Local and wider communities-</i> <i>Environmental care</i></p> <p>Media education</p>

SESE Skills (Department of Education & Science, 1999c) that resonate with the study

Social, Environmental & Scientific Education: Skills Development		
History: Skills Development <i>Working as a Historian</i>	Geography: Skills Development <i>Geographical Investigation skills</i>	Science: Skills Development <i>Working Scientifically; Designing & Making</i>
<ul style="list-style-type: none"> • Time and chronology • Using evidence as an historian • Change and continuity • Synthesis and communication • Cause and effect • Empathy 	<ul style="list-style-type: none"> • Questioning • Observing • Predicting • Investigating and experimenting Estimating and measuring skills • Analysing • Recording and communicating 	<p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Questioning • Observing • Predicting • Investigating and experimenting • Estimating and measuring • Analysing • Sorting and classifying • Recognising patterns • Interpreting • Recording and communicating <p><u>Designing and making</u></p> <ul style="list-style-type: none"> • Exploring • Planning • Making • Evaluating

Integration of methodological approach of language project into weekly schoolschedule
 (Department of Education & Science, 1999b) annotated by J. O'Toole

Suggested minimum weekly time framework

Curriculum areas	Full day		Short day [infant classes]	
	One week		One week	
	Hours	Minutes	Hours	Minutes
Secular instruction				
Language				
L ¹	4	00	3	00
L ²	3	30	2	30
Mathematics	3	00	2	15
SESE	3	00	2	15
SPHE	0	30	0	30
PE	1	00	1	00
Arts education	3	00	2	30
Discretionary curriculum time	2	00	1	00
Total secular instruction	20	00	15	00
Religious education (typically)	2	30	2	30
Assembly time	1	40	1	40
Roll call	0	50	0	50
Breaks	0	50	0	50
Recreation (typically)	2	30	2	30
Total	28	20	23	20

Note: Some modification of this framework may be necessary in the context of the outcome of the pilot project on modern languages.

Appendix 8: Pre Tutoring Activities

1. Young Researcher Keywords & Loop Game

This straightforward incremental activity introduced children to two or three research-related terminology words, culminating in the population of a *Young Researcher Keywords* class display for daily reference and revision. On completion of the display, the children engaged in 'Loop Game' whereby each child was given a card with a research-related word and an unrelated research-related definition. A regularly-played verbal matching game ensued which was greatly enjoyed and reinforced understanding of the terminology. The game involved

2. Closed, Open & Leading Questions Game

This activity, designed for partnership work, sought to encourage the children to differentiate between the nature of questions and focused on recognising and categorising closed, open and leading questions.

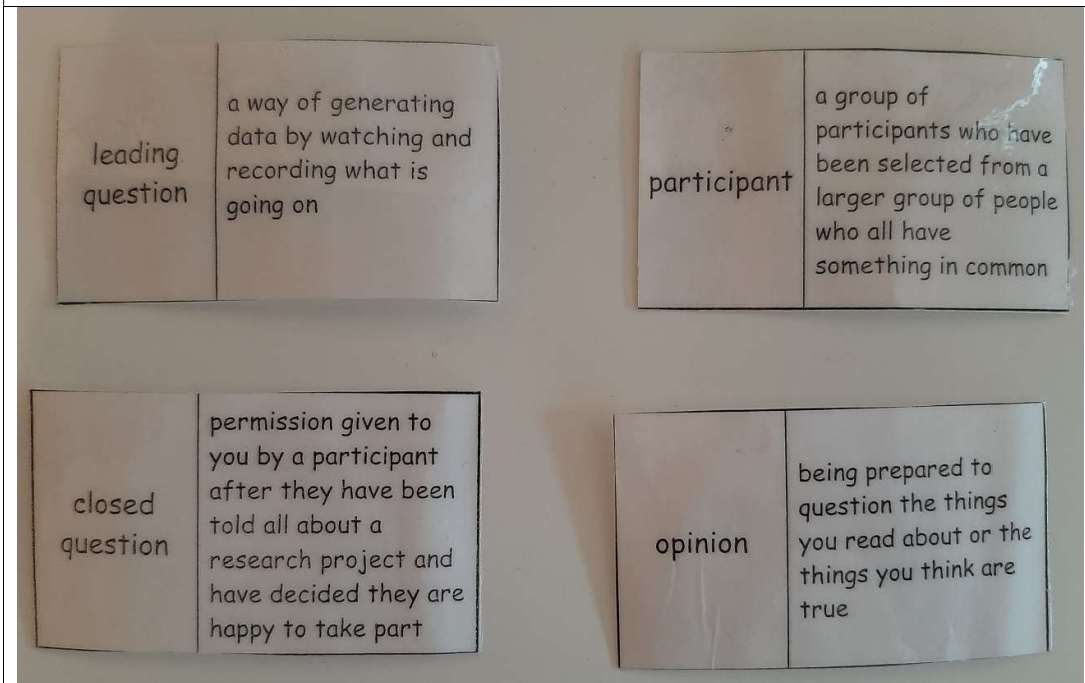
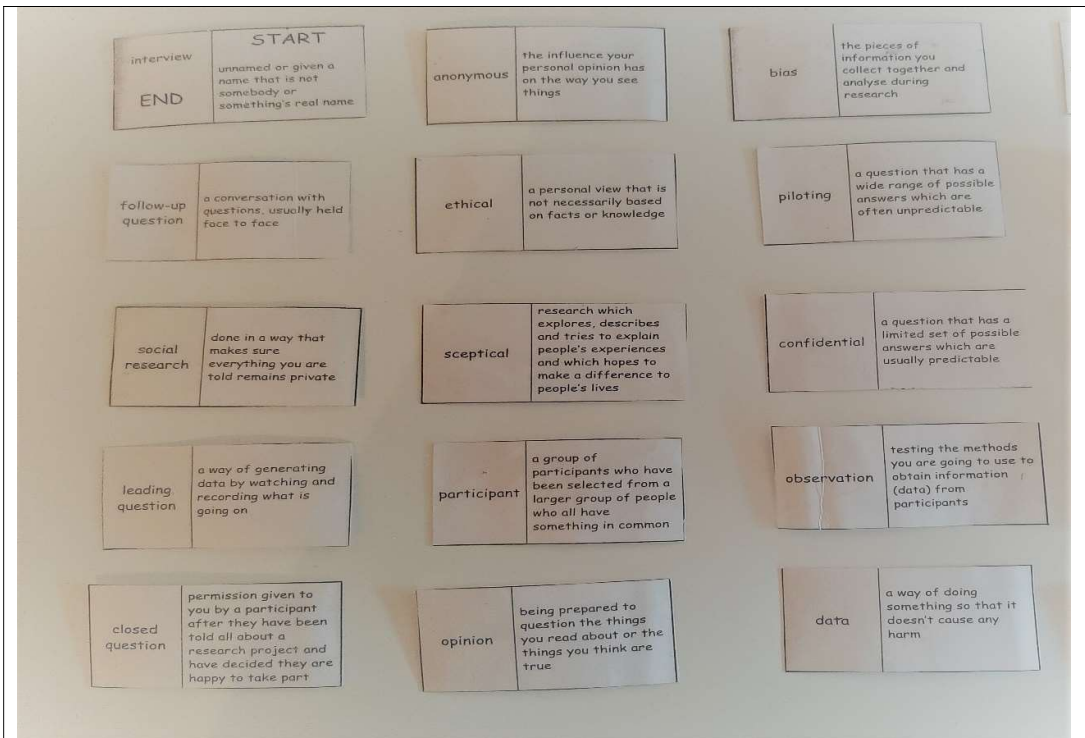
3. Fact or Opinion Game

In this activity, children worked in pairs and were encouraged to examine questions to determine whether the question would elicit a response based on fact or opinion.

As a result of these kinds of activities, the children developed a research-related vocabulary which in turn enabled them to discuss aspects of the Irish language project accurately, and also developed their awareness of the role of co-researcher.



Young Researchers Keywords Class Display Board



Young Researchers Activities: Research Terminology Loop Game

Closed questions

Open questions

Leading questions

1. How old are you?
2. What is your favourite colour?
3. How many days of the week do you have homework given to you?
4. What is your opinion on the amount of money paid to professional footballers?
5. Which is your favourite lesson?
6. Do you agree that children have too little homework?
7. Do you think it is a good idea for children to have lessons outdoors?
8. How do you feel about the amount of homework children in your school receive?
9. What is your favourite hobby?
10. What are your feelings about global warming?
11. What do you think about children having lessons outdoors?
12. How worried are you about global warming?
13. What is your opinion on the ridiculous amounts of money professional footballers are paid?
14. Do you think that global warming is a catastrophe?
15. Do you agree that children don't get enough pocket money?
16. What do you think about children earning their pocket money?
17. Do you get pocket money?
18. Which month is your birthday in?
19. What do you think about the ideas for the new adventure playground?
20. Do you think the ideas for the new adventure playground are boring?

Closed, Open and Leading Questions Activity

Fact or Opinion Game

In this activity children were encouraged to examine questions and determine whether the question that (a) would have an answer telling him/her what people believe or feel, or do in contrast to questions that (b) would not have an answer telling him/her what people believe, or feel, or do.

A. Questions that WOULD have answers telling me what people believe, or feel, or do

B. Questions that WOULD NOT have answers telling me what people believe, or feel, or do

C. Not sure

6. What do children think is important about going to Cubs or Brownies?

7. How many children in my school own clothing with the school logo?

8. What is the most popular pet among children at my school?

14. Why do people think it is important to help slow down climate change?

15. How do children choose which out of school activities they take part in?

16. What is the most popular out of school activity among children at my school?

Fact or Opinion Game

Appendix 9: Peer Tutoring Topics & Sample Activities

Priority Topics selected by children for student-parent tutoring

Topics Weeks 1-8

1. Mé Féin 1
2. Mé Féin 2
3. Uimhreacha 1-10
4. Mo Chlann
5. Aimsir
6. Laethanta na Seachtaine, 11-20
7. Bia 1
8. Bia 2

Examples of peer-mediated activity resources for communicative phase of lesson based on language input in pre-communicative phases

1. Cad is ainm duit? _____ is ainm dom.
= Cé tusa/ thusa? Is mise _____



2. Cá bhfuil tú i do chónaí?

Tá mé i mo chónaí i mBaile Atha Cliath.
Tá mé i mo chónaí i gCluain Saileach. (Clonsilla)
i mBaile Bhlainséir.
(Blanchardstown)
in Ongar.



3. Tá súile _____ agam. (I have _____ eyes.)

- Tá **súile gorma** agam.
- Tá **súile donna** agam.
- Tá **súile glasa** agam.
- Tá **súile liath** agam.



4. Tá gruaig _____ orm. (I have _____ hair.)

- Tá **gruaig dhubh** orm.
- Tá **gruaig dhonn** orm.
- Tá **gruaig fhionn** orm.
- Tá **gruaig rua** orm.



1. Téim go dtí an Léiriú Siopadóireachta gach Sathern.

Davinagh / Luan / Máirt / Céadaoin / Déardaoin / Aoine / deireadh seachtaine

2. Téim ann le mo mhamá.

mo dhaid / mo chlann / mo dhaarthair / mo dheirfiúr / mo chairde / mo chara Seán...

3. Is é an Léiriú Siopadóireachta is mó sa tír é.

is fearr / is deise

4. Buaílím le mo chairde agus caithim dhá uair ann.

uair a chloig / trí huair / ceithre huair / cúig uaire / an lá ar fad

Appendix 10: Student-Parent Lesson Design & Evaluation

Student Reflection Ideas Written by the children ☺

I liked how my child explained the instructions clearly

I really enjoyed the activity because..

It was hard to understand what the teacher meant

I'd like to learn more about the topic _____ The activity was very useful. I can now.....

For example how you say.....

I kind of liked the activity because

I loved _____ because..

I would like to do _____ next time

I liked the _____ part of the activity where we _____

The activity was fun because.....

I'd like to spend more time on.....

The activity was good, but it would be better if....

My child _____ explained the topic very well and corrected my pronunciation..

The activity was well-structured. First we....., then we

I would have liked to spend more time on..... than.....

Loads of Irish words such as came back to me

I didn't like the _____ of the activity

I thought the activity was difficult but engaging at the same

where we _____ because

The funny part was when...

My favourite part of the lesson was _____

Teacher Reflection Ideas Written by the children ☺

Mam/Dad remembered the words/phrase _____ from before

I think it went well as my Mam knew _____

Mam/Dad did well at _____ but could improve at _____

Mam/Dad had difficulty with the activity because

Need to look over _____

I felt that he/she was struggling at this point

My Mam/Dad did the last task independently.

Mam/Dad tripped over their words a little but overall was very good.

She/he learned _____ very quickly

I think this activity helped Mam improve at _____

Mam/Dad was enthusiastic/ interested...

Mam/Dad earned a sticker for their work in _____

The activity was great! She/he enjoyed it because _____

My Mam/Dad was good at _____ but could improve at _____

Need to make activity more interesting-He/she was bored after 2 minutes!

He/she needs to work a bit harder on _____

Student and Teacher Reflection Ideas to aid evaluation of student-parent tutoring lessons

Is Tusa an Múinteoir Pack Essentials

- Zip-lock folder
- Lesson plan co-written by teacher and students
- Lesson resources
- Short written exercise
- Evaluation notebook
- Student & parent prompts for evaluations

List of Student-Parent 'Pack Essentials' brainstormed by the class and teacher











Simplified lesson plan in English following the three-phase communicative structure for Student-Parent tutoring.


Ceacht 3 Na hUimhreacha 1-10 *Dé Céadaoin 18ú Feabhra 2015*

1. Show cards 0-10 to Mam/Dad one by one saying 'a haon' etc. and ask Mam/Dad to repeat the word back to you.
2. Place cards 0-10 in front of Mam/Dad. Call out random numbers and ask Mam/Dad to pick up the right card.
3. Place the cards 0-10 in order. Read the numbers out 0-10 twice. Ask Mam/Dad to try. Work on numbers that are hard to pronounce.
4. Have a game of 'Fish in the Pool'. (Odd numbers are pairs, even numbers are pairs). You must say the numbers you turn over.
5. Worksheet- help Mam/Dad along.

Appendix 11: Technology-Mediated Language Learning Platforms

Examples of language learning activities on the online learning zone

<p>An Teilifís</p>  <p>34</p> <p>Bean Uí Chonaill Feb 24, 2015, 11:28am #B Class Members</p>	<p>Ar Scoil- Cluichí</p>  <p>2</p> <p>Bean Uí Chonaill Feb 17, 2015, 9:13am #B Class Members</p>	<p>Teanga na Míosa-Fraincís</p>  <p>3</p> <p>Bean Uí Chonaill Feb 17, 2015, 8:54am #B Class Members</p>	<p>Ar Scoil- Dúshlán Daichead Focal</p>  <p>24</p> <p>Bean Uí Chonaill Feb 17, 2015, 8:47am #B Class Members</p>	<p>Mé Féin- Dúshlán Daichead Focal</p>  <p>25</p> <p>Bean Uí Chonaill Jan 30, 2015, 3:09pm #B Class Members</p>
<p>Mé Féin- Dul siar</p>  <p>39</p>	<p>CEISTEANNA</p>  <p>16</p>	<p>Aimsir in Eirinn!</p>  <p>19, 5, 15, 6, 26</p>	<p>Ag Comhaireamh (Counting)</p>  <p>47</p>	<p>An Aimsir!</p>  <p>1, 2, 3, 54</p>

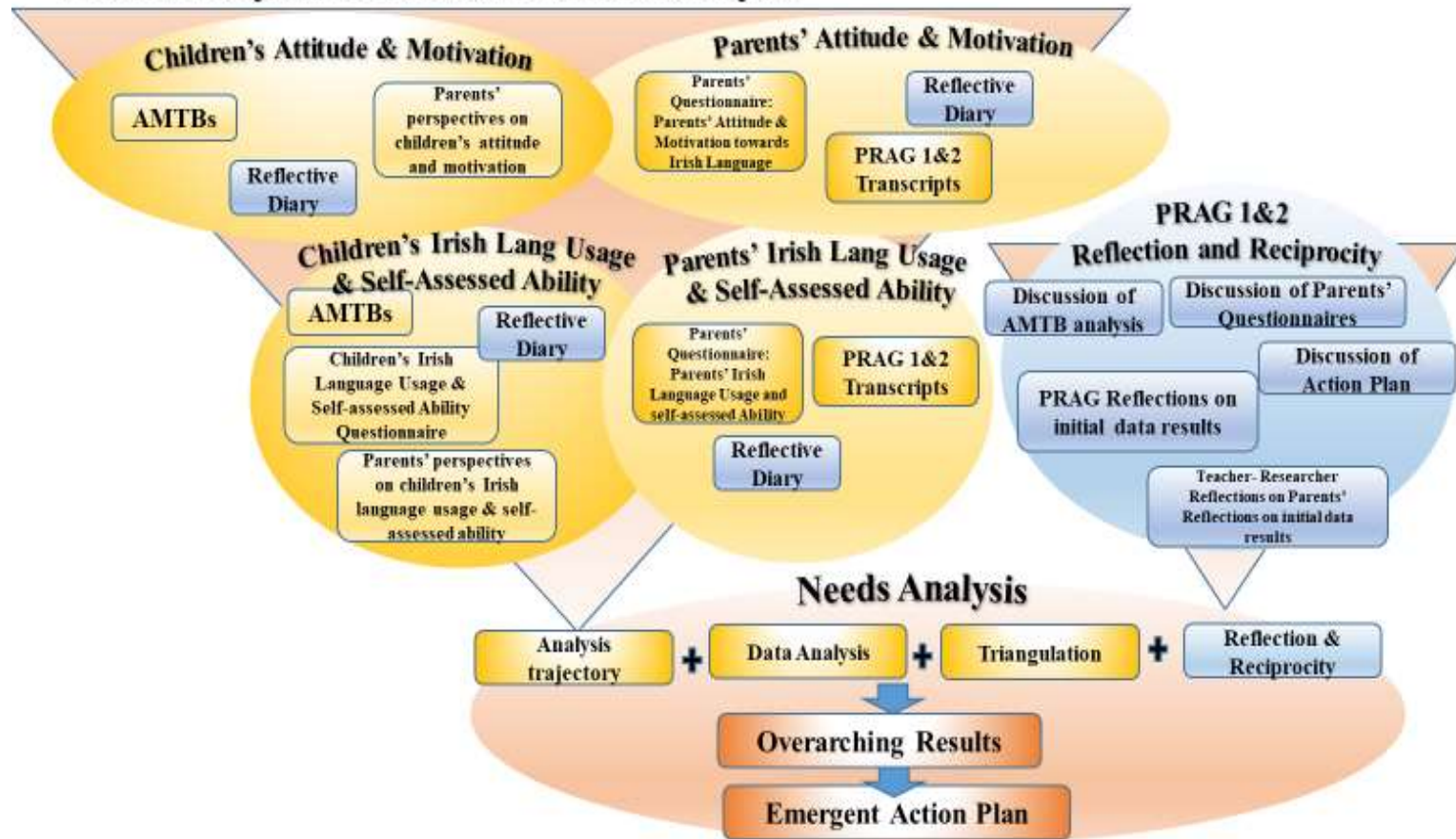
<p>Mé Féin- Dul siar</p>  <p>By Bean Uí Chonaill on Jan 27, 2015</p> <p>Dia daoibh gach duine!</p> <p>Beidh tú an-ghnóthach (very busy) inniu!</p> <p>1. Mé Féin 1 Clliceáil ar an nasc seo a leanas chun an ceistiúchán a dhéanamh. <i>(Click on the following link to do the interactive quiz.)</i> http://quiz.scoilnet.ie/Quiz.aspx?qid=1073</p> <p>7. Mé Féin agus Mo Theaghlach Clliceáil ar an nasc seo a leanas chun an ceistiúchán a dhéanamh. <i>(Click on the following link to do the interactive quiz.)</i> http://lontas1.edco.ie/exercise/collection/unit/1/type/4</p>	<p>9. Bí ag léamh! Anois is féidir leat an scéal seo faoin madra Bran a léamh: http://boscabeo.com/me-fein/is-mise-bran http://boscabeo.com/me-fein/bran-ag-fas</p> <p>Bain Taitneamh as!</p> <p>Anois- scríobh abairt faoi na gníomhaíochtaí a bhi agat inniu... <i>Now can you write a sentence about your activities today?</i></p> <p>Bean Uí Chonaill :)</p>
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Appendix 12: Collated Reflective Diary Excerpts

	Thesis Section	Excerpt
1.	6.1.1	<i>Interesting that despite the changes and research over the years re proficiency and use, Irish-lesson anxiety is present at same levels. Also interesting that H&M deemed these levels of anxiety as 'relatively high' still so.....</i>
2.	6.1.1	<i>I am struck by the children's references to 'using the book'. This is countered by a wish for more interactivity, more games. At first glance, it would seem that there is an appetite to pilot something new, and the children are forthcoming in sharing their ideas which is very positive</i>
3.	6.5.1	<i>When I spoke with C7 today, she noted that she could not log onto the school blog on her Mum's Mac computer. I suggested that Mum bring the laptop to school and we could examine the browser. There seems to be an issue with Macs and also certain browsers on Windows. It is challenging to oversee as children are attempting to log on at home.</i>
4.	6.5.2	<i>Between reflecting on parents' feedback and perceptions of Twitter, and the sign-in process for one parent, I think I did not reflect enough on how I had a certain knowledge and experience of Twitter prior to its introduction to the project, and as a result, I did not explain about Twitter enough at the AC1 introduction to parents to make it accessible. This is something to note should new elements arise in the project later re communication and connecting. Also when taking the account set-up step-by-step with a parent, one point of note was the onus on the person to opt out of a suggested selection of 40 'recommended Twitter accounts to automatically follow....</i>

		<p><i>An opt-in and subsequent following of the class account would mean the class account would be one of 41 accounts in the feed which could be potentially off-putting for a new follower if the class account was the desired focus. This also highlights the potential of the notification function for new users- which could be part of a Twitter induction should there be lots of interest. Lots to consider.</i></p>
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Need Analysis: Data Sources & Analysis



Appendix 14: Children's AMTB Questionnaire Analysis

(i) PRE & POST AMTB Index Scores & Tests

Paired Samples Statistics^a

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_IntegrativenessIndex	87.0500	20	19.87719	4.44467
	POST_IntegrativenessIndex	87.9250	20	24.07132	5.38251
Pair 2	PRE_MotivationIndex	67.1500	20	6.80770	1.52225
	POST_MotivationIndex	67.2250	20	7.66824	1.71467
Pair 3	PRE_IrishAttitudeAndMotivation	153.5000	20	27.64721	6.18210
	POST_IrishAttitudeAndMotivation	153.5000	20	37.09660	8.29505

a. Class = JOC Class

Paired Samples Correlations^a

		N	Correlation	Sig.
Pair 1	PRE_IntegrativenessIndex & POST_IntegrativenessIndex	20	.730	<.001
Pair 2	PRE_MotivationIndex & POST_MotivationIndex	20	.243	.301
Pair 3	PRE_IrishAttitudeAndMotivation & POST_IrishAttitudeAndMotivation	20	.766	<.001

a. Class = JOC Class

Paired Samples Test^a

		Mean	Std. Deviation	Paired Differences		t	df	Sig. (2-tailed)	
				Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper				
Pair 1	PRE_IntegrativenessIndex - POST_IntegrativenessIndex	-.87500	16.62265	3.71694	-8.65464	6.90464	-.235	19	.816
Pair 2	PRE_MotivationIndex - POST_MotivationIndex	-.07500	8.92995	1.99680	-4.25435	4.10435	-.038	19	.970
Pair 3	PRE_IrishAttitudeAndMotivation - POST_IrishAttitudeAndMotivation	.00000	23.87467	5.33854	-11.17369	11.17369	.000	19	1.000

a. Class = JOC Class

Paired Samples Effect Sizes^a

		Standardizer ^b	Point Estimate	95% Confidence Interval	
				Lower	Upper
Pair 1	PRE_IntegrativenessIndex - POST_IntegrativenessIndex	Cohen's d	16.62265	-.053	.387
		Hedges' correction	16.95998	-.481	.379
Pair 2	PRE_MotivationIndex - POST_MotivationIndex	Cohen's d	8.92995	-.008	.430
		Hedges' correction	9.11117	-.438	.421
Pair 3	PRE_IrishAttitudeAndMotivation - POST_IrishAttitudeAndMotivation	Cohen's d	23.87467	.000	.438
		Hedges' correction	24.35917	-.430	.430

a. Class = JOC Class

b. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

Paired Samples Statistics^a

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_IntegrativenessIndex	89.1750	40	14.19803	2.24491
	POST_IntegrativenessIndex	89.1500	40	13.24241	2.09381
Pair 2	PRE_MotivationIndex	69.8250	40	8.44860	1.33584
	POST_MotivationIndex	67.6750	40	5.52564	.87368
Pair 3	PRE_IrishAttitudeAndMotivation	158.5250	40	20.83634	3.29452
	POST_IrishAttitudeAndMotivation	155.9250	40	20.66508	3.26744

a. Class = Control

Paired Samples Correlations^a

		N	Correlation	Sig.
Pair 1	PRE_IntegrativenessIndex & POST_IntegrativenessIndex	40	.513	<.001
Pair 2	PRE_MotivationIndex & POST_MotivationIndex	40	.366	.020
Pair 3	PRE_IrishAttitudeAndMotivation & POST_IrishAttitudeAndMotivation	40	.422	.007

a. Class = Control

Paired Samples Test^a

		Mean	Std. Deviation	Paired Differences		t	df	Sig. (2-tailed)
				Std. Error Mean	95% Confidence Interval of the Difference			
Pair 1	PRE_IntegrativenessIndex - POST_IntegrativenessIndex	.02500	13.56369	2.14461	Lower: -4.31288 Upper: 4.36288	.012	39	.991
Pair 2	PRE_MotivationIndex - POST_MotivationIndex	2.15000	8.22925	1.30116	Lower: -.48184 Upper: 4.78184	1.652	39	.106
Pair 3	PRE_IrishAttitudeAndMotivation - POST_IrishAttitudeAndMotivation	2.60000	22.31913	3.52896	Lower: -4.53800 Upper: 9.73800	.737	39	.466

a. Class = Control

Paired Samples Effect Sizes^a

			Standardizer ^b	Point Estimate	95% Confidence Interval	
					Lower	Upper
Pair 1	PRE_IntegrativenessIndex - POST_IntegrativenessIndex	Cohen's d	13.56369	.002	-.308	.312
		Hedges' correction	13.69588	.002	-.305	.309
Pair 2	PRE_MotivationIndex - POST_MotivationIndex	Cohen's d	8.22925	.261	-.056	.575
		Hedges' correction	8.30945	.259	-.055	.569
Pair 3	PRE_IrishAttitudeAndMotivation - POST_IrishAttitudeAndMotivation	Cohen's d	22.31913	.116	-.195	.427
		Hedges' correction	22.53664	.115	-.193	.423

a. Class = Control

b. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

T-Test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
DifferencePrePost_IrishAttitudeAndMotivation	1.00 JOC Class	20	.0000	23.87467	5.33854
	2.00 Control	40	-2.6000	22.31913	3.52896
PRE_IntegrativenessIndex	1.00 JOC Class	20	87.0500	19.87719	4.44467
	2.00 Control	40	89.1750	14.19803	2.24491
POST_IntegrativenessIndex	1.00 JOC Class	20	87.9250	24.07132	5.38251
	2.00 Control	40	89.1500	13.24241	2.09381
PRE_MotivationIndex	1.00 JOC Class	20	67.1500	6.80770	1.52225
	2.00 Control	40	69.8250	8.44860	1.33584
POST_MotivationIndex	1.00 JOC Class	20	67.2250	7.66824	1.71467
	2.00 Control	40	67.6750	5.52564	.87368
PRE_IrishAttitudeAndMotivation	1.00 JOC Class	20	153.5000	27.64721	6.18210
	2.00 Control	40	158.5250	20.83634	3.29452
POST_IrishAttitudeAndMotivation	1.00 JOC Class	20	153.5000	37.09660	8.29505
	2.00 Control	40	155.9250	20.66508	3.26744

Independent Samples Test

		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
DifferencePrePost_IrishAttitudeAndMotivation	Equal variances assumed	.019	.891	.416	58	.679	2.60000	6.25509	-9.92093	15.12093
	Equal variances not assumed			.406	35.894	.687	2.60000	6.39950	-10.38012	15.58012
PRE_IntegrativenessIndex	Equal variances assumed	2.451	.123	-.477	58	.635	-2.12500	4.45795	-11.04856	6.79856
	Equal variances not assumed			-.427	29.011	.673	-2.12500	4.97943	-12.30892	8.05892
POST_IntegrativenessIndex	Equal variances assumed	15.490	.000	-.255	58	.800	-1.22500	4.80413	-10.84150	8.39150
	Equal variances not assumed			-.212	24.907	.834	-1.22500	5.77542	-13.12194	10.67194
PRE_MotivationIndex	Equal variances assumed	.467	.497	-1.229	58	.224	-2.67500	2.17678	-7.03229	1.68229
	Equal variances not assumed			-1.321	46.187	.193	-2.67500	2.02527	-6.75121	1.40121
POST_MotivationIndex	Equal variances assumed	2.965	.090	-.260	58	.795	-.45000	1.72757	-3.90811	3.00811
	Equal variances not assumed			-.234	29.188	.817	-.45000	1.92443	-4.38479	3.48479
PRE_IrishAttitudeAndMotivation	Equal variances assumed	3.199	.079	-.788	58	.434	-5.02500	6.37766	-17.79127	7.74127
	Equal variances not assumed									

T-Test Calculations for PPC/ RC Initial Comparison of PRE Index Scores & Reporting Summary

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
PRE_IntegrativenessIndex	JOC Class	20	87.0500	19.87719	4.44467
	Control	40	89.1750	14.19803	2.24491
PRE_MotivationIndex	JOC Class	20	67.1500	6.80770	1.52225
	Control	40	69.8250	8.44860	1.33584
PRE_IrishAttitudeAndMotivation	JOC Class	20	153.5000	27.64721	6.18210
	Control	40	158.5250	20.83634	3.29452

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PRE_IntegrativenessIndex	Equal variances assumed	2.451	.123	-.477	58	.635	-2.12500	4.45795	-11.04856	6.79856
	Equal variances not assumed			-.427	29.011	.673	-2.12500	4.97943	-12.30892	8.05892
PRE_MotivationIndex	Equal variances assumed	4.67	.497	-1.229	58	.224	-2.67500	2.17678	-7.03229	1.68229
	Equal variances not assumed			-1.321	46.187	.193	-2.67500	2.02527	-6.75121	1.40121
PRE_IrishAttitudeAndMotivation	Equal variances assumed	3.199	.079	-.788	58	.434	-5.02500	6.37766	-17.79127	7.74127
	Equal variances not assumed			-.717	30.140	.479	-5.02500	7.00516	-19.32866	9.27866

- Levene's Test $p > .05$ therefore go with **Equal variances assumed line**
- Looked at Sig 2-tailed- **.635 .224 .434 all greater than .05** chosen interval **therefore not statistically significant**

Reporting:

It is of note that while the PPC PRE mean Index scores have presented as lower scores to that of the RC, there was not a statistically significant difference in any of the three PRE Index scores between the PPC and RC. Thus the two groups can be considered equivalent of each other statistically.

The small variance observed in pre scores however did reflect respectively different starting points at the outset of the study in relation to both groups informed the study design to exercise caution in PRE & POST Index comparisons for this reason and to focus on relevant individual scale scores where appropriate.

-Integrativeness Index $t_{58} = -.474, p > .635$ ($p > \alpha; \alpha = 0.05$)

-Motivation Index $t_{58} = -1.229, p > .224$ ($p > \alpha; \alpha = 0.05$)

-Irish Attitude & Motivation Index $t_{58} = -.778, p > .434$ ($p > \alpha; \alpha = 0.05$)

(ii) Sample PRE & POST AMTB Scale Scores & Tests

PPC Overview

Paired Samples Statistics ^a											
		Mean	N	Std. Deviation	Std. Error Mean						
Pair 1	PRE_IntegrativenessIndex	87.0500	20	19.87719	4.44467	Pair 9	SCALE_SIX_PRE_SUM_Attitude_to_learning_irish	29.9000	20	3.07622	.68786
	POST_IntegrativenessIndex	87.9250	20	24.07132	5.38251		SCALE_SIX_POST_SUM_Attitude_to_learning_irish	30.1750	20	2.76860	.61908
Pair 2	PRE_MotivationIndex	67.1500	20	6.80770	1.52225	Pair 10	SCALE_SEVEN_PRE_SUM_Instrumental_orientation_to_irish	13.9500	20	3.66312	.81910
	POST_MotivationIndex	67.2250	20	7.66824	1.71467		SCALE_SEVEN_POST_SUM_Instrumental_orientation_to_irish	11.7000	20	4.61234	1.03135
Pair 3	PRE_IrishAttitudeAndMotivation	153.5000	20	27.64721	6.18210	Pair 11	SCALE_EIGHT_PRE_SUM_Irish_lesson_anxiety	14.6500	20	4.70470	1.05200
	POST_IrishAttitudeAndMotivation	153.5000	20	37.09960	8.29505		SCALE_EIGHT_POST_SUM_Irish_lesson_anxiety	13.3500	20	6.25153	1.39788
Pair 4	SCALE_ONE_PRE_SUM_Attitude_to_Irish_Speakers	35.1000	20	8.40999	1.88051	Pair 12	SCALE_NINE_PRE_SUM_Parental_encouragement	30.7000	20	9.47073	2.11772
	SCALE_ONE_POST_SUM_Attitude_to_Irish_Speakers	35.2000	20	10.40040	2.32560		SCALE_NINE_POST_SUM_Parental_encouragement	30.1500	20	11.99243	2.68159
Pair 5	SCALE_TWO_PRE_SUM_Integrative_orientation_to_irish	14.1000	20	5.11859	1.14455	Pair 13	SCALE_TEN_PRE_SUM_Irish_ability_self_concept	18.2000	20	6.00526	1.34282
	SCALE_TWO_POST_SUM_Integrative_orientation_to_irish	15.3000	20	5.21233	1.16551		SCALE_TEN_POST_SUM_Irish_ability_self_concept	17.8500	20	6.51537	1.45688
Pair 6	SCALE_THREE_PRE_SUM_Interest_in_second_foreign_languages	37.8500	20	10.17880	2.27605	Pair 14	SCALE_ELEVEN_PRE_SUM_Use_of_Irish_at_home	6.1500	20	1.56525	.35000
	SCALE_THREE_POST_SUM_Interest_in_second_foreign_languages	37.4250	20	10.80847	2.41685		SCALE_ELEVEN_POST_SUM_Use_of_Irish_at_home	6.7000	20	1.68897	.37767
Pair 7	SCALE_FOUR_PRE_SUM_Desire_to_learn_irish	22.5500	20	2.70429	.60470						
	SCALE_FOUR_POST_SUM_Desire_to_learn_irish	22.4500	20	3.74833	.83815						
Pair 8	SCALE_FIVE_PRE_SUM_Motivational_intensity_to_learn_irish	14.7000	20	3.14726	.70375						
	SCALE_FIVE_POST_SUM_Motivational_intensity_to_learn_irish	14.6000	20	3.67638	.82206						

a. a. Class = 1.00 JOC Class

Scale 7: Instrumental orientation to Irish

Paired Samples Statistics					Paired Samples Correlations					
Class	Pair 1	Mean	N	Std. Deviation	Std. Error Mean	Class	Pair 1	N	Correlation	Sig.
JOC Class	SCALE_SEVEN_PRE_S UM_Instrumental_orientation_to_irish	13.9500	20	3.66312	.81910	JOC Class	SCALE_SEVEN_PRE_S UM_Instrumental_orientation_to_irish & SCALE_SEVEN_POST_S UM_Instrumental_orientation_to_irish	20	.625	.003
	SCALE_SEVEN_POST_S UM_Instrumental_orientation_to_irish	11.7000	20	4.61234	1.03135		Control	SCALE_SEVEN_PRE_S UM_Instrumental_orientation_to_irish & SCALE_SEVEN_POST_S UM_Instrumental_orientation_to_irish	40	.460
Control	SCALE_SEVEN_PRE_S UM_Instrumental_orientation_to_irish	14.5250	40	3.51544	.55584					
	SCALE_SEVEN_POST_S UM_Instrumental_orientation_to_irish	13.9250	40	3.66821	.58000					

Paired Samples Test										
Class	Pair 1	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
					Lower	Upper				
JOC Class	SCALE_SEVEN_PRE_S UM_Instrumental_orientation_to_irish - SCALE_SEVEN_POST_S UM_Instrumental_orientation_to_irish	2.25000	3.68318	.82358	.52622	3.97378	2.732	19	.013	
Control	SCALE_SEVEN_PRE_S UM_Instrumental_orientation_to_irish - SCALE_SEVEN_POST_S UM_Instrumental_orientation_to_irish	.60000	3.73342	.59031	-.59401	1.79401	1.016	39	.316	

Paired Samples Effect Sizes						
Class	Pair 1	Standardizer ^a	Cohen's d	Point Estimate	95% Confidence Interval	
JOC Class	SCALE_SEVEN_PRE_S UM_Instrumental_orientation_to_irish - SCALE_SEVEN_POST_S UM_Instrumental_orientation_to_irish	3.68318	.611	.125	.125	1.083
	SCALE_SEVEN_POST_S UM_Instrumental_orientation_to_irish	3.75792	.599	.123	.123	1.061
Control	SCALE_SEVEN_PRE_S UM_Instrumental_orientation_to_irish - SCALE_SEVEN_POST_S UM_Instrumental_orientation_to_irish	3.73342	.161	-.152	-.152	.472
	SCALE_SEVEN_POST_S UM_Instrumental_orientation_to_irish	3.76981	.159	-.151	-.151	.467

a. The denominator used in estimating the effect sizes. Cohen's d uses the sample standard deviation of the mean difference. Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

Scale 9 Parental Encouragement

Class	Pair 1	Mean	N	Std. Deviation	Std. Error Mean
JOC Class	SCALE_NINE_PRE_SUM_Parental_encouragement	30.7000	20	9.47073	2.11772
	SCALE_NINE_POST_SUM_Parental_encouragement	30.1500	20	11.99243	2.68159
Control	SCALE_NINE_PRE_SUM_Parental_encouragement	35.2250	40	6.90777	1.09221
	SCALE_NINE_POST_SUM_Parental_encouragement	37.0750	40	7.95947	1.25850

Class	Pair 1	N	Correlation	Sig.
JOC Class	SCALE_NINE_PRE_SUM_Parental_encouragement & SCALE_NINE_POST_SUM_Parental_encouragement	20	.705	<.001
Control	SCALE_NINE_PRE_SUM_Parental_encouragement & SCALE_NINE_POST_SUM_Parental_encouragement	40	.246	.125

Class	Pair 1	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
JOC Class	SCALE_NINE_PRE_SUM_Parental_encouragement - SCALE_NINE_POST_SUM_Parental_encouragement	.55000	8.56231	1.91459	-3.45728	4.55728	.287	19	.777
Control	SCALE_NINE_PRE_SUM_Parental_encouragement - SCALE_NINE_POST_SUM_Parental_encouragement	-1.85000	9.16389	1.44894	-4.78075	1.08075	-1.277	39	.209

Class	Pair 1	Standardized ^a	Point Estimate	95% Confidence Interval		
				Lower	Upper	
JOC Class	SCALE_NINE_PRE_SUM_Parental_encouragement - SCALE_NINE_POST_SUM_Parental_encouragement	Cohen's d	8.56231	.064	-.375	.502
		Hedges' correction	8.73607	.063	-.368	.492
Control	SCALE_NINE_PRE_SUM_Parental_encouragement - SCALE_NINE_POST_SUM_Parental_encouragement	Cohen's d	9.16389	-.202	-.514	.112
		Hedges' correction	9.25320	-.200	-.509	.111

a. The denominator used in estimating the effect sizes.
Cohen's d uses the sample standard deviation of the mean difference.
Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

(i) Sample Scale Item Score Calculations

Scale 9 Parental Encouragement

Pair	Item	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-Q1	2.85	20	1.663	.372
	My parents try to help me with Irish.	3.10	20	1.518	.340
Pair 2	PRE-Q8	3.05	20	1.356	.303
	Q8	2.90	20	1.447	.324
Pair 3	PRE-Q19	3.70	20	1.525	.341
	Q19	3.20	20	1.508	.337
Pair 4	PRE-Q29	2.75	20	1.164	.260
	Q29	2.65	20	1.387	.310
Pair 5	PRE-Q33	3.16	19	1.425	.327
	Q33	3.32	19	1.493	.342
Pair 6	PRE-Q38	2.95	20	1.317	.294
	Q38	3.45	20	1.638	.366
Pair 7	PRE-Q41	3.35	20	1.226	.274
	Q41	3.15	20	1.531	.342
Pair 8	PRE-Q48	3.10	20	1.252	.280
	Q48	3.05	20	1.605	.359

a. Class = 1.00 JOC Class

Paired Samples Test^a

Pair	Paired Differences	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRE-Q1 - My parents try to help me with Irish.	-.250	1.773	.397	-1.080	.580	-.630	19	.536
Pair 2	PRE-Q8 - Q8	.150	1.694	.379	-.643	.943	.396	19	.697
Pair 3	PRE-Q19 - Q19	.500	1.638	.366	-.267	1.267	1.365	19	.188
Pair 4	PRE-Q29 - Q29	-.100	1.021	.228	-.378	.578	-.438	19	.666
Pair 5	PRE-Q33 - Q33	-.158	1.500	.344	-.881	.565	-.459	18	.652
Pair 6	PRE-Q38 - Q38	-.500	1.573	.352	-1.236	.236	-1.422	19	.171
Pair 7	PRE-Q41 - Q41	.200	1.508	.337	-.506	.906	.593	19	.560
Pair 8	PRE-Q48 - Q48	.050	.945	.211	-.392	.492	.237	19	.815

a. Class = 1.00 JOC Class

PRE-Q1

Class	Valid	Strongly Disagree	Frequency	Percent	Valid Percent	Cumulative Percent
JOC Class	Valid	Strongly Disagree	7	35.0	35.0	35.0
		Disagree	2	10.0	10.0	45.0
		Neutral	3	15.0	15.0	60.0
		Agree	3	15.0	15.0	75.0
		Strongly Agree	5	25.0	25.0	100.0
Total		20	100.0	100.0		
Control	Valid	Strongly Disagree	3	7.5	7.5	7.5
		Disagree	9	22.5	22.5	30.0
		Neutral	7	17.5	17.5	47.5
		Agree	16	40.0	40.0	87.5
		Strongly Agree	5	12.5	12.5	100.0
Total		40	100.0	100.0		

My parents try to help me with Irish.

Class	Valid	Strongly Disagree	Frequency	Percent	Valid Percent	Cumulative Percent
JOC Class	Valid	Strongly Disagree	5	25.0	25.0	25.0
		Disagree	2	10.0	10.0	35.0
		Neutral	3	15.0	15.0	50.0
		Agree	6	30.0	30.0	80.0
		Strongly Agree	4	20.0	20.0	100.0
Total		20	100.0	100.0		
Control	Valid	Strongly Disagree	4	10.0	10.0	10.0
		Disagree	4	10.0	10.0	20.0
		Neutral	7	17.5	17.5	37.5
		Agree	12	30.0	30.0	67.5
		Strongly Agree	13	32.5	32.5	100.0
Total		40	100.0	100.0		

PRE-Q33

Class	Valid	Strongly Disagree	Frequency	Percent	Valid Percent	Cumulative Percent
JOC Class	Valid	Strongly Disagree	4	20.0	20.0	20.0
		Disagree	2	10.0	10.0	30.0
		Neutral	6	30.0	30.0	60.0
		Agree	4	20.0	20.0	80.0
		Strongly Agree	4	20.0	20.0	100.0
Total		20	100.0	100.0		
Control	Valid	Strongly Disagree	2	5.0	5.0	5.0
		Disagree	4	10.0	10.0	15.0
		Neutral	8	20.0	20.0	35.0
		Agree	12	30.0	30.0	65.0
		Strongly Agree	14	35.0	35.0	100.0
Total		40	100.0	100.0		

Q33

Class	Valid	Strongly Disagree	Frequency	Percent	Valid Percent	Cumulative Percent
JOC Class	Valid	Strongly Disagree	3	15.0	15.8	15.8
		Disagree	3	15.0	15.8	31.6
		Neutral	4	20.0	21.1	52.6
		Agree	3	15.0	15.8	68.4
		Strongly Agree	6	30.0	31.6	100.0
		Total	19	95.0	100.0	
Missing	System		1	5.0		
		Total	20	100.0		
Control	Valid	Strongly Disagree	1	2.5	2.5	2.5
		Disagree	5	12.5	12.5	15.0
		Neutral	9	22.5	22.5	37.5
		Agree	9	22.5	22.5	60.0
		Strongly Agree	16	40.0	40.0	100.0
Total		40	100.0	100.0		

PRE-Q38

Class	Valid	Strongly Disagree	Frequency	Percent	Valid Percent	Cumulative Percent
JOC Class	Valid	Strongly Disagree	3	15.0	15.0	15.0
		Disagree	4	20.0	20.0	35.0
		Neutral	8	40.0	40.0	75.0
		Agree	1	5.0	5.0	80.0
		Strongly Agree	4	20.0	20.0	100.0
Total		20	100.0	100.0		
Control	Valid	Strongly Disagree	6	15.0	15.0	15.0
		Disagree	4	10.0	10.0	25.0
		Neutral	10	25.0	25.0	50.0
		Agree	13	32.5	32.5	82.5
		Strongly Agree	7	17.5	17.5	100.0
Total		40	100.0	100.0		

Q38

Class	Valid	Strongly Disagree	Frequency	Percent	Valid Percent	Cumulative Percent
JOC Class	Valid	Strongly Disagree	5	25.0	25.0	25.0
		Disagree	1	5.0	5.0	30.0
		Neutral	1	5.0	5.0	35.0
		Agree	6	30.0	30.0	65.0
		Strongly Agree	7	35.0	35.0	100.0
Total		20	100.0	100.0		
Control	Valid	Strongly Disagree	4	10.0	10.0	10.0
		Disagree	6	15.0	15.0	25.0
		Neutral	14	35.0	35.0	60.0
		Agree	11	27.5	27.5	87.5
		Strongly Agree	5	12.5	12.5	100.0
Total		40	100.0	100.0		

		Strongly Agree	Slightly Agree	Neutral	Slightly Disagree	Strongly Disagree	NR
1. My parents try to help me with Irish.	PPC Pre PPC Post (n=20)	25% (5) 20% (4)	15% (3) 30% (6)	15% (3) 15% (3)	10% (2) 10% (2)	35% (7) 25% (5)	n/a n/a
	CC Pre CC Post (n=40)	27.5% 20%	17.5% 25%	42.5% 40%	2.5% 7.5%	5% 7.5%	5% n/a
	TCS (n=490)	27.6%	34.5%	14.7%	11%	11.6%	
33. My parents really encourage me to work hard at my Irish.	PPC Pre PPC Post (n=20)	20% (4) 30% (6)	20% (4) 15% (3)	30% (6) 20% (4)	10% (2) 15% (3)	20% (4) 15% (3)	n/a n/a
	CC Pre CC Post (n=40)	35% 40%	30% 22.5%	20% 22.5%	10% 12.5%	5% 2.5%	n/a n/a
	TCS (n=490)	24.1%	32.9%	16.1%	16.9%	9.4%	
38. My parents are usually very interested in anything to do with my Irish schoolwork.	PPC Pre PPC Post (n=20)	20% (4) 35% (7)	5% (1) 30% (6)	40% (8) 5% (1)	20% (4) 5% (1)	15% (3) 25% (5)	n/a n/a
	CC Pre CC Post (n=40)	17.5% 12.5%	32.5% 27.5%	25% 35%	10% 15%	15% 10%	n/a n/a
	TCS (n=490)	17.3%	31.2%	15.3%	22.4%	12.9%	

Scale 11 Use of Irish in the Home Calculations

Paired Samples Statistics ^a					Paired Samples Correlations ^a					
	Mean	N	Std. Deviation	Std. Error Mean		N	Correlation	Sig.		
Pair 1	SCALE_ELEVEN_PRE_SUM_Use_of_Irish_at_home	6.1500	20	1.56525	.35000	Pair 1	SCALE_ELEVEN_PRE_SUM_Use_of_Irish_at_home & SCALE_ELEVEN_POST_SUM_Use_of_Irish_at_home	20	.396	.084
	SCALE_ELEVEN_POST_SUM_Use_of_Irish_at_home	6.7000	20	1.68897	.37767					

a. Class = JOC Class

Paired Samples Test^a

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	SCALE_ELEVEN_PRE_S UM_Use_of_Irish_at_ho me - SCALE_ELEVEN_POST_ SUM_Use_of_Irish_at_h ome	-.55000	1.79106	.40049	-1.38824	.28824	-1.373	19	.186

a. Class = JOC Class

Paired Samples Effect Sizes^a

		Cohen's d	Standardizer ^b	Point Estimate	95% Confidence Interval	
					Lower	Upper
Pair 1	SCALE_ELEVEN_PRE_S UM_Use_of_Irish_at_ho me - SCALE_ELEVEN_POST_ SUM_Use_of_Irish_at_h ome		1.79106	-.307	-.752	.146
		Hedges' correction	1.82741	-.301	-.737	.143

a. Class = JOC Class

b. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

Paired Samples Correlations^a

		Paired Samples Statistics ^a			N	Correlation	Sig.	
		Mean	N	Std. Deviation	Std. Error Mean			
Pair 1	SCALE_ELEVEN_PRE_S UM_Use_of_Irish_at_ho me	7.2500	40	2.45733	.38854	40	.044	.787
	SCALE_ELEVEN_POST_ SUM_Use_of_Irish_at_h ome	6.6000	40	1.89195	.29914			

a. Class = Control

a. Class = Control

Paired Samples Test^a

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	SCALE_ELEVEN_PRE_S UM_Use_of_Irish_at_ho me - SCALE_ELEVEN_POST_ SUM_Use_of_Irish_at_h ome	.65000	3.03442	.47978	-.32045	1.62045	1.355	39	.183

a. Class = Control

Pair 1	SCALE_ELEVEN_PRE_SUM_Use_of_Irish_at_home - SCALE_ELEVEN_POST_SUM_Use_of_Irish_at_home	Cohen's d	Standardizer ^b	Point Estimate	95% Confidence Interval	
					Lower	Upper
			3.03442	.214	-.101	.526
		Hedges' correction	3.06399	.212	-.100	.521

a. Class = Control

b. The denominator used in estimating the effect sizes.
Cohen's d uses the sample standard deviation of the mean difference.
Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

(iv) Open-Ended Questions PRE & POST Responses

PRE Responses

What do you not like about your Irish lessons? 20/20 responded		
	Response	No. of references by children
1.	We use the book too much	7
2.	We write too much	7
3.	Boring	6
4.	Everything	5
5.	Too long	4
6.	Don't speak enough	3
7.	Too short	3
8.	Don't like the books	2
9.	Never get to do fun activities	2
10.	Don't understand	2
11.	Worst thing ever created	1
12.	Don't like listening exercises	1
13.	Don't use computer	1
14.	Reading	1
15.	Loads of long words	1
16.	There's bits and pieces	1

What do you like about your Irish lessons? 18/20 responded		
	Response	No. of references by children
1.	We act out things	10
2.	We learn songs	7
3.	We play games	4
4.	Nothing	4
5.	We learn how to write	3
6.	It's fun	3
7.	It's interesting	3
8.	We learn rhymes	2
9.	We learn new words	1
10.	We learn to use the language	1
11.	Irish films	1
16	There's bits and pieces	1

What would you change about your Irish lessons? 20/20 responded		
	Response	No. of references by children
1.	More (fun) games/activities	13
2.	More ICT/computer activities	6
3.	Less book work	5
4.	More drama	4
5.	(Irish) video games (on school website)	4
6.	Everything	3
7.	More Irish language TV	3
8.	Email	2
9.	I would complete remove it	1
10.	A lot of things	1
11.	More speaking	1
12.	Less writing	1
13.	More singing	1
14.	If it is sunny do outside on the grass	1
15.	Flashcards	1

Appendix 15: Children's Supplementary Questionnaire & Profile Data

(i) ELP My Language Learning Profile: Results

A. I speak _____ with my family		
	Languages at home	No. of children
1.	English	9
2.	English & Irish	2
3.	English and other language(s) <i>○English & Tagalog, ○English & Arabic ○English, Irish & Romanian</i>	3
4.	Romanian	2
5.	Other language(s) & English <i>○Polish & English ○Moldovan & English ○Latvian, English & Urdu</i>	3
6.	No response	1

B. I speak _____ at school		
	Languages at home	No. of children
1.	English & Irish	16
2.	English, Irish & other language(s) <i>○English, Irish & Romanian ○English, Irish, Moldovan & Romanian</i>	2
3.	Romanian	1
4.	No response	1

C. I also know _____		
	Languages:	No. of mentions
1.	French	7
2.	Romanian	6
3.	Spanish	5
4.	Irish	4
5.	Polish	2
6.	Latvian	1
7.	Russian	1
8.	Urdu	1

D. I can read in _____		
	Languages:	No. of children
1.	English & Irish	9
2.	English, Irish & Another Language <i>○ English, Irish & Romanian x2 ○ English, Irish, & Moldovan ○ English, Irish & Tagalog</i>	4
3.	Another Language, English & Irish <i>○ Latvian, English & Irish ○ Arabic, English & Irish ○ Russian, English & Irish ○ Polish, English & Irish</i>	4
4.	English	1
5.	Romanian	1
6.	No response	1

E. I can write in _____		
	Languages:	No. of children
1.	English & Irish	10
2.	English, Irish & Another Language(s) <i>○ English, Irish & Romanian ○ English, Irish, Moldovan & Russian</i>	2
3.	Another Language, English & Irish <i>○ Latvian, English & Irish ○ Arabic, English & Irish ○ Russian, English & Irish ○ Polish, English & Irish</i>	3
4.	Polish & English	1
4.	English	2
5.	Romanian	1
6.	No response	1

Action Cycle 1 REVIEW _____

February 2015

1. The Young Researcher Activities helped me to learn about carrying out research

Strongly Disagree ☹ ☹	Slightly Disagree ☹	Neutral ☺	Slightly Agree ☺	Strongly Agree ☺ ☺
0	3	9	5	3

2. I really enjoy Peer tutoring in the Irish language class.

Strongly Disagree ☹ ☹	Slightly Disagree ☹	Neutral ☺	Slightly Agree ☺	Strongly Agree ☺ ☺
0	4	2	4	10

3. I think self-assessment in Irish helps me to know what I have learned and what I need to learn.

Strongly Disagree ☹ ☹	Slightly Disagree ☹	Neutral ☺	Slightly Agree ☺	Strongly Agree ☺ ☺
1	2	4	9	4

4. I participated on the Class Blog Zone regularly in November and December at home.

Strongly Disagree ☹ ☹	Slightly Disagree ☹	Neutral ☹	Slightly Agree ☺	Strongly Agree ☺ ☺
5	3	0	8	4








5. I am happy that we can work on the Irish Class Blog Zone on the school laptops in class every week since the beginning of January.

Strongly Disagree ☹ ☹	Slightly Disagree ☹	Neutral ☹	Slightly Agree ☺	Strongly Agree ☺ ☺
0	0	1	0	19








6. I believe that the Irish language activities on the Irish Class Blog Zone will help me to improve my Irish.

Strongly Disagree ☹ ☹	Slightly Disagree ☹	Neutral ☹	Slightly Agree ☺	Strongly Agree ☺ ☺
0	0	4	7	9








7. I think that it is important to use the Irish Language Bog Zone at home too.

Strongly Disagree  	Slightly Disagree 	Neutral 	Slightly Agree 	Strongly Agree  
0	3	3	6	8

8. My Mam/Dad encourages me to log onto our Irish Class Blog Zone at home too.

Strongly Disagree  	Slightly Disagree 	Neutral 	Slightly Agree 	Strongly Agree  
5	4	6	2	3

9. I always read my teacher's comments on my Irish blog posts.

Strongly Disagree  	Slightly Disagree 	Neutral 	Slightly Agree 	Strongly Agree  
1	2	2	6	9

10. The Irish Class Blog Zone gives me an opportunity to use my Irish outside the classroom

Strongly Disagree ☹ ☹	Slightly Disagree ☹	Neutral ☹	Slightly Agree ☺	Strongly Agree ☺ ☺
1	0	7	3	9

11. I think Twitter is a useful tool to learn and improve my Irish.

Strongly Disagree ☹ ☹	Slightly Disagree ☹	Neutral ☹	Slightly Agree ☺	Strongly Agree ☺ ☺
1	0	5	8	6

12. I enjoy writing Irish Tweets and reading Irish Tweets in Irish class with teacher and my classmates.

Strongly Disagree ☹ ☹	Slightly Disagree ☹	Neutral ☹	Slightly Agree ☺	Strongly Agree ☺ ☺
0	0	6	6	8

13. I think following the class on Twitter @GaeilgeAnois with my Mam/Dad is very helpful for my Mam's/Dad's Irish.

Strongly Disagree ☹ ☹	Slightly Disagree ☹	Neutral ☺	Slightly Agree ☺	Strongly Agree ☺ ☺
1	1	9	3	6

14. Twitter allows myself and he class to connect with other language speakers in Ireland/around the world.

Strongly Disagree ☹ ☹	Slightly Disagree ☹	Neutral ☺	Slightly Agree ☺	Strongly Agree ☺ ☺
1	0	6	3	10

15. I think the 'Is Tusa an Múinteoir' programme where I teach my Mam/Dad Irish helps my Irish.

Strongly Disagree ☹ ☹	Slightly Disagree ☹	Neutral ☺	Slightly Agree ☺	Strongly Agree ☺ ☺
0	0	3	5	12

16. I think the 'Is Tusa an Múinteoir' programme is enjoyable.

Strongly Disagree ☹ ☹	Slightly Disagree ☹	Neutral ☹	Slightly Agree ☺	Strongly Agree ☺ ☺
0	1	2	5	12

17. My Mam/Dad is enjoying the 'Is Tusa an Múinteoir' programme'

Strongly Disagree ☹ ☹	Slightly Disagree ☹	Neutral ☹	Slightly Agree ☺	Strongly Agree ☺ ☺
1	1	4	2	12

18. I am looking forward to using Irish in our art classes this term

Strongly Disagree ☹ ☹	Slightly Disagree ☹	Neutral ☹	Slightly Agree ☺	Strongly Agree ☺ ☺

Appendix 16: Parents' PRE & POST Irish Language Questionnaire Results

Parents' / Guardians' Questionnaire

Responses expressed as %, % in blue rounded to 1 decimal place as per charts and tables in Chapter 5, (no. of respondents in brackets) **RG** = Reference Group **IG** = Intervention Group

EXPERIENCE OF IRISH

1. When you were growing up, what language(s) were spoken in your home?

(Please tick *one* answer ✓) **RG** **IG**

(i) English only	50% 50% (32)	38.095% 38.1% (8)
(ii) English and Irish, but mostly English	6.25% 6.3% (4)	4.762% 4.8% (1)
(iii) English and Irish, half and half	0	0
(iv) English and Irish, but mostly Irish	0	0
(v) Irish only	0	0
(vi) another language Please name language: _____	15.625% 15.6% (10)	19.048% 19.1% (4) •Romanian(2) •Czech (1) •Nigerian
(vii) more than one language Name the languages: _____	28.125% 28.1% (18) •Moldovan, Russian & English •Arabic & French •French & Lingala •Tagalog & English •Arabic & English •Polish & English •Lithuanian & English •Latvian & English •French, English, Lingala & Kiswahili •Romanian & English •Romanian, English & Irish •English & Yoruba •English & Igbo •Lingala, Kikongo & French •Tamil & English •Albanian & English •Albanian & English	38.095% 38.1% (8) •Moldovan, Russian & English •Arabic & French •French & Lingala •Tagalog & English •Arabic & English •Polish & English •Lithuanian & English •Latvian & English

2. What is your general attitude to the Irish language?

(Please tick one answer ✓) **RG** **IG**

(i) Strongly in favour	31.25% 31.3% (20)	23.81% 23.8% (5)
(ii) Somewhat in favour	32.8125% 32.8% (21)	33.333% 33.3% (7)
(iii) No particular feelings	28.125% 28.1% (18)	28.571% 28.6% (6)
(iv) Somewhat against it	1.5625% 1.6% (1)	0%
(v) Strongly against it	4.6875% 4.7% (3)	9.524% 9.5% (2)
* No response	1.5625% 1.6% (1)	4.762% 4.8% (1)

3. How would you describe your ability to speak Irish?

(Please tick one answer ✓) **RG** **IG**

(i) No Irish	34.375% 34.4% (22)	38.095% 38.1% (8)
(ii) Only the odd word	25% 25% (16)	14.286% 14.3% (3)
(iii) A few simple sentences	25% 25% (16)	33.333% 33.3% (7)
(iv) Parts of conversations	9.375% 9.4% (6)	4.762% 4.8% (1)
(v) Most conversations	0%	0%
(vi) Native speaker ability	4.6875% 4.7% (3)	4.762% 4.8% (1)
* No response	1.5625% 1.6% (1)	4.762% 4.8% (1)

4. How often, if ever, is Irish spoken by anyone in your home at present?

(Please tick one answer ✓) **RG** **IG**

(i) Very often	1.5625% 1.6% (1)	4.762% 4.8% (1)
(ii) Often	1.5625% 1.6% (1)	4.762% 4.8% (1)
(iii) Occasionally	14.0625% 14.1% (9)	9.524% 9.5% (2)
(iv) Seldom	21.875% 21.9% (14)	23.809% 23.8% (5)
(v) Never	60.9375% 60.9% (39)	57.143% 57.1% (12)
* No response	1.5625% 1.6% (1)	0%

YOUR CHILD AND IRISH

5. How do you feel about your child being taught Irish in primary school?

(Please tick one answer ✓) **RG** **IG**

(i) Strongly in favour	46.875% 46.9% (30)	42.857% 42.9% (9)
(ii) Somewhat in favour	31.25% 31.3% (20)	28.571% 28.6% (6)
(iii) No particular feelings	17.1875% 17.19% (11)	19.048% 19.1% (4)
(iv) Somewhat against it	1.5625% 1.6% (1)	0%
(v) Strongly against it	0%	0%
* No response	3.125% 3.1% (2)	9.524% 9.5% (2)

6. How important do you think Irish is as far as your child's future job is concerned?

	(Please tick one answer ✓)		RG	IG
(i) Very important	17.1875%	17.2% (11)	9.524%	9.5% (2)
(ii) Important	26.5625%	26.6% (17)	28.571%	28.6% (6)
(iii) Of little importance	40.625%	40.6% (26)	52.381%	52.4% (11)
(iv) Not important at all	14.0625%	14.1% (9)	9.524%	9.5% (2)
* No response	0%		0%	
* Comment: 'depends on job'	1.5625%	1.6% (1)		

7. How does your child generally feel about learning Irish in school?

	(Please tick one answer ✓)		RG	IG
(i) My child likes learning Irish ☺	50%	50% (32)	66.666R%	66.7% (14)
(ii) My child has no particular feelings about learning Irish ☹	31.25%	31.3% (20)	19.048%	19.1% (4)
(iii) My child dislikes learning Irish ☹	17.1875%	17.2% (11)	9.524%	9.5% (2)
* No response	1.5625%	1.6% (1)	4.762%	4.8% (1)

If your child dislikes learning Irish, can you give any additional information?

RG

- *I think that Irish is such a hard language to understand the words are so different*
- *She gets frustrated because of non understanding. I think if explained differently it could improve her understanding of it and make it interesting for her*
- *my child struggles to understand Irish..she's been asset for dyslexic*
- *finds it boring*
- *because its not our first language he doesn't get to practice it often so therefore isn't interested*
- *he doesn't like Irish because he said its boring and a little hard*
- *he finds it boring*
- *doesn't hate it doesn't love it, just a bit boring*
- *My child feels like she is not good at Irish, but I feel she is very good*

9. What general attitude towards learning Irish in school do you try to encourage in your child?

(Please tick one answer ✓)

	RG	IG
(i) I let me child know that Irish is very important	43.75% 43.8% (28)	42.857% 42.9% (9)
(ii) I leave it up to my child to develop his/her own attitude to Irish	53.125% 53.1% (34)	52.381% 52.4% (11)
(iii) I discourage my child from taking Irish seriously	0%	0%
* No response	3.125% 3.1% (2)	4.762% 4.8% (1)

Comment: I would like him to no more than me. He sister is good at Irish. My brother taught himself Irish.

THE SCHOOL AND IRISH

10. How much contact do you have with the school your child is attending?

(Please tick one answer ✓)

	RG	IG
(i) No contact at all	9.375% 9.4% (6)	19.048% 19.1% (4)
(ii) Practically no contact	7.8125% 7.8% (5)	9.524% 9.5% (2)
(iii) Occasional contact	60.9375% 60.9% (39)	52.381% 52.4% (11)
(iv) A lot of contact	17.1875% 17.19% (11)	14.286% 14.3% (3)
* No response	4.6875% 4.7% (3)	4.762% 4.8% (1)

11. Are you satisfied with the amount of contact you have with the school?

(Please tick one answer ✓)

	RG	IG
(i) I'm happy with the level of contact I have with the school	71.875% 71.9% (46)	76.191% 76.1% (16)
(ii) I would like more contact with the school	20.3125% 20.3% (13)	9.524% 9.5% (2)
(iii) I would like less contact with the school	3.125% 3.1% (2)	9.524% 9.5% (2)
* No response	4.6875% 4.7% (3)	4.762% 4.8% (1)

12. How much time do you think your child spends learning Irish in school each day?
(please write in the number of minutes)

_____ minutes each day approximately

2A- 25 mins	2P-60 mins	3A- 30 mins	3O- 1 hr
2B- 30 mins	2Q-40 mins	3B- 30 mins	3Q- 40 mins
2C- 20 mins	2R-3mins	3D- 30-40 mins	3S- 30 mins
2D-30 mins	2S- no response	3E- 25 mins	3T- 30 mins
2E-40 mins	2T- 30 mins	3F- 30 mins	3U- 35 mins
2F-30 mins	2U- no response	3G- 30 mins	3V- 20 mins
2G-20 mins	2V- 20 mins	3H- 20 mins	3W- no response
2H-60 mins		3I- 15 mins	
2I- once mins		3J- 20 mins	
2J-no response		3K- 20 mins	
2M- ???not sure		3L- 30 mins	
2N- no response		3M- 10 mins	
2O-30 mins		3N- no response	

13. Are you satisfied with the amount time spent on Irish in your child's school?

(Please tick one answer ✓) **RG** **IG**

(i) The amount of time spent on Irish is <u>just right</u>	64.0625% 64.1% (41)	76.19% 76.2% (16)
(ii) <u>Less</u> time should be spent on Irish	3.125% 3.1% (2)	0%
(iii) <u>More</u> time should be spent on Irish	28.125% 28.1% (18)	19.048% 19.1% (4)
* No response	3.125% 3.1% (2)	4.762% 4.8% (1)
* Comment: 'I don't know'	1.5625% 1.6% (1)	

14. How much do you know about the way your child is taught Irish in school? (e.g. what workbooks, readers etc. are used, how much emphasis is placed on speaking, reading and writing etc.?)

(Please tick one answer ✓) **RG** **IG**

(i) I know nothing about how Irish is taught	40.625% 40.6% (26)	52.381% 52.4% (11)
(ii) I know a little about how Irish is taught	46.875% 46.9% (30)	33.333R% 33.3% (7)
(iii) I know quite a lot about how Irish is taught	9.375% 9.4% (6)	9.524% 9.5% (2)
* No response	3.125% 3.1% (2)	4.762% 4.8% (1)

15. What is your opinion of the methods and materials (workbooks, readers, etc.) which are used to teach your child Irish?

(Please tick one answer ✓) **RG** **IG**

(i) Very suitable	40.625% 40.6% (18)	28.571% 28.6% (6)
(ii) Suitable	20.3125% 20.3% (29)	38.095% 38.1% (8)
(iii) No opinion	9.375% 9.4% (6)	33.333R% 33.3% (7)
(iv) Unsuitable	0	0
(v) Very unsuitable	0	0

16 (a) Does the school your child attends teach any subjects, apart from Irish, through Irish?

(Please tick one answer ✓) **RG** **IG**

(i) Yes	15.625% 15.6% (10)	14.286% 14.3% (3)
(ii) No	39.0625% 39.1% (25)	52.381% 52.4% (11)
(iii) I don't know	39.0625% 39.1% (25)	28.571% 28.6% (6)
*No response	6.25% 6.3% (4)	4.762% 4.8% (1)

(b) If NO, would you support the idea of the school teaching a subject through Irish?

(Please tick one answer ✓) **RG** **IG**

(i) Yes	40.625% 40.6% (18)	23.809% 23.8% (5)
(ii) No	29.6875% 29.7% (19)	33.333R% 33.3% (7)

17. Does your child difficult in school with any of the following subjects? Place a tick in the box beside any subject your child has difficulty with. If your child does not have difficulty with a subject, just leave that box empty.

(Please tick one box in each row (a)-(g) ✓)

RG

	<i>Often</i>	<i>Sometimes</i>	<i>Hardly ever</i>
(a) English reading	5	12	20
(b) Mathematics	6	17	15
(c) English writing	7	9	18
(d) Project work	5	10	18
(e) Irish reading	12	21	11
(f) Oral/spoken Irish	13	21	12
(g) Irish writing	13	19	13

IG

	<i>Often</i>	<i>Sometimes</i>	<i>Hardly ever</i>
(a) English reading	0	3	8
(b) Mathematics	0	8	5
(c) English writing	1	2	7
(d) Project work	1	3	8
(e) Irish reading	1	7	5
(f) Oral/spoken Irish	2	9	3
(g) Irish writing	1	7	6

18. Is there anything you feel the school could do to improve your child's progress in Irish generally?

(Please tick one answer ✓)

RG

IG

(i) No, the school is doing everything possible	70.3125%	70.3%	(45)	66.666R%	66.7%	(14)
(ii) Yes, the school could do more	21.875%	21.9%	(14)	23.81%	23.8%	(5)

* No response

6.25%

6.3%

(4)

9.524%

9.5%

(2)

* Comment: 'I don't know'

1.5625%

1.6%

(1)

If YES, please give more information, if possible

- *I feel like there must be some way to improve as for a nation who learn Irish from 4 or 5 yrs of age not many of us can speak it at all! But that is in general not particular to my child's school*
- *do more of the activities in the books (mostly only reading and answering questions)*
- *I just think if they made it more fun learning it would make the subject easier to understand*
- *1 to 1 or explanation it more often or better*
- *is good for a child to learn, is an Irish child*

- *Apart from Irish spellings my child does not have any other Irish work or reading to do at home. I feel that she would benefit from more oral/reading work & that it might help to engage us more as parents if we were involved more in her work.*

19. Do you think you could give the school any practical support as far as the teaching of Irish is concerned?

(Please tick one answer ✓) **RG**

(i) Yes	2
(ii) No	39

2U- no response

3I- no response

If **YES**, please give details of what form this support might take.

2D We should have an Irish/English dictionary for each child to have in schoolbag. It would be very useful for students and parents

3D maybe try to get the kids to only speak in Irish during the lesson as speaking it often can be a good way to learn as opposed to focusing on grammar, spelling etc

HOMEWORK

20. How much time, on average, does your child spend on all his/her homework each night?

_____ minutes each night, on average.

	RG	IG
20 mins	10.9375% 10.9% (7)	9.524% 9.5% (2)
25 mins	3.125% 3.1% (2)	4.762% 4.8% (1)
30 mins	23.4375% 23.4% (15)	38.095% 38.1% (8)
35 mins	4.6875% 4.7% (3)	9.524% 9.5% (2)
40 mins	7.8125% 7.8% (5)	4.762% 4.8% (1)
45 mins	14.0625% 14.1% (9)	4.762% 4.8% (1)
50 mins	4.6875% 4.7% (3)	4.762% 4.8% (1)
60 mins	17.1875% 17.19% (11)	9.524% 9.5% (2)
90 mins	4.6875% 4.7% (3)	4.762% 4.8% (1)
140 mins	1.5625% 1.6% (1)	0
No response	7.8125% 7.8% (5)	9.524% 9.5% (2)
Average time	43.56 mins	37.89 mins

	RG	IG
Less than or 40 mins	50% 50% (32)	66.666R% 66.7% (14)
Between 41-60 mins	18.75% 18.8% (12)	19.048% 19.1% (4)
Between 61-100 mins	21.875% 21.9% (14)	4.762% 4.8% (1)
More than 100 mins	1.5625% 1.6% (1)	0
No response	7.8125% 7.8% (5)	9.524% 9.5% (2)

21. How often, if ever, do you sign your child's homework?

(Please tick one answer ✓) RG IG

(i) Always	39.0625% 39.1% (25)	33.333R% 33.3% (7)
(ii) Often	29.6875% 29.7% (19)	38.095% 38.1% (8)
(iii) Occasionally	20.3125% 20.3% (13)	19.048% 19.1% (4)
(iv) Seldom	4.6875% 4.7% (3)	0.
(v) Never	3.125% 3.1% (2)	4.762% 4.8% (1)

* No response 3.125% 3.1% (2) 4.762% 4.8% (1)

22. How often, if ever, do you supervise (or help with your child's homework (e.g. examine tables, listen to the child reading aloud, check that writing is satisfactory etc.)?)

(Please tick one answer ✓) RG IG

(i) Always	48.4375% 48.4% (31)	38.095% 38.1% (8)
(ii) Often	34.375% 34.4% (22)	42.857% 42.9% (9)
(iii) Occasionally	10.9375% 10.9% (7)	14.286% 14.3% (3)
(iv) Seldom	4.6875% 4.7% (3)	4.762% 4.8% (1)
(v) Never	0	0

*No response 1.5625% 1.6% (1) 0

23. If you help with your child's homework, what subjects do you usually help with?

(Please tick ✓as many boxes as necessary) RG IG

(a) Mathematics	78.125% 78.1% (50)	85.714% 85.7% (18)
(b) English	64.0625% 64.1% (41)	66.666R% 66.7% (14)
(c) Irish	26.562% 26.6% (17)	23.81% 23.8% (5)
(d) History/Geography	45.3125% 45.3% (29)	47.619% 47.6% (10)
(e) Science	17.1875% 17.2% (11)	33.333R% 33.3% (7)
(f) Arts & Crafts	23.4375% 23.4% (15)	33.333R% 33.3% (7)
(g) Other (give details)	14.0625% 14.1% (9)	9.524% 9.5% (2)

IG (1) RG (2-4)

- Help is not required very often but I will help out on all subject areas when required
- spellings
- if I can't do it his sister will show me how
- English & Irish spellings

24. If you help with your child's IRISH homework, what aspects of Irish do you usually help with?

(Please tick ✓ as many boxes as necessary)

	RG			IG		
(a) Irish reading	17.1875%	17.2%	(11)	4.762%	4.8%	(1)
(b) Irish writing	18.75%	18.8%	(12)	14.286%	14.3%	(3)
(c) Oral/spoken Irish	12.5%	12.5%	(8)	23.81%	23.8%	(5)
(d) Irish grammar	9.375%	9.4%	(6)	9.524%	9.5%	(2)
(e) Irish poetry	3.125%	3.1%	(2)	0		
(f) Irish spelling	39.0625%	39.1%	(25)	19.048%	19.1%	(4)
* No response	32.8125%	32.8%	(21)	18.75%	18.8%	(12)

IG (1-2) RG (3-4)

- No response: none
- No response: do not help with this
- No response: doesn't seem to get Irish homework only Irish spellings
- No response: none

25. If you do not help with your child's IRISH homework, what is your main reason for not doing so?

(Please tick one answer ✓)

(i) I am not interested in school work generally	4.762%	4.8%	(1)	4.762%	4.8%	(1)
(ii) I don't have enough time usually	3.125%	3.1%	(2)	0		
(iii) I do not agree with Irish being taught	0			0		
(iv) I am not very good at Irish myself	51.5625%	51.6%	(33)	61.904%	61.9%	(13)
(v) Other reason: _____ _____	12.5%	12.5%	(8)	14.286%	14.3%	(3)

IG

- *I don't know Irish*
- *Older sister would help with Irish homework if I couldn't*
- *I do not know Irish at all*
- *I'm not very good at tenses +sentence structure*
- *My child does not have problems learning Irish. She is capable to do it herself*
- *I don't know nothing about Irish*

RG

- *I don't speak Irish*
- *Generally my son has never asked for help in the area, nor does he seem to have any difficulties in the work assigned to him*
- *No*
- *n/a always check spellings*
- *I do not know Irish at all*
- *I work in the evenings so I'm not always around to help*
- *It's not very often she needs help*

26. Do you have any general comments?

IG

- *I am happy for my child to learn Irish but I do feel that talking in the language on a day to day basis helps them to learn it quicker, reading + writing can follow- similar to how we learned the English language from toddlers, writing and reading came later. Encourage stipulate more Irish conversation*
- *Some schools do not emphasise the importance of the Irish language. I feel it has lost its importance as a subject within the education system.*
- *I won't help him but I can't because I don't know anything about this language (Irish)*

RG - IG (9)

- *I think it would be fair for other languages to be taught that are national spoken languages like French, Spanish, German etc.*
- *I need more exercises because I don't know some words*
- *Myself and my husband are very happy with how [CXX] education in [redacted] is progressing. We find every teacher in [redacted] very helpful and extremely approachable and our son is very happy.*
- *Irish language is a nationality. It should be first priority in my opinion.*
- *My children know Irish better than me. They do help me sometimes instead*
- *As before: more emphasis on learning how to speak Irish as in day to day conversation wise.*
- *I would be happy for my children to learn more Irish because it is very good to have another language*
- *I do believe Irish is important to our children but I do feel it should be taught as a language the same as Spanish or French and not a subject*
- *My child is very good at her school/homework, I ticked some boxes where she needs help but it's not too often*

<i>(a) English reading</i>	<i>(34)</i>	<i>(6)</i>	<i>(2)</i>	<i>(1)</i>
<i>(b) Mathematics</i>	<i>(35)</i>	<i>(5)</i>	<i>(1)</i>	<i>(2)</i>
<i>(c) English writing</i>	<i>(32)</i>	<i>(6)</i>	<i>(1)</i>	<i>(4)</i>

PPC Parents' Pre & Post Proficiency & Irish Language Usage- related responses

3. How would you describe your ability to speak Irish?	Recon Cycle	Post AC2
(i) No Irish	6	5
(ii) Only the odd word	3	4
(iii) A few simple sentences	7	7
(iv) Parts of conversations	1	1
(v) Most conversations	0	0
(vi) Native speaker ability	0	0

4. How often if ever, is Irish spoken by anyone in your home at present?	Recon Cycle	Post AC2
(i) Very often	1	2
(ii) Often	1	0
(iii) Occasionally	2	4
(iv) Seldom	5	6
(v) Never	8	5

10. How much contact do you have with the school your child is attending?	Recon Cycle	Post AC2
(i) No contact at all	2	1
(ii) Practically no contact	2	2
(iii) Occasional contact	8	9
(iv) A lot of contact	4	4
No response	1	1

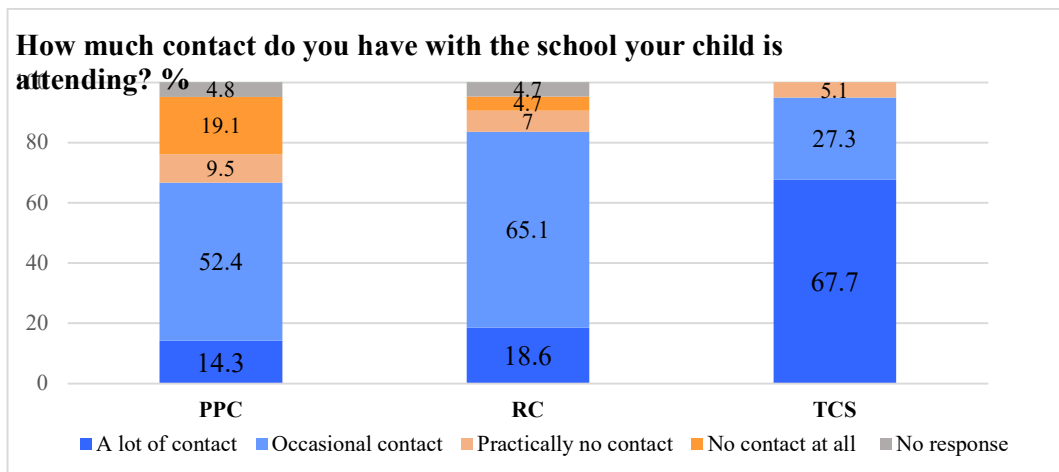
11. Are you satisfied with the amount of contact you have with the school?	Recon Cycle	Post AC2
(i) I'm happy with the level of contact I have with the school	13	14
(ii) I would like more contact with the school	2	2
(iii) I would like less contact with the school	1	0
No response	1	1

13. Are you satisfied with the amount of time spent on Irish in your child's school?	Recon Cycle	Post AC2
(i) The amount of time spent on Irish is <u>just right</u>	12	11
(ii) Less time should be spent on Irish	0	1
(iii) More time should be spent on Irish	4	4
No response	1	1

14. How much do you know about the way your child is taught Irish in school?	Recon Cycle	Post AC2
(i) I know nothing about how Irish is taught	7	4
(ii) I know a little about how Irish is taught	6	10
(iii) I know quite a lot about how Irish is taught	0	0
(iv) No response	2	2

Q16 (b) Would you support the idea of the school teaching a subject through Irish ?	Recon Cycle	Post AC2
(i) Yes	5	9
(ii) No	7	4

Parents' perspectives on Irish language usage and school



Appendix 17: Examples of Children's Peer Mediation Comments according to Category

	Child, Week & Lesson	Type of Assistance	Comment
1.	C5, Wk 4 L1	Practice	<i>Made short conversation between shopkeeper and customer</i>
2.	C9, Wk 6 L1	Practice	<i>Asking each other "Ar mhaith..?"</i>
3.	C10, Wk10 L2	Practice	<i>Pairwork- asking and answering questions, unjumbling mixed-up answers</i>
4.	C17, Wk 10, L1	Practice	<i>In pairs we described different uniforms and shared them on board</i>
5.	C2, Wk3 L2	Explanation	<i>She helped me by talking in Irish in the words I did not know</i>
6.	C8, Wk 9 L1	Explanation	<i>When I did not get what we were doing he explained it</i>
7.	C16, Wk8 L1	Explanation	<i>Explaining me what the question means</i>
8.	C19, Wk10 L1	Explanation	<i>Explaining what to do in activity</i>
9.	C4, Wk8 L2	Demonstration	<i>Ordering some of the sentence cards in order of how to make soup</i>
10.	C8, Wk3 L2	Demonstration	<i>Counting the right numbers when I counted the numbers in Snakes & Ladders</i>
11.	C16, Wk10 L1	Demonstration	<i>Putting together a sentence about 'Éadaí'</i>
12.	C4, Wk3 L1	Demonstration	<i>She helped me by spelling something on the whiteboard</i>

Appendix 18: Technology-Mediated Language Learning Results & Analysis

(i) Online Learning Zone: Children's Engagement: Individual Breakdown of Activity Completion

	A1	A2	A3	A4	A5	A6
C1	1	2				
C2	3	2	1	1	1	2
C3						
C4	2	2	2	2	1	2
C5						
C6						
C7						
C8	1	2	3	2	1	
C9	1	2	1	2	2	2
C10	2	1	2	3	4	
C11	2		3			
C12	1	1		1	2	1
C13	4	1				
C14			1			
C15	1		2			
C16	1	1			1	
C17	3	3	5	3	3	
C18	1		1	1		
C19						
C20						

(ii) Sample COLZ children's posts

C1

1.	Activity 1 (Dia daoibh)	Dia duit Ms. O'Connells!!! [C1] is aimn dom. Tá me 9 mbliana daois. Slán!!!!!!!
2.	Activity 2 (Éadaí)	Hi Ms. O'Connell. Is fear liom bróga dearga
3.	Activity 2 (Éadaí)	Dia duit Ms O'Connells !!! Thank you for the reply!!!!

C4

1.	Activity 1 (Dia daoibh)	Dia duit Ms. O'Connells!!! [C1] is aimn dom. Tá me 9 mbliana daois. Slán!!!!!!!
2.	Activity 2 (Éadaí)	Hi Ms. O'Connell. Is fear liom bróga dearga
3.	Activity 2 (Éadaí)	Dia duit Ms O'Connells !!! Thank you for the reply!!!!

C13

1.	Activity 1 (Dia daoibh)	Dia duit [C13] is anim dom. Tá me 10 mbliana d'aois
2.	Activity 1 (Dia daoibh)	Go raimh mo agut Ms. Oconnell.
3.	Activity 1 (Dia daoibh)	Cén aois thú? Is breá liom gaeilge
4.	Activity 1 (Dia daoibh)	☺☺☺☺☺
5.	Activity 2 (Éadaí)	Caithim briste, leine, bróga, carabhat agus geánsaí. Is fearr liom bróga dearga.

C18

1.	Activity 1 (Dia daoibh)	Dia duit Ms. O'Connells. [C18] is ainm dom tá me deich mbliana d'aois. Slán go fóill(: [C1] is aimn dom. Tá me 9 mbliana daois. Slán!!!!!!!
2.	Activity 3 (Éide Scoile)	caithim sé geánsaí dúghorm agus dearg briste dúghorm agus dearg tleine dearg bróga dúbh, dúbh agus dúghorm agus stoca dúbh, oraiste agus glás. slán go fóill.
3.	Activity 4 (Obair an Tí)	Bionn orm mo sheomra a glanadh (I have to clean my room).

(iii) Twitter Data Analysis

	(1. Original Tweets by children/ teacher & children)	2. RTs	(3. Total Monthly Tweets)	4. Tweets by teacher	5. Tweets co-written by teacher and children	6. Tweets in Irish written by children in class	5A. Tweets re Overall Project Activity (T&C)	5B. Tweets re Project Lang learning (T&C)	5C. Tweets re General School Activities (T&C)
Sep	16	1	17	9	3	4	2	1	0
Oct	0	0	0	0	0	0	0	0	0
Nov	28	2	30	6	18	4	0	14	4
Dec	134	68	202	92	33	9	3	22	8
Jan	109	86	195	27	53	29	4	46	3
Feb	74	80	154	7	57	10	24	28	5
Mar	31	36	67	4	20	7	6	6	8
Apr	9	2	11	0	7	2	0	7	0
May	14	19	33	7	6	1	0	6	0
Jun	35	25	60	6	26	3	19	7	0
Jul	9	13	22	4	5	0	4	1	0

Appendix 19: CRAG & PRAG Excerpts

A. Further PRAG Reflections in relation to Class Blog

Parents' reflections in relation to Class Blog & technology:

I think [C11] is finding more enjoyment in Irish now than he ever had and I think it's probably because he is mad into computers and all and because it's computer-related now he finds more of a link towards it than just like books and all.

[P11, PRAG 3]

Yes and there was a bit of variety in there because they went from a word search to something else and then something else and the variety I have to say now kind of, it was great

[P4, PRAG 3]

Yes, they enjoy the games on the computer [P12, PRAG 3]

Yes, the computer and games... [P20, PRAG 3]

Yes and always when she can do that, she want to be first. [P10a, PRAG 3]

So she has kind of kept me...keeps reminding me that it has to be done [P4, PRAG 4]

He has yeah...he's been driving me mad! Because I haven't a laptop/ iPad and all that, and we have no flash drives, he was saying he needs a flash drive. But we are after buying him a tablet now, so he'll be able to go onto it [P11. PRAG 3]

Parents' reflections in relation to online safety:

P3: Yes, I wouldn't let mine or anything open like that like Facebook.

P1: When she first came home and told me about it I was like 'nah, I don't think so'

P3: I was the same, that's what I said...

P1: I did find it weird at the start until you explained it to me the last time and then I was like 'okay, yeah... and then you said that no one else could get in which was good

[PRAG 4]

It's very good they have they're password and username. It's very safe.

[P10a, PRAG 3]

B. Further CRAG & PRAG Reflections in relation to Twitter

Children's perspectives on using Twitter in Irish class

Yeah, I like putting up the headlines where we put up the date and all, and the weather... [C18, CRAG 1 p.25]

Because when you write them and if you type them or write them it sort of goes into your brain more [C1, CRAG 4]

Children's feedback on parent's views on class tweet newsletter

Yeah, they said "it's good" [C17, CRAG 2]

Yeah she said that she will join one day. [C18 CRAG1]

Yeah, she actually said "I might be interested". [C14, CRAG 2]

She was like, that's really interesting what we were doing. [C5, CRAG 3]

She didn't get time to read it. [C16, CRAG 1]

I'm not sure, she didn't really tell me [C15, CRAG 1]

Children discussing the possibility of home engagement with school Twitter account.

Yeah, I never got a chance to do it at home [Reading Tweets] ... But I would want to do it at home. [C17, CRAG 1]

Example 1:

C18: My Mam always says that she doesn't have enough time. She said whenever she's off work for a week or so, she'd be able to....

TR: She'd be able to set it up?

C18: Yeah...

TR: Would you like to be able to read the tweets from home and that?

C18: Yeah....

[CRAG 1]

Example 2

C6: Yeah, I might be able to actually get onto it today but I'm not sure how you do it?

TR: Yeah, well I can show your Mum, no problem.

C6: and then maybe when we get home we can do it, I'm not sure.

[CRAG 3]

B. Student Voice Transcript Excerpt re YG Activities

C8: In order to fully understand what research means and what it means to be a researcher, our teacher organised a number of Young Researcher Activities for us!

C2: The first thing we did was make a Young Researcher's noticeboard where we shared keywords from the field or research.

C8: In September we learned 3-4 keywords every couple of days until we built up a pretty impressive bank of research terminology! We played a class loop game where we had to listen out for the meaning of a word and match it with the right word.

C2: Now let's see if anyone here can explain key research terms!! I present three terms- plagiarism, social research and anonymous. Can you match the right word to the right definition? Take it away [C8]!

C8: Research which explores, describes and tries to explain people's experiences and which hopes to make a difference in people's lives

Audience: Social Research ...laughter

C8: Testing the methods that you are going to use to obtain information from participants

Audience: Piloting

C8: Unnamed or given a name that is not somebody or something's real name:

Audience: Anonymous...yay! Audience claps themselves...laughter

Student Voice Conference Presentation Transcript

Children's experience of presenting:

The experience of being a Presenter was actually really kind of scary cos you have to look at people in a very kind of tight room... So it sounds scary but also it felt really nice when the confidence was kind of breaking through the fear and finally when I broke the fear it just felt sort of confident.

[Child 8, PRAG 5]

I was kind of scared and then when we started talking Irish everyone seemed pretty interested in what we were talking about. So I wasn't that scared anymore because everyone was enjoying what we were talking about- Irish and the Easter/Summer/Winter project.

[Child 2, PRAG 5]

Well I was actually quite nervous before my turn and then when it was my turn to go and speak I got really nervous but then I got confident as it was going on.

[Child 10, PRAG 5]

Children's reflections in relation to parent taking part in Student Voice Conference:

I felt great about them taking part in it [C1]

Yes I was happy that my Mom volunteered for the Learner Voice Conference [C2]

I felt happy to know that my Mam supported everything we have done in the project and that she wanted to take part in something I enjoyed so much [C4]

Yes, I felt so proud of myself and I was so proud to share how much I improved and what the 'Is Tusa an Múinteoir' project was all about with other people at Trinity college. And I was happy that my Mam attended the Learner Voice Conference [C8]

I felt nervous that my Mam might say something wrong [C19]

Parent's reflections on the Student Voice Conference

It benefitted her in a few ways—I seen her organising skills and confidence go through the roof [P1]

It gave her confidence to speak in front of people [P2]

I found the wider experience to be a great benefit to the kids to stand up in front of so many strangers and to talk about their project was a fantastic confidence boost for them and a brave thing to do. [P4]

I think he finally learned how to speak to lots of people [P19]

Listening to others [P3]

that she felt important to be a part of it [P8]. Parent 8 noted how her own child had

done a great job with her part. [P8]

It was most definitely an eye opener for them to learn how learner's voices are being listened to in other schools [P4]

I am very happy for this Conference. Very happy because this voice, for every school, yeah. It is now every school. "Mammy, it is big Professors, employers in the college, hear my voice". The same for adult to adult. [P8, PRAG 7]

Yes, he say "Mammy, every student, every Professor hear me" and this is nice. [P19, PRAG 7]

Appendix 20: Summary of Recommendations of the Study

1. Recommendations for Practice

- Create meaningful domains of use for children to engage with the Irish language.
- Consider a socio-cultural-theory informed approach to language learning which integrates with the Primary Languages Curriculum, school-level, year-level and class-level planning.
- Pilot peer-tutoring (PT) on a phased basis as a pedagogical approach during Irish lessons. Utilise Peer Tutoring resources and exemplars for the Irish language classroom.
- Develop a school plan which oversees a graduated and sustained approach to the development of Irish language teaching and practice at school level (De Spáinn, 2016).
- Engage Participatory Action Research (PAR) as an approach to engage learners in a collaborative learning journey. Consider ways of meeting, timelines and project trajectory. Provide suggestions at the outset to inform initial discussion with partners.
- Develop a community of practice (CoP) at school-/class-level which involves the voice of learners (Children, parents/guardians and families) whereby action planning with regard to learning goals is a shared process.
- Dedicate focus on reciprocal peer tutoring and development of learners as More Knowledgeable Other (MKO).
- Progress to student-parent tutoring following Peer Tutoring implementation to develop child as tutor/MKO in piloting of child-parent tutoring in the home.
- Integrate of technology-mediated Irish language learning to increase learner engagement with the language on a phased basis when Community of practice is established.
- Explore post-pandemic current school ICT platforms and practice of schools to optimise Irish language learning.
- Be judicious in terms of the timing of learning activities- avoid programme overload. Think, act and reflect keeping project sustainability as a priority.

2. Recommendations for Research

- Undertake a broader pilot and evaluation of SCT-informed Irish language and teaching across class levels and schools. Prioritise the pilot and evaluation of peer tutoring (PT) as a pedagogic approach.
- Contribute to the development of Irish language support materials in digital and non-digital formats for teachers and learners of Irish.
- Prioritise social discourse analysis (Mercer, 2004) of peer-peer interactions during peer tutoring in order to track Irish language proficiency, and explore instances of translanguaging further (Duarte, 2019).
- Lead development of a suite Irish language assessment tools & learning portfolio dedicated to the English primary sector (inclusive tools and resources to evaluate learner proficiency, use & engagement, attitudes and motivation, language awareness and language learning autonomy cognisant of the endangered, additional, and multilingual language context).
- Secure and engage in European-funded research to explore technology-mediated language learning (TMLL) at primary level with reference to other endangered language contexts such as the Basque Country, Wales and Scotland in partnership with international research partners.
- Facilitate research in relation to the development, coordination, maintenance and learning outcomes of communities of practice (CoP) with regard to Irish teaching and learning is explored which involves school, learner and community partners.

3. Recommendations for policy:

- Engage in a consultation process with regard to terminology relating to learners of Irish (learners of Irish as an additional language (IAL), Irish as a second or additional language (Dunne, 2020) new learner, learner of Irish, reconnecting learner of Irish and new speaker (O'Rourke et al., 2015)).
- Build on the global advances in technology-mediated learning in order to support the development of learning platforms, teacher competency, student and parent ICT skills in this domain. In addition it is proposed that the state, as funder and research partner.
- Support and enact policy development in relation to engagement with digital, blended and remote learning, to develop an evidence-based hybrid approach of digital and face-to-face learning of Irish as an additional language.
- Enact and support national initiatives visibly and meaningfully as set out in policy (Government of Ireland, 2010) to increase the number of active Irish speakers by funding and connecting Irish language focused family learning initiatives, in partnership with schools and the broader community to realise Irish language learning objectives in an authentic domain of use.
- Create mechanisms whereby the state can channel and support the potential of micro-agents or 'bottom-up' approaches led by educators and/or language activists in Irish language learning communities around the country.
- Ensure the provision of further continuing professional development for teachers of Irish as an Additional Language (IAL) with reference to the Primary Language Curriculum (PLC) and cognisant of the complexity of teaching and learning an endangered language.
- In addition, funded or subsidised language programmes for teachers is essential (as evidence in Wales and the Basque country (Van Donghera, 2017), especially at primary level where teachers in the English-medium sector are not necessarily Irish language subject specialists in the English-medium sector.